THE EFFECT OF E-TWINNING IMPLEMENTATION ON THE PROFICIENCY AND ATTITUDES OF 10TH GRADE VOCATIONAL AND TECHNICAL ANATOLIAN HIGH SCHOOL EFL STUDENTS TOWARDS ENGLISH COURSES IN TURKEY

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JÜRİ VE ENSTİTÜ ONAYI

Nesrin AHMETOĞLU AÇIKGÖZ'e "The Effects of E-Twinning Implementation on the Proficiency and Attitudes of 10th Grade Vocational and Technical High School EFL Students towards English Courses in Turkey" başlıklı tezi 28.06.2019 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Programında, Yüksek Lisans tezi olarak kabul edilmiştir.

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ABSTRACT

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The purpose of the study was to investigate the effect of an international e-Twinning project on proficiency and attitudes towards English course of 10th grade vocational and technical Anatolian high school students. Moreover, the perceptions of students about the e-Twinning process were explored. A mixed-methods design was run, applying both quantitative and qualitative research. The study was conducted with seventy 10th grade vocational and technical Anatolian high school students in Istanbul, in 2018-2019 academic year. 'The Attitudes towards English Lesson Scale' was used to determine the attitudes of students. In order to determine the proficiency of the students, two different A2 level proficiency tests were used as pretest and posttest. E-Twinning process lasted for 11 weeks and at the end, the experimental group students were given written interview questions to explore their perceptions and attitudes about the e-Twinning process. The quantitative data were analyzed by using 22.0 package of SPSS's Paired Samples *t*-test and Independent Samples *t*-test.

The results of the study revealed that there is not a significant difference between the attitudes of experimental and control groups at the end of the e-Twinning process. However, the results of the experimental group showed that their attitudes remained at the same level while the control group's attitudes decreased at the end of the term. The proficiency results in reading& writing tests showed that there is not a significant difference between the experimental and control groups. There is considerable difference in listening proficiency test scores between two groups even if it's not statistically significant. The perceptions of the students were generally positive and e-Twinning was regarded as beneficial especially for their proficiency. E- Twinning supplied a true-reason for students to communicate and it is effective for listening skill which is an important skill to communicate. E-twinning might be used to improve students' listening skill in vocational and technical high schools.

Keywords: Attitude towards English Lesson, E- Twinning, Proficiency in Language, Perceptions of Students on e- Twinning.

ÖZET

E-TWINNING UYGULAMASININ 10. SINIF MESLEKİ VE TEKNİK ANADOLU LİSESİ ÖĞRENCİLERİNİN İNGİLİZCE DERSİNE YÖNELİK TUTUMLARINA VE DİL YETERLİKLERİNE OLAN ETKİSİ

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Bu çalışmanın amacı uluslararası bir e-Twinning projesinin 10. Sınıf mesleki ve teknik Anadolu lisesi öğrencilerinin İngilizce dersine karşı tutumlarına ve İngilizce dil yeterliklerine etkisini araştırmaktır. Ayrıca e-Twinning uygulamasına katılan öğrencilerin süreç hakkındaki görüşleri de incelenmiştir. Çalışmada nicel ve nitel araştırma yöntemlerinin bir arada kullanıldığı karma yöntemler araştırma modeli kullanılmıştır. Çalışma, 2018/ 2019 eğitim-öğretim yılında İstanbul'da bir mesleki ve teknik Anadolu Lisesi'nde toplam 70 öğrenciyle gerçekleştirilmiştir. Öğrenci tutumlarını belirlemek için 'İngilizce dersine yönelik tutum ölçeği' ve dil yeterliklerini belirlemek için A2 seviyesinde iki standart (biri ön-test, biri son-test) yeterlik sınavı kullanılmıştır. E-Twinning uygulaması 11 hafta sürmüştür ve uygulamanın sonunda tutum ölçeği tekrar uygulanarak öğrenci tutumlarında istatiksel olarak anlamlı bir fark olup olmadığına bakılmıştır. E-Twinning sürecinin dil yeterliğine etkisi incelenmiştir. E-twinning uygulaması ile ilgili öğrenci görüşleri açık uçlu sorularla yazılı olarak alınmıştır. Veriler SPSS 22.0' in eşleşmiş gruplar *t*-testi ve bağımsız gruplar *t*-testi kullanılarak analiz edilmiştir.

Sonuçlar, e-Twinning uygulamasının öğrencilerin İngilizce dersine olan tutumlarında istatistiksel olarak anlamlı bir fark oluşturmadığını göstermektedir. Ancak, öğrenci tutumlarını dönem boyunca baştaki seviyede sabit tuttuğu gözlemlenmiştir. E-Twinning' in öğrenci dil yeterliğine olan katkısı incelendiğinde, okuma-yazma becerisi üzerinde gruplar arasında anlamlı fark oluşturmadığı saptanmış; dinleme becerisinde de anlamlı fark gözlemlenmemesine rağmen dinleme-son-test sonuçlarında deney grubunda artış gözlenirken kontrol grubunda düşüş yaşanmıştır. Öğrenci görüşleri analizleri, öğrencilerin genel olarak e-Twinning uygulamasına olumlu baktığını göstermektedir ve özellikle dil becerilerine olan katkısı vurgulanmıştır. E-Twinning öğrencilere İngilizceyi kullanmaları için gerçek bir neden oluşturmuştur. Özellikle iletişim için önemli olan dinleme becerisinin gelişmesi için mesleki ve teknik lise öğrencilerinde e-Twinning uygulamasından faydalanılabileceği görülmektedir.

Anahtar Sözcükler: İngilizce dersine yönelik öğrenci tutumu, İngilizce Dil Yeterliği, E- Twinning, e- Twining hakkında öğrenci görüşleri.

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ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan "bilimsel intihal tespit programı" yla tarandığını ve hiçbir şekilde "intihal içermediğini" beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçları kabul ettiğimi bildiririm.

Nesrin AHMETOĞLU AÇIKGÖZ

19/07/2019

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with "scientific plagiarism detection program" used by Anadolu University, and that "it does not have any plagiarism" whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

Nesrin AHMETOĞLU AÇIKGÖZ

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LIST OF ABBREVIATIONS

ATELES : Attitude towards English Lesson Scale

ELM : Elaboration Likelihood Model of Persuasion

ICT : Information and Communication Technology

CHAPTER I
INTRODUCTION

In this chapter, the statement of the problem, the purpose of the study, research questions, the significance and the limitations of the study are presented.

1.1. Background of the Study

English is a worldwide language that is used in all fields, for all kinds of information and it is important for the people who want to keep in touch with the other people around the world no matter what they are doing. As Smith (1971) puts forward; ‘‘One language sets you in a corridor for life. Two languages open every door along the way.’’ A foreign language, mostly English in our context, brings better job opportunities to the people in this globalized world that even just knowing a foreign language is regarded as insufficient. Besides these, English is important for personal and social development, too. One can improve personal and social skills if he/ she can communicate in English and have contacts with people around the world to widen his/her world. In Turkish there is a saying; ‘‘One who knows only one language is one person, but one who knows two languages is two people.’’ Since learning English is important from different aspects for an individual, teaching it as a foreign language gains importance. Therefore, educational policies encourage teaching English as a foreign language in most of the countries. However, in some cases, with the imposed school curriculum, students are to fulfill involuntary requirements beyond their will; hence, several factors have emerged to discuss. For instance, motivating students and fostering positive attitudes to learn English have become important concerns of teachers. The attitude of students to the target language is vital to trigger learning it and replacing the negative attitudes with the positive ones is a really hard job. Time is also a key element to create motivation to learn something new no matter what it is because arousing affective elements like positive feelings or attitudes takes a considerable amount of time especially with the students who have had a bad experience before. Berberoglu (2001) argues that students’ attitude on the English course is a dominant subcomponent for achievement in English.

As a policy of language teaching, the Ministry of National Education in Turkey offers two hours a week to the 10th grades in vocational and technical high schools. This limited time to teach makes it difficult for teachers to motivate students to learn. To be

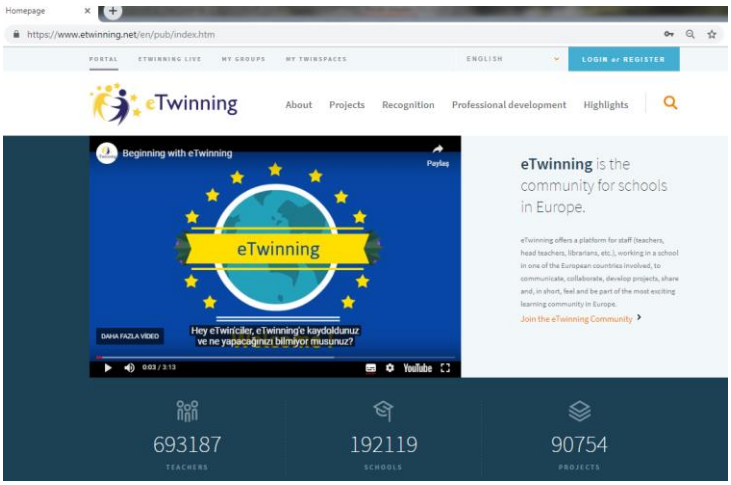
able to teach effectively in such a limited amount of time, teachers try to use a range of techniques. The limited hour of the English course in vocational and technical high schools in 10th grade and the intention to promote positive attitudes towards English lesson caused researcher to experiment with a new online tool along with the formal English course. The effect of the use of this web-tool, e- Twinning, on English proficiency and attitude of learners towards English course was a matter of this study. How students feel and what they think about English course and the proficiency of the students in English may be promoted with the implementation of the e-Twinning project along with the current curriculum. E-Twinning implementation may improve the student attitudes towards English lesson and it will be investigated in the study. Pratdesaba (2014, pg. 10) states;

> "E- Twinning offers teachers and pupils the opportunity to teach and learn content in a foreign language in collaboration with other teachers and pupils in other countries in Europe, a suitable environment where language comes alive, pupils become more confident and autonomous, and they acquire new ICT skills and learn about other cultures.''

On the web-page of E-Twinning portal it is described as follows:

> "E-Twinning offers a platform for staff (teachers, head-teachers, librarians, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and to be part of the most exciting learning community in Europe. E-Twinning promotes school collaboration in Europe through the use of Information and Communication Technologies (ICT) by providing support, tools and services for schools. E-Twinning also offers opportunities for free and continuing online Professional Development for educators."

https://www.etwinning.net/en/pub/about.htm. The following Screenshot 1.1 shows the E-Twinning portal.



Screenshot 1. 1. *Website of e- Twinning (https://www.etwinning.net/tr/pub/index.htm)*

E- Twinning provides students an open and real area to improve their skills and thoughts via communicating with different cultures and schools and accomplishing some tasks there with partner schools.

1.2. Statement of the Problem

Language learning is a general focus all around the world. Due to globalization, many people around the world try to learn and teach languages, especially English, to catch up with the world. In many countries, educational policies encourage language learning and to make language learning better, authorities are in search of innovation. Turkey is one of those countries trying to improve education in general. English teaching curriculum, for example, is often revised and there is an effort to improve it with the changing policies. With the current educational policies in Turkey, English is taught as a foreign language starting from the 2nd grade in primary schools and language teaching continues until the end of 12th grade in all public schools. According to the latest curriculum, in Anatolian high schools, students have English classes for 4 hours a week (160 minutes in total) in grades from 9th to 12th. However, in vocational and technical Anatolian high schools, the number of English lessons decreased by half and it turned to be 2 hours a week (80 minutes in total) from 10th to 12th grades. In this case, English takes a backseat as a compulsory lesson especially in vocational and technical high schools since the primary aim is to develop students' vocational skills throughout the learning process. However, learning English is important for their personal, social and vocational improvement.

Having just two lessons of English in a week and with a focus on vocational skills by the encouragement of educational policies, in vocational and technical high schools, students are not motivated to learn a foreign language. With the educational changes applied in the English curriculum in 2018-2019 academic year, we can say that students in those schools have less opportunity to learn a foreign language when compared to the other Anatolian high schools. Moreover, teachers of English teaching at vocational and technical high schools most often complain that their students have a negative attitude towards English course and have a lower degree of motivation. Due to these problems, both students and the teachers are caught in a cleft stick. Teachers spend a lot of time to motivate the students and allocated time is very limited for the planned curriculum;

some students are so unwilling that their behaviors affect the class environment and the other students negatively.

Another problem that is observed during lessons is that students do not feel a reason to communicate in English among themselves. They most generally tend to convert to their mother tongue during the class sessions. They say it is meaningless to use another language to convey what they want to express. However, implementing a web-tool that will provide communication with students who do not use their mother tongue would help them have a real reason to communicate. Therefore, using the e-twinning portal was assumed to help students to have a reason to communicate in English as they will have foreign partners who try to learn English as a foreign language, as well.

On the other hand, there are a lot of studies concerning attitude in language learning both in our country and around the world. However, the scope of the studies is very limited and they are generally limited to just describing the whole picture; as determining the attitudes of EFL/ ESL learners (Atli, 2008; Ellis, 1994; Ceylaner, 2016; Erarslan, 2011) or showing the relation between attitude and achievement (Inal, Evin and Saracaloglu, 2000; Kuhlemeier, Bergh and Melse, 1996; Bain, McCallum, Bell, Cochran, Sawyer, 2010; Mantle- Bromley & Miller, 1991). It is hard to find studies focusing on whether there will be a difference of attitude through an e- Twinning implementation in English lesson, especially in EFL context. The current study may be beneficial to fill a gap in the literature related to the effect of e-twinning project on attitude and proficiency.

1.3. Purpose of the Study

Classroom observations and teacher comments about the motivation, attitude and proficiency of students studying at vocational and technical high schools brought about the idea of using a web-tool, e- Twinning, to motivate students and change their attitudes into positive ones and thus help them improve their language skills. This study sets out to examine the effect of an e-Twinning online international project on the proficiency and the attitudes of 10th grade vocational and technical Anatolian high school students towards English course. Specifically, the following research questions were posed:

1.4. Research Questions

1. Does the implementation of e- Twinning along with the curriculum have an impact on 10th grade vocational and technical high school EFL students' attitude towards English course?
   a) Is there a statistically significant difference in the attitudes of 10th grade vocational and technical high school EFL students towards English language course before the e-twinning process and after the e-twinning process?
   b) Is there a statistically significant difference between the attitudes of the students who are enrolled in e-twinning project along with the curriculum and attitudes of the students who are not enrolled in e-twinning project?
2. Does the implementation of e-twinning along with the curriculum have an impact on 10th grade vocational and technical high school EFL students' proficiency in English?
3. What are the individual attitudes and perceptions of the students towards the implementation of e-twinning project?

1.5. Significance of the Study

Information and Communication Technologies (ICT) and language learning are like two sides of a coin, they support one another a lot and cannot be separated in this technology era. However, the research conducted in this specific area is very limited and more research should be conducted. Along with the shortage of studies on the effect of e-Twinning, there is a gap in the literature that is lacking a study focusing on the effect of e-Twinning use on attitudes and proficiency of students in vocational and technical Anatolian high schools in Turkey. Thus, the results might contribute to the literature. What is more, in the literature, there is a very few studies focusing on vocational and technical high school students as they are not motivated enough but they should be examined to get them to improve and get better.

The students, in vocational and technical high schools in Turkey, are not motivated to learn a foreign language and have a resistance to change their ideas on a language course and language learning as they have negative experience before. They are generally unenthusiastic to learn a foreign language and as it is observed, they think a foreign language would not help them in the future in their professional work life. They do not really engage in the lesson in the allocated lesson time and the teachers complain about their unwillingness to learn. However, there should be ways to make the

students eager to learn a foreign language and show them that they need and they have a chance to use the foreign language in their everyday life and in professional life in the future, as well. E- Twinning can be a tool to be used to make students eager to learn English. E-Twinning may have a positive impact on the improvement of student's proficiency and attitude as it provides students a secure and totally safe place to participate and share their work and ideas on a topic.

''Learning is a collaborative process. Students learn not solely from experts and teachers, but also from each other. They test ideas with each other and help each other build elaborate and refined knowledge structures.'' (Grabinger& Dunlap, 1995) Learner- learner interaction is also important for the social development of the students. Of course learner to learner interaction can take place in traditional face to face setting of class; however, students generally tend to switch to their L1 to communicate with their pairs or groups to fulfill a task or just to interact in foreign language environments. They do not feel the need to speak in the target language because they can better manage the activity if they use their L1 from their point of view. In the present study, the partner school is a foreigner and the target language for both schools is English; hence, students will feel the need to use the target language to manage the activities, to write in journals or to contribute to the forums, etc. While learning a foreign language, the most important and basic thing is the need to use the target language for communication. Otherwise, an artificial classroom setting is constructed and it is also really hard to motivate the students to use it. Students act artificially in an artificial classroom setting; they just try to seem to use the target language or just make very basic structured activities or tasks without focusing on the meaning or regardless of using upper-level skills.

By virtue of this e-Twinning practice, students will use the language to communicate with foreign friends and share their thoughts/ messages with them in the target language. They would try to fulfill common tasks and be able to get in touch with other students from a foreign country. This would be the driving force behind to learn and change the negative attitudes into positive ones. Using an international web-tool, e-twinning portal may help students to be more eager to participate in the course and improve their skills in English.

''Large class size is a common phenomenon which is often perceived as one of the main barriers to achieving quality education as it poses numerous problems of teaching and learning. In spite of

several efforts made to overcome the challenges, large classes remain a reality in institutions of higher learning. This does not; however, mean that there are no ways of making learning easy in a large class. Large classes may trigger you as a teacher but you can find a way with ICT.'' (Sharndama, 2013)

This phenomenon is, unfortunately, similar in Turkey, too. The class sizes in public schools are very large in number; that's why it's really hard to reach each student in a very limited time. In this study, by using an e-Twinning project, we had a chance to enroll all students in the class and see their improvement and willingness. Besides, students have a chance to practice the language out of the class; apart from the lesson, they spend extra time and effort on language by completing the tasks/ activities required. By this means; we can overcome the time concern in the class.

Swan (2002) emphasizes, ''Asynchronous discussion affords participants the opportunity to reflect on their classmates' contributions while creating their own, and on their own writing before posting them.'' Especially with lower-level students; like in our setting, the allocated time to communicate their ideas/ perceptions/ etc. is very important for the learner to feel relaxed and feel ready to speak and it takes time. In asynchronous discussions, they have a chance to make a draft, revise it, then rewrite and edit it; so that they feel free from time pressure and share their ideas in a more relaxed way and autonomously.

Autonomy is 'taking the responsibility for one's own learning' as Holec (1981) asserts. Language learning cannot be restricted to the classroom only, it needs more to develop language skills and it is up to learners that how much time they allocate to practice the learned items or try to improve their language skills. In e-twinning, learner autonomy is also fostered in a way that students themselves decide on the time consumed in the site or they determine how many sharing they read or which one to comment on or even to chat with the partners apart from the required posts or sharing they have done according to the purpose of the project. Along with language skills, it is also important to develop learner independence and engrain in the way how to learn something because learning is an ongoing and life-long endeavor.

CHAPTER II
LITERATURE REVIEW

‘‘**Attitude** is a little thing that makes a big difference.’’ Winston Churchill

2.1. What is Attitude?

According to Merriam Webster’s online dictionary, attitude is a mental position, feeling or emotion toward a fact or state. As Collins dictionary defines; ‘‘Your attitude to something is the way that you think and feel about it, especially when this shows in the way you behave.’’ Attitude is a psychological stance of mind or emotion which shapes, characterizes a person. It is a more durable complex state and it is shaped by previous experience. Psychological elements such as ideas, beliefs, perceptions, values, feelings, etc. all have a complex effect on forming ones’ attitude and attitude has an important impact on one’s behavior. However, in the literature, there are many different definitions of attitude and different emphasis on particular meanings. According to one of the most cited definitions of Thurstone (1928); ‘‘…attitude is the intensity of positive or negative affect for or against a psychological object.’’ (p.39) and he puts emphasis on the ‘affect’. Droba (1933, p. 451) defines attitude as ‘‘…an attitude is a mental disposition of the human individual to act toward or against something in the environment.’’ and shows a tripartite action towards attitude with the opinion that affect, cognition and behavior are the intrinsic aspects of attitude. Droba (1933) goes on to say, the ‘disposition’, mentioned above is composed predominantly of feeling elements and are not totally conscious or reasoned activities that are more complex and too intimate to understand. As Allport (1935, p.798) states, ‘‘Attitude is the most distinctive and indispensable concept of contemporary social psychology.’’ According to Allport (as cited in Gardner, 1985, p.8), attitude is “a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which is related.’’ As Eagly& Chaiken (1993, p. 1) express ‘‘…attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.’’ Among many different definitions of ‘attitude’ over time, a core assumption of all is that attitudes are concerned with evaluation and many psychologists (Albarracín, Johnson, Zanna, & Kumkale, 2005; Zanna & Rempel, 1988) support the idea that attitudes are evaluated so learned tendencies to appraise some events, people,

topics or things in a particular way; sometimes positive, sometimes negative and at times it can be neutral or mixed, too. Zanna and Rempel (1988) assert that attitude is constructed with an evaluative dimension along with a stimulus object. They further emphasize that the evaluation is a result of affective, cognitive information and information about the behavior or some combination of the three (in Cooper, Blackman and Keller, 2015).

> ‘‘…an attitude represents an evaluative integration of cognitions and affects experienced in relation to an object. Attitudes are the evaluative judgments that integrate and summarize these cognitive/affective reactions. These evaluative abstractions vary in strength, which in turn has implications for persistence, resistance, and attitude-behavior consistency.’’ (Crano& Prislin, 2006, p.347)

In a broader sense LaPiere (1934) says, ‘‘By definition, a social attitude is a behavior pattern, anticipatory set or tendency, predisposition to specific adjustment to designated social situations or more simply, a conditioned response to social stimuli.’’ And he focuses on the idea that one’s attitude can be demonstrated by not just his/ her judgments/ saying but through his actions mostly and goes on the idea that the judgments do not always comply with the behavior (In Cooper, Blackman& Keller, 2015, p. 7). Currently Cooper, Blackman and Keller (2015) agree upon the idea that attitudes give shape to our behavior and claim that attitudes guide our behavior by influencing our perceptions through expressed evaluations. The matter of fact is about how to change them. Attitudes and behavior are so interrelated that in some circumstances attitudes predict the behavior; but in some circumstances, behavior predicts the attitude and sometimes just emotions predict the behavior as mentioned by Cooper, Blackman and Keller (2015). Abarracin et al. (2005) focus on the fact that attitudes are not stable but can change by telling while attitudes are represented by permanent memory; one can manifest a more temporary state of mind according to the particular available situation to them. As knowing attitudes provides insights into the behavior, Cooper, Blackman& Keller (2015) notes that ‘understanding how attitudes change can provide insights for changing behavior.’ That’s why studying attitude is important for social psychology and for us as language researchers.

Different researchers have identified different characteristics of attitude and these are given in the following list:

1. Attitudes have an object. Attitudes have an object that is favored or disfavored, liked or disliked and it can be a person, an object or a situation.
2. Attitudes are learned. Perloff (2016) puts forward, ‘’People are not born with attitudes. They acquire attitudes over the course of socialization in childhood and adolescence. Over time, kids acquire prejudiced attitudes.’’
3. Attitudes are predispositions that are determined previously or learned view of a thing or tendency to act in a specified way.
4. Attitudes are relatively stable; it’s not a momentary phenomenon but rather a long-held view of a thing.
5. Attitudes influence human behavior.
6. All people, irrespective of their status or intelligence, hold attitudes. An attitude exists in every person’s mind. It helps to define our identity, guide our actions, and influence how we judge people.
7. Attitudes are gradually acquired over a time.

2.1.1. Attitude functions

Attitudes serve various functions. Being one of the most prominent functional theorists, Katz (1960) proposes four functions of attitudes; which are the knowledge function, instrumental/ utilitarian function, ego-defensive function and value-expressive function. Knowledge function serves for helping to understand the world around us better. Attitudes provide us information about life. Through this function, we can predict what is likely to happen and get a control mechanism in this way. The utilitarian function helps us to adapt in a particular social group. Katz (1960, p. 170) specifies on this function, ‘‘…this function is a recognition of the fact that people strive to maximize the rewards in their external environment and to minimize the penalties.’’ This function leads people to the pleasurable, desired objects and keeps them away from the undesired, unpleasant ones. The ego- defensive function refers to having attitudes which protect our self-esteem. People use a self-defense mechanism to protect themselves from psychological harm. Lastly, value-expressive function serves to express who we are and Katz (1960, p. 173) emphasizes, ‘‘Value-expressive attitudes not only give clarity to the self-image but also mold that self-image closer to the heart's desire.’’ Smith (1971) adds social- adjustment function to the list of attitude functions and it helps to identify with the ones we like and de-identify with the ones we dislike. (In Albarracin, Sunderrrajan, Lohmann, Chan & Jiang, 2018)

2.1.2. Components of attitude

The most prominent framework on the topic of attitude is the tripartite view in the literature. In this view, attitude is an unobservable psychological construct because the attitude can just exist within the mind of a person. The components of attitude are generally known as the ABC model of attitude; A for affect, B for behavior and C for cognition. Thurstone (1934) and Zanna& Rempel (1988) agree upon the idea that affective, behavioral and cognitive processes may form one's attitudes. Despite the fact that each attitude has three components, a specific attitude may be based upon a particular component more than the other. Components of attitude refer to where a particular attitude is based on. The affective component of the attitude refers to an emotional reaction towards an attitude object. It can be whether liking, disliking; favoring, disfavoring; positive or negative evaluation towards an object, person, idea, thought or situation. To better illustrate the scene we can give some examples like; ''I am scared of insects. I like fruits.'' This component becomes stronger if one has more direct or frequent experience with that object, person or situation. The affective component can be measured by physiological indicators like galvanic skin response. The behavioral component consists of tendencies of a person to act towards the attitude object. It refers to how you behave towards a particular situation, person, object or idea with the impact of affective and cognitive components. We can give the following expressions as examples showing behavioral component; ''I'll avoid insects and scream if I see. I eat fruits every day.'' The behavioral component can be measured by observation of behaviors or by asking a person about the behavior or intentions. Lastly, cognitive component includes the beliefs, thoughts and perceptions of a person towards a particular object, situation or person. They are evaluative beliefs and can be measured by attitude scales or by asking about thoughts. Examine the sentences; ''I believe insects are dangerous. Fruits are healthy and good for health.'' As it can be better understood from the examples; if one says that s/he likes fruits that's why s/he eats fruits every day, the behavior is shaped by affective component and if one says fruits are healthy and good for us that's why I eat fruits every day, the cognitive component is dominant; also, your evaluation can be a complex judgment of a combination of two components. Cherry (2019) asserts that attitudes may also be explicit or implicit. Explicit attitudes are the ones which clearly affect the behavior and beliefs and we are consciously aware of; however, implicit attitudes are unconscious ones but they still

have an influence on the behavior or beliefs and behaviors. Moreover, there are lots of factors lying under the concepts which influence attitude formation like previous experience, social factors, economic background, etc.

2.1.3. Attitude formation

Attitude formation is the process that a person's attitude takes shape. Albarracin et al. assert (2018, p.17),

> ''Many attitudes are formed early in life. Others are formed as we encounter new products, new places, and new people throughout our lives, and yet others change as a result of experience, new information, or social influence. It is important to understand both how attitudes are formed, as well as when and how they can be changed.''

In psychology, there are three basic attitude formation theories, which help us understand how a particular attitude was gained and why a person has that attitude and how it came out. By learning these theories, we can learn where attitudes come from. As Albarracin et al. (2018) categorize, the foundations of attitude are as follows; direct experience, mere exposure and evaluative conditioning.

Obviously, having a direct experience with an attitude object is the very basic way of forming an attitude. Fazio, Powell& Herr (1983) note that when direct experience takes place, the correlation between the attitude and behavior becomes higher as it is easier to retrieve the direct experience from the permanent memory. Mere exposure is the process in which attitude becomes more favorable through the exposure to the stimulus with high frequency. The fashion trends can be a good example for this type of formation. When a new trend comes out, it may seem very weird or eccentric; however, as you are more exposed to it over time, you may even like it and be one of the followers. Evaluative conditioning is a kind of classical conditioning in which an unconditioned stimulus turns into a conditioned stimulus with consistent presentation of unconditioned stimulus before the conditioned one; however, it changes with some aspects. For example, in Classical (Pavlovian) Conditioning, a person should be aware of the process whereas evaluative conditioning may happen whether being aware of the process or unaware of it. Evaluative conditioning also differs in the process of how conditioning disappears; classical conditioning disappears when there is no accompany of conditioned stimulus with unconditioned stimulus, but evaluative conditioning is more resistant to extinct. Dijksterhuis& Aarts (2010) also suggest that evaluative conditioning is goal dependent. Crano& Prislin (2006, p. 348) take attention to the

difference between attitude formation and change uttering, ‘‘It must be emphasized that mere exposure and conditioning are concerned with attitude formation, not change. Indeed, considerable evidence indicates that these “below conscious awareness” processes are unlikely to produce change.’’

2.1.4. Attitude change

Attitude change occurs when an attitude is modified. Since the nature of the attitude is not stable, it is a very normal phenomenon that it changes over time by the influence of others, by observing or by personal motivation. Albarracin, Chan & Jiang state (2018, p. 34), ‘‘Attitude change is a result of perceptual process. When the position of the communication is close to the recipients’ attitude, people become closer to the position advocated in the communication by assimilating their own attitude to the advocacy.’’ Bohner & Dickel note that (2011, p. 397), ‘‘…we assume that attitude change involves both the retrieval of stored evaluations and the consideration of new evaluative information to varying extents.’’ Albarracin, Chan & Jiang also add (2018), ‘‘Attitudes are often learned from others, make individuals similar to members of their groups, and are affected by social pressure and by persuasion (i.e. the act of attempting to change the attitudes of another person.)’’.

2.1.4.1. The Yale Attitude Change Approach

According to The Yale Attitude Change Approach of Hovland, Janis& Kelley (1953), attitude change is affected by 3 factors: source, message and the audience. Source means the person by whom the communication is started; message is the desired knowledge to convey the meaning through a specific way; and lastly the audience is the characteristics of a person who receives the message. When we say characteristic of a source, we mean credibility of the person (expertise, trustworthiness) and the attractiveness; about the message one-sided or two sided message, order of message or repetition can be a factor; intelligence, self-esteem and age can be a factor for the characteristics of the audience. The attitude may be changed about a subject when the message is conveyed by a very well-known academician while the same message provided by an unknowledgeable friend may not have any effect to change your attitude. Ajzen& Fishbein (2011) asserts, ‘‘Implicit in their approach was the assumption that attitudes are based on information about the attitude object, and that attitudes can therefore be changed by imparting new information in the form of a

persuasive communication. Reception and acceptance of this new information would lead to attitude change.'' This approach can be regarded as a very simplified form of persuasion. Persuasion is a deliberate way of changing the opinion and attitudes of people.

2.1.4.2. Dual- Process Approach (Elaboration Likelihood Model of Persuasion (ELM)

Petty & Cacioppo (1986) outline two basic routes for persuasion; one is built upon thoughtful consideration of arguments, while the other is based on the affective associations or simple inferences tied to peripheral cues in the persuasion context. Baumeister& Vohs (2007) emphasize that ''…research on this topic can be organized according to two general types of processes: (1) those that occur when one puts forth relatively little cognitive effort, and (2) those that occur with relatively high cognitive effort.'' The first route that they mention above is *peripheral route* to persuasion which arises if you do not do much thinking but instead heuristics go into play on the basis of non-content cues like 'experts know best'; whereas the second, central route to persuasion happens when you think critically on a message content and it takes its roots from the strength and the quality of its argument. Regardless of thinking about which route is in play (whether central or peripheral route) in the process of persuasion, persuasion process, in both ways, depends upon motivation (how much one want & personal involvement) and ability (attention span& receiving) of that person. There are many variables; such as the perceived personal relevance of the issue, general enjoyment of thinking or personal involvement, which determine the thoughts and efforts of the person in any situation and all of which are affected by one's motivation and ability. Rucker& Petty (2006) and Wagner& Petty (2011) agree on the topic and say,

> ''For example, if a person has a family history of cancer, he or she might be particularly motivated to carefully consider information on new cancer screening technologies, especially if they are charged with passing this information on to other family members looking for guidance. Ability refers to an individual needing the resources and skills to understand and attend to a message. Several factors impact on this ability, such as intelligence, time available to engage in the message, a person's level of actual or perceived knowledge (e.g., an individual is likely to elaborate and respond more to messages when they are aligned to pre-existing knowledge structures), the amount of distraction in the communication environment (e.g., a noisy environment might inhibit a person's ability to think), and the number of message repetitions.''

Here, in Figure 1, you can see a depiction of Petty& Cacioppo (1986)'s ELM model's central and peripheral routes to persuasion.

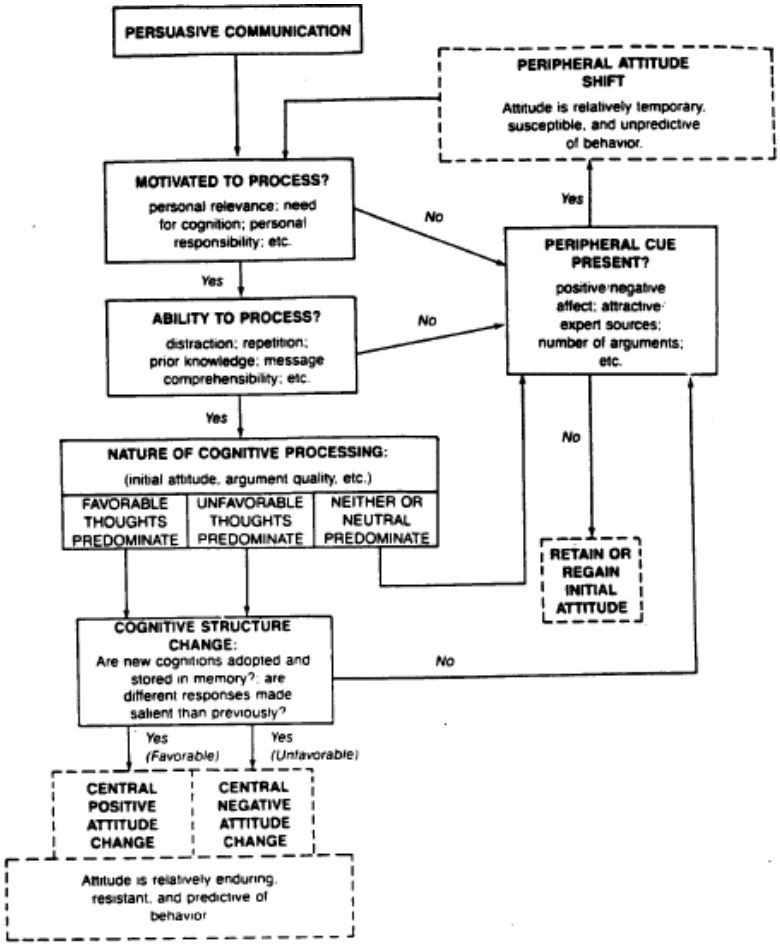


Figure 2.1. *Central & peripheral routes to persuasion (ELM) (Petty& Cacioppo, 1986, p. 126)*

2.1.4.3. Cognitive Dissonance Theory

According to Festinger (1954)'s Cognitive Dissonance Theory, people have an inner drive to hold their attitudes and behavior in harmony and they avoid dissonance of these two. This is actually known as the principle of cognitive consistency of attitude. For example, when someone knows that eating junk-food is unhealthy but he/ she cannot help eating junk food, there is a cognitive dissonance between the attitude and the behavior. If something inconsistent happens between attitudes and behavior, there must be a change to eliminate this dissonance. Cognitive inconsistency creates a kind of tension and this tension acts as a booster and motivates the person to change it. While changing the easiest way of dissonance reduction will be applied. We can mention three ways to reduce the dissonance between attitude and behavior. The first one is, reducing the importance of dissonant belief/ cognition; second one is acquiring new belief or

information that outweighs the dissonant belief; and the third one is to change the belief or attitude so that it will not be inconsistent anymore.

2.1.4.4. Bem's Self- Perception Theory

> ''Bem (1965) offered a non-motivational explanation for dissonance reduction. His 'self-perception theory' stated that one's attitudes are not pre-determined, but instead are established by observing one's own behavior and inferring one's underlying attitudes based on those observations. Consequently, the way an individual infers his or her own attitudes is 'functionally equivalent' to the way an outside observer would infer his or her attitudes. Thus, attitude change occurs through a non-motivational assessment of previous behaviors.'' (Miller, Clark & Jehle, 2015)

Regan& Fazio (1977) elaborate the issue; when there is a large discrepancy between the attitude and the behavior, cognitive dissonance theory comes into play; however, if there is not a large discrepancy, self-perception theory takes the place.

2.1.5. Relation between Attitude and Behavior

According to the expectancy- value model, attitudes affect behavior. Ajzen (1993) states that ''As a result of experience, we form beliefs about an object that combine to produce an attitude towards it, an attitude that remains relatively stable across time and situations.'' He goes on to say that those attitudes are to shape the behavior according to the consistency matter, but it may not be the real action. One of the underlying assumptions of the link between attitude and behavior is consistency which means that a particular behavior is expected to be consistent with the attitude one holds. Cooper, Blackman& Keller (2015) state, ''Explicit behaviors affect attitudes and attitude change. Looking inwards, observing our own behavior and attempting to rationalize, justify or explain it motivates us to do so in a way that maintains consistency between our attitudes, our actions and the self.'' However, in the literature there are also some different approaches to that issue. For example, being one of the initial researchers of attitude- behavior consistency, LaPiere (1934) argues that cognitive or affective components do not always match with the behavior. For instance, one knows that coke is an unhealthy beverage but still he drinks it very often. Ajzen (1985) agrees with LaPiere (1934) on this issue and depicts the concept of behavioral control in which perceived and actual behavior may differ according to circumstances. He puts forward that if one does not feel confident to perform the action; neither norms nor attitude could predict the behavior. Cooper, Blackman& Keller (2015) assert that ''Perceived

behavioral control is a psychological variable that influences people's intention to behave. By contrast, actual control refers to limiting or facilitating conditions that permit or prevent the behavior in question.'' Actual control may have an influencing factor in perceived behavior in some conditions like when you cannot reach or find the necessary conditions, you cannot perform the perceived right action according to you.

Ajzen (1993) expresses, ''Theory of Planned Behavior specifies a small set of variables needed for the prediction and explanation of relatively specific behavioral tendencies.'' And he adds, ''… a central factor in Theory of Planned Action is the individual's intention to perform the behavior and it deals with perceived, rather than actual, behavior control.'' Intentions are, in a way, motivational indicators of a person and they have an impact on behavior. They are the signs which show how much you are eager to try; how much you endeavor in order to perform the behavior. The theory postulates three conceptually independent determinants of intention. The first is the attitude toward the behavior and refers to the degree to which the person has a favorable and unfavorable evaluation of the behavior in question. The second predictor is a social factor termed subjective norm; it refers to the perceived social pressure to perform or not to perform the behavior. The third and novel antecedent of intention is the degree of perceived behavioral control. ''As a general rule, the more favorable the attitude and subjective norm with respect to a behavior, and the greater the perceived behavioral control, the stronger should be an individual's intention to perform the behavior under consideration.'' (Ajzen, 1993, p. 49) Here you can see the depiction of Ajzen's Theory of Planned Behavior (1985, 1991 vs. 2006);

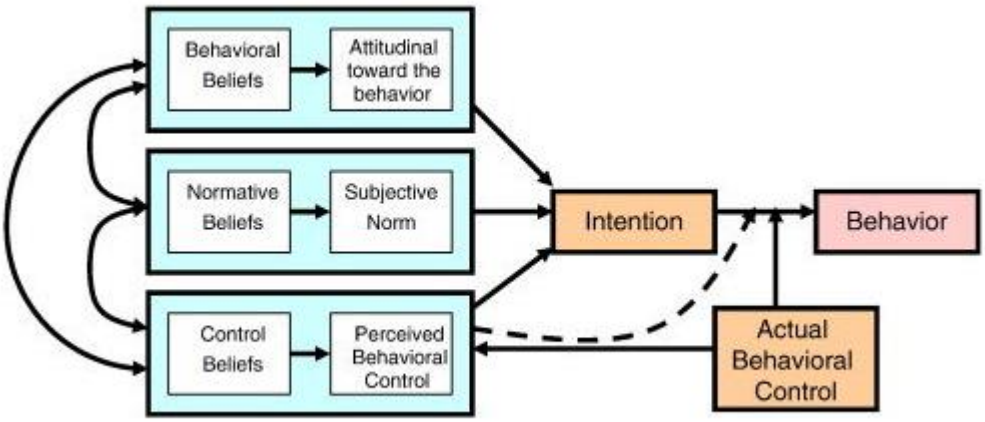


Figure 2.2. *Theory of planned behavior (Ajzen, 1985, 1991 vs. 2006)*

According to Fishbein and Ajzen (2010), there are a few variables predicting behavior and these variables are to predict the behavioral intentions and behavior regardless of a condition or circumstance. Under certain circumstances, attitudes predict behavior. One of the conditions to predict the behavior argued in the literature is that *the strength of attitude* may affect the consistency of the link between behavior and attitude. The stronger attitude you have, the more consistent your behavior is with the attitude you hold. In the literature, most researchers agreed upon the idea that strong attitudes are more likely to predict the behavior. Holland,Verplanken & Van Knippenberg (2002) support the strength of attitude with an empirical study which investigates the moderating effect of attitude strength to predict behavior and also the persistency and asserts, ‘‘strong attitudes were also found to be more stable over time than weak attitudes.’’ Similarly, Petty& Krosnick (1995) emphasize that strong attitudes are persistent over time and they are hard to change and have a strong influence on action and also information processing. Holland et al. (2002) further add, ‘‘In investigating the outcomes of attitudes, researchers have focused on several attributes of attitudes that indicate the strength of an attitude, such as attitude certainty, importance, accessibility, centrality, ambivalence and several others.’’ Visser, Bizer& Krosnick (2006) are in the same point with Holland by saying, ‘‘Strength-related attitude attributes include attitude importance, knowledge, elaboration, certainty, ambivalence, accessibility, intensity, extremity, structural consistency, and others.’’ Moreover, they focus on each factor in their study and conclude that combinations of strength- related attributes can interact to produce a stronger link between attitude and behavior than any of the strength- related attributes produce alone.

McLeod (2018) focuses on knowledge for the strength of attitude by uttering, ‘‘Attitudes based on direct experience are more strongly held and influence behavior more than attitudes formed indirectly.’’ Furthermore, in iresearchnet.com (2019) it was emphasized, ‘‘…attitudes that a person considers personally important predict his or her behavior much more accurately than do less-important attitudes. Important attitudes are also more resistant to change.’’ We can conclude that there are many factors determining the attitude strength and the behavior and it changes according to time, need and some other factors mentioned above.

Along with The theory of Planned Behavior, 'The MODE model' has been introduced by Fazio (1990), and it describes the multiple processes by which attitudes can affect judgments and behavior. As explained by Azjen& Fishbein (2000), MODE means that attitudes which one has can guide behavior in two ways; one way is in a controlled or deliberate fashion and another is in an automatic or spontaneous fashion. Fazio (1990) emphasizes, ''The model focuses on a basic distinction between two general classes of attitude to behavior processes – spontaneous versus deliberative – and considers Motivation and Opportunity to serve as the major Determinants of which is likely to Operate.'' Actually not all behaviors are deliberate or planned; we quite often act spontaneously without conscious intention. To be able to understand the influence of attitude on spontaneous behavior Fazio (1990) introduced The MODE Model. According to Fazio& Olson (2014), someone's behavioral response to an object can be guided by the attitude through a process initiated automatically without any conscious consideration of the attitude or necessary awareness of its impact. Thus, it can be said that behavior emerges as a downstream consequence of the automatically activated attitude. Haddock& Maio (2004) add on this idea as,

> ''The MODE model suggests that if people are motivated and have the opportunity, they can base their behavior on a planned and deliberative consideration of available information. However, when either the motivation or the opportunity to make a reasoned decision is low, only strong attitudes will predict behavior (Haddock& Maio, 2004).''

As for the roles of motivation and opportunity in the MODE model, Fazio and Olson (2008) state,

> ''…the impact of attitudes will be reduced when individuals have both the motivation and the opportunity to deliberate about the available information and, in so doing, overcome the influence of any pre-existing attitude. Research indicates that under appropriate conditions individuals faced with the need to make a decision will expand the effort to consider the available details, instead of relying upon earlier-formed attitudes.''

2.1.5. Importance of Attitude in Language Learning

Language learning cannot be restricted only with cognitive abilities, theories, etc. Non-intelligent factors like motivation and attitude play a vital role in language learning process. Oroujlou& Vahedi (2011) express, motivation and attitude are the two major driving forces to begin learning a second language and then, they are the impetus to support the learning process which is long and tiresome. Gardner& Lambert (1972)

generally use these two terms together ‘attitude and motivation’ but to have a deeper understanding, we had better define them separately to avoid any confusion. In this manner, we can say that two terms are closely related to each other and affect one another in many circumstances, but they are different concepts. That’s why we should clear these concepts well. Feldman (2004) defines motivation as, ‘‘the factors that directs and energizes the behavior of humans and other organisms.’’ According to Wade& Tavris (1998), “Motivation is an inferred process within a person, which causes that organism to move toward a goal or away from an unpleasant situation.” Motivation is a drive to do something caused by either through your own will or from an external element. According to Gardner (1985), attitudes are a component of motivation, which "refers to the combination of effort plus desire to achieve the goal of learning plus favorable attitudes towards learning the language." For instance; while learning a language, your motivation may be a result of your positive attitudes to your teacher or the culture of the target language. Shortly, attitude is a set of beliefs and they shape who we are and the life we are leading; however, motivation, whether internal or external, is the reason why you act in a particular way. It is confused because a set of beliefs may be the reason why you do something. Oroujlou& Vahedi (2011) state, ‘‘…you may be motivated to learn English because your attitude towards English culture, or towards your teacher.’’ Simply speaking, your attitudes determine what you are motivated for and with some proper motivation you can change your attitude towards a certain object or person, too. Luciani (2013) comments on the issue as; ‘‘Motivation is simply the ability and energy required to sustain a positive attitude. If a positive attitude is the fire, then motivation is what fans it.’’ Oroujlou& Vahedi (2011) concluded in their research that motivation and attitude has a lot of impact on achieving proficiency and efficiency of the students in language learning and there is a direct relation between the efficiency of the students and motivation and attitude; furthermore, they recommend some tips to create good attitudes and improve motivation. Attitudes we hold towards a language or the atmosphere in which this learning of language happens, have a big role to play throughout the whole learning process since attitudes determine the characters (whether an enthusiastic learner or an unwilling participant of the process) who are into play during the learning and teaching process; the materials and techniques one uses to achieve the goal and how much effort one takes into action, etc.

Baumeister& Vohs (2007) note, ‘‘Attitudes are important because they can guide thought, behavior and feelings.’’ With this perspective, it is very clear that attitudes are crucial elements for teachers and must be treated if necessary. Smith (1971) supports the idea as, ‘‘…it is the student's good or poor attitude that makes life easy or difficult in the foreign language classroom.’’ Because the attitudes are ‘relatively enduring’ and they are learnt as its characteristics, they can be unlearnt and can be taught, too. Thus, we can manage to help them like language classes as language teachers. For instance, Kirkiz (2010) investigated the relation between the attitudes of students of 8th and 11th grade students and their academic achievement. The results indicated a moderately positive relation between the students’ attitudes towards English course and their academic achievements of both groups. However, when the difference between the grades was examined, it was observed that 8th grade students had more positive attitudes towards English lesson than 11th graders. Similarly, with different grades, Atli (2008) conducted a study to determine the attitudes of elementary school EFL learners towards English and English course. Two questionnaires were applied to determine the attitudes of 551 4th grade elementary school students towards English itself outside the class and towards the English lesson in the class in seven different cities of Turkey. As the results revealed, the students developed positive attitude towards English language, but the attitudes of students from different cities changed significantly. This study does not focus on the change in the attitudes of students but nice to see the difference between the grades. The procedures of the current study might be applied in different stages

If we look into the formation of student attitudes, first they construct a cognitive concept of a foreign language and foreign language classroom and then develop feelings about language classroom. Then, they develop evaluative attitudes towards language and language class. Smith (1971) exemplifies this by saying, ‘‘…the student who is angry when he sees the "F" on his test may evaluate this way: "French is hard, and because it is too hard for me, I do not like it."’’ Moreover, he focuses on following issue, ‘’…students with high anxiety levels (up-tight people) do not respond to motivational instruction as well as people with lower anxiety level.’’ Also, attitudes may also be affected by personality traits. Smith (1971) concludes in his research that, teachers should create a friendly atmosphere and provide acceptance to each student in the class to be able to alter their attitudes in positive ones. And if teachers know what

makes highly motivated students so thick, they can better help the ones with negative attitudes. Liu (2004, p. 1252) states, ‘‘There is a general consensus that a positive attitude lays the foundation for learning and vice versa.’’ Starting from this point of view, we should look into the relation between attitudes and language proficiency& achievement.

2.1.5.1. Positive attitude and the relation with achievement/ proficiency in language learning

In the literature, both proficiency and achievement were used according to the type of study. Proficiency in language learning refers to the ability to use the language for real world aims, to perform well on different tasks and topics. On the other hand, achievement refers to the knowledge of a specific information, topic, etc. Achievement tests measure what someone knows, whereas proficiency tests measure what someone can do. In the present study, the proficiency levels of students are dealt with regarding the performances of students based on language skills of listening and reading-writing.

Ellis (1994) emphasizes the importance of attitude by focusing on the influence of attitude on student’s ability to learn a second language. He asserts that student’s attitude towards the target language and culture, and toward the social value of learning language; also attitudes towards themselves can influence the ability of learning a language. Inal, Evin and Saracaloglu (2000) reveal that there is a close relation between the attitudes of students and their academic achievement through a wide study conducted with 421 high school students in Turkey. Liu (2014, p. 1253) concludes in the study, ‘‘…a positive attitude implies better foreign language performance, and vice versa.’’ Hogg& Vaughan (2005, p. 150-151) defines positive and negative attitude as it follows;

> ‘‘Positive attitude is taking decision of acceptance or reaction that agrees the attitude we met or it is the attitude that reveals the advantages of the subject to take up its value. Negative attitude is the attitude that reveals the disadvantages of the subject to dismiss it and to weaken its strong attitude Hogg& Vaughan (2005, p. 150-151).’’

Unal & Sari (2013) claim that teaching core values like determination, creative thinking, positive thinking, etc. is effective to turn the negative attitudes of learners into positive ones and make the students more active in L2 learning. Krashen (1981, p. 23) says, ‘‘…a positive attitude towards the teacher may make students more at ease and

relaxed, in which case they will seek out intake by volunteering and may be more accepting of the teacher as a source of intake.'', which makes the learning and teaching environment more effective and fruitful. Kuhlemeier, Bergh, & Melse (1996) agree on the issue that students having more positive attitudes achieved more than the ones with negative attitudes both at the beginning and at the end of the semester in learning a foreign language which is German in their context. Bain et al. (2010) investigate 95 university students' aptitude, attitudes, attributions and achievements in learning a foreign language which is Spanish in their context. They classify students as gifted and non-gifted in the study and according to the results on attitude and achievement relation, gifted students show more positive attitudes towards learning a foreign language. They suggest language teachers to focus more on forming positive attitudes towards learning a foreign language. Scott, Bell& McCallum (2009) focus on a different variable, which is native language, about the impact on attitudes. The results obtained from 278 university students show that students whose performance is high in their native language display more positive attitudes towards learning a foreign language than the ones with poor performance in their native language. Similarly, Sparks, Ganschow& Javorsky (1993) categorize 79 students as low-risk, high-risk and students with learning disabilities according to their native language performance and examine their attitudes about foreign language learning. Using Foreign Language Attitudes and Perceptions Survey, it was concluded that low risk students reported higher estimated grades in foreign language course and have more positive attitudes about their academic skills in foreign language course than high-risk students and learning disabled ones. Mantle-Bromley (1995) applies an experimental study on secondary students' attitudes and beliefs about language learning. The experimental group has culture-related lessons with the aim of changing their attitudes towards language learning and as the results suggest, the students participating to the experimental lessons have more positive attitudes than the control group.

Mantle- Bromley& Miller (1991) conducted a study on multicultural classes and the attitudes of students on their achievement using an attitude-change model experimental design. As the results given in the study, the students whose attitude scores increased in the study showed higher achievement on success measures. Bloom (1976) studied on the schooling of students on a task-specific issue and found out that

there is a mutual relation between attitude and achievement, in which attitudes influence achievement and achievement influence attitudes. Kruver and Brandma (1993) specify the issue with younger age group-pupils aged 5-8 and observed a relatively small but a positive correlation between attitudes and achievement.

> ‘‘According to Gardner (1985), there are two types of attitudes in language learning: attitude toward learning the language, which are relevant to educational attitudes, and attitudes towards the language community, which are relevant to social attitudes. Educational attitudes include attitudes toward the teacher, the course, and learning the language. Social attitudes, on the other hand, focus on the cultural implication of SLA, such as attitudes toward French Canadians and ethnocentrism. Gardner believes that these two types of attitudes influence the achievement in second language learning. However, he claims that attitudes towards learning the language are more closely related with achievement than attitudes toward the second language community.’’ (In Darmah, 2011, p. 3)

Gardner (1985) believes that the most important predictors of achievement in language are attitude and motivation. They are the significant elements to determine success or failure in second language learning. However, Hermann (1980) contradicts with the idea that attitudes may determine language proficiency. He asserts that success in language learning may cause and precede the motivation and forming the positive attitudes. He claims that many highly motivated students who also have positive attitudes can show low language proficiency and in her study, it was found out that children with low- proficiency hold positive attitudes. This finding contrasts with Gardner’s motivational hypothesis. Kim (1993) also studying on attitudes and motivation in language learning as a second language, identifies the role of attitude on students who are learning Korean. The research concludes that student perceptions to Korean language make them have positive attitudes and be highly- motivated; as a result, this brings them success. He asserts that attitudes and motivation are not the predictors of Korean language proficiency. Lightbown and Spanda (2003) support the idea by saying that identifying the preceding factor, whether successful achievement causes positive attitudes or positive attitudes cause achievement, is very hard. Actually, it is hard to define which one comes first. However, the aim in the present study is to help students develop positive attitudes.

2.2. Information and Communication Technologies (ICT) in Teaching& Learning

Teaching itself is an ongoing and constantly changing art depending on the era. Prensky (2004, p. 88) states that ‘‘This online life is a whole lot bigger than just the Internet. It has become an entire strategy for how to live, survive and thrive in the twenty-first century where cyberspace is a part of everyday life.’’. The era that we are living in is called either as Information Era or Digital Era and the way we share and reach information has completely changed over the years. The changes, of course, have an important effect on teaching and learning processes, too. Prensky (2010) specifies that it is inevitable for the change to come to the education of the youngsters. Martínez (2014) emphasizes, ‘‘Nowadays education cannot be based only on transmission of knowledge because we are in a society that is constantly evolving and we need an education where both cultural diversity and new technologies converge.’’ Innovations are conveyed through information and communication technologies. Besides, social networks/tools are frequently used in teaching and learning processes with the purpose of participating in the activities and collaborating with others; most frequently, the collaboration is with other countries all around the world and may involve different age groups; yet, the developments in formal education are not as much as in that of informal learning. Technology is society and today society can never be understood presented without its technological tools. Thus, a critical analysis is needed to understand and improve the function and the power of the new technologies and communication technologies. Students go online, surf the net and log in cyber networks, read blogs, watch videos and share them in their everyday lives. They are used to using technology a lot in their lives; hence, they are generally willing to use technology in their learning processes, too. Information and Communication Technologies (ICTs) play a vital role in teaching and learning processes. Shandu (2011) emphasizes, ‘‘ICT use has great potential in providing creativity and innovativeness to facilitate language teaching and learning.’’ Not only the approaches we use in teaching process has changed a lot with the advance of ICT, but the way we reach the information has changed a lot, as well. Parra (2012) claims that school is one of the venues where technology has had the greatest impact, which in turn has had an effect on the role of the teacher and become a part of the school’ s everyday life. Fu (2013) claims that, ‘‘ICT integration in education cannot be implemented in isolation.’’ And he adds, ‘‘To achieve successful integration

of technology requires an effort from three sides: teachers, students, and school administrators.''

Today, the era we are living in, learners are not an empty bucket to be filled with information, rather they are active. The transformation of information is not the precious goal of teaching since the information is everywhere by virtue of ICT. Ammani & Aparanjani (2016) state that with the use of ICT, learners can learn English anywhere at any time, whenever and however they want. It also offers instant feedback to the learners which improve the learning experience of them. Hidayati (2016) takes attention to the benefits of ICT use in language learning and teaching process by focusing on increase in learner motivation, opportunities for communication, immediate feedback and access to various materials by a single click and ICT provides students a place to sit in the center of teaching with allows them to practice more and be more actively involved in English learning process. Lestari (2015) claims that ''ICT is a strong alternative strategy to increase the motivation, the fluency, the confidence and the ability to learn language.''

Dreyer & Nel (2003) examine the effectiveness of ICT by focusing on the reading strategies and comprehension in a technologically enhanced environment and claim that students who has received strategic reading instruction in a technologically enhanced environment, showed statistically significant difference in reading comprehension. Hofer & Swan (2005) emphasize on the digital moviemaking and the positive effect of it on students academic performance. Moreover, Gromik (2012) states that it is effective on students' speaking performance to record videos via the cell phones of students. He concluded that the use of words and the counts of used words increased by virtue of video recordings. Similarly, Baytak, Tarman, and Ayas (2011)'s study showed that learners improved themselves through the integration of technology into the regular English instruction as well as increasing students motivation and fostering social interaction. Yusof and Saadon (2012) assert that integrated grammar teaching method is the most effective one of three methods which are truly face-to face method, truly web-based method and integration of both. They support not just web-based instruction but the integration of traditional and ICT use of methods, which is the best and the most effective method. However, the integration of ICT in traditional teaching and learning environment requires some changes in the attitudes, roles and thoughts of students and teachers, as well. ''Accompanied by technological tools, use of ICT in education is to

become an increasingly ever-present reality in society, hence expansion to embrace students, teachers and educational institutions will result in optimization of the teaching-learning process'' (Hernandez, 2017, pg. 343).

As Drigas& Charami (2014, pg. 7) express ''In order to comprehend the changes that technologically integrated classrooms have brought to today's ways of teaching and learning, a variety of sources have been employed, such as digital game production, digital storytelling, digital moviemaking, classroom observation, and teacher lesson plans.'' Ammani& Aparanjani (2016) underline that with the emergence of ICT, there are various tools that teachers and learners can use in their teaching and learning process such as blogs, interactive white board, web 2.0 applications, webinars, mobile apps, audio books etc. Akhtar (2017) adds to this list; internet, social media, online facilities for English Language Learning like e-books, e-tutoring and online training. For a while now, with the emergence of social networking, online learning communities raise interest to support online cooperation and collaboration with the purpose of teaching and learning especially with web 2.0 applications.

2.2.1. Social networks for learning purpose

Since primary or high school students, in this era, are born into the technology, it is wise to use it appropriately with the aim of teaching and learning. They are 'digital natives' as Prensky (2001) stated and they have been very familiar with the concepts of technology since they were very little babies. As Boyd& Ellison (2007) define, social network sites (SNSs) are web-based services that give chance to construct personal profiles in a system, create content, share it with others, send messages to them by the connection in the system. Hayton (2009) believes social network sites provide users to contact and stay in touch with other users, who become your friends. It also brings the opportunity for language practice as there is a possible interaction via messaging, posting status, etc. Arnold & Paulus (2010) note that ''Social networking sites are playing an increasingly important role in today's society and educators are exploring how they can be used as a teaching and learning tool.'' According to Kapuler (2016), some of the very frequently used SNSs for education are as follows; Facebook, Twitter, Edmodo, Twiducate, Edwic, Tioki, Clivir, TeachQuest, etc.

There have been several studies which focus on the integration of SNSs and teaching& learning. Arnold & Paulus (2010) conducted a study on blended learning.

Blended learning is defined as a combination of face-to-face learning and teaching with technology. In their qualitative case study Arnold & Paulus (2010) examined the blended learning environment, using a SNS, Ning. The perspectives of learners and teachers were examined for intended or unintended outcomes of integration of a SNS, Ning, to the course. As the findings suggest, students find this integration useful as an alternative to the traditional way of teaching. English & Howel (2008) focus on Facebook use throughout a practicum period with fourth grade University students and add, ‘‘Students undertaking practicum studies would appear to need more support from their peers and lecturers during this period, however, it is difficult to provide this type of personalized care. Perhaps Web 2.0 may offer a solution to this problem.’’ The mentioned social network site was chosen because the learners are the habitual users of this network, already. Having examined the posts, it was observed that encouragement, motivation and reinforcement seem to be high. At the end of the study it was found that many of the problems were solved by their peers but not the lecturer. Kabilan, Ahmad & Abidin (2010) claim Facebook as the most popular social network among university students and search for the perceptions of the students whether they consider it as a meaningful& useful learning environment to enhance their learning of English or not. They conducted a survey with 300 students and the results show that students in the study are able to foster their learning, motivation and positive attitude towards learning English. Yancey (2009) argues that Facebook, or other similar tools like blogs, forums, etc. lead students to become better writers; so better users of English. Huang, Huang& Yu (2011) focus on the impact of incorporating a blog into the lesson in a university using a quasi-experimental model. As the results illustrate, the perceptions of experimental group on the cooperative work are more positive than the control group and as they reported they feel freer from peer pressure while posting and sharing their works. Raut & Patil (2016) state “Social media tools and networking sites encourage students to engage with each other and to express and share their creativity. Such personal interactions are vital to creating and sustaining a sense of belonging”. Even very young learners use social networks and social media in their ordinary lives today; that’s why we can conclude that integration of social network sites is as ordinary as life itself. Social network sites, naturally, allow for communities of learners because social network sites give a big opportunity for communication and interaction.

2.2.2. Online learning communities

Holmes (2013) claims ‘‘The advent of social networking has provoked a renewed interest in the social concept of ‘community’ to support online learning.’’ Online learning is defined by most of the researchers as the learning experience gained through the use of some technology. (Benson, 2002; Conrad, 2002). As Conrad (2002, p. 1) asserts, ‘‘Online learning has opened avenues for alternative modes of study by providing increased accessibility to previously disenfranchised learners.’’ Along with this accessibility of technology, some other authors like Hiltz and Turoff (2005) emphasize further on the connectivity, flexibility and providence of opportunities for interactions. It’s obvious that online environments provide opportunities for learners to interact with each other and share their feelings, thoughts, beliefs, etc. Online learning communities are now being used to support groups of learners to collaborate, critically reflect and develop shared meaning with peers. Online learning communities are groups of people who come together in the light of the same goals via online forum kind of social networks. People in these communities, support their encouragement, share their ideas, updates and help each other to motivate in the process of learning. Gabelnick, MacGregor, Matthews, & Smith (1990, p. 19) state that;

> ‘‘A learning community is any one of a variety of curricular structures that link together several existing courses--or actually restructure the curricular material entirely--so that students have opportunities for deeper understanding and integration of the material they are learning, and more interaction with one another and their teachers as fellow participants in the learning enterprise.’’

In a broader sense, Wenger (1998) defines Community as a way of talking about the social configurations in which our enterprise is defined and our participation is recognizable as competence in social theory of learning. Wenger (1998) notes that ‘‘Negotiating a joint enterprise gives rise to relations of mutual accountability among those involved’’. Wenger (1998) develops a different perspective to learning and focuses on the idea that learning is a part of human nature and happens through lived experience. As he suggests, learning is a ‘fundamentally social phenomenon.’ His assumptions to the learning are as follows;

1. We are social beings. Far from being trivially true, this fact is a central aspect of learning.

2. Knowledge is a matter of competence with respect to valued enterprises – such as singing in tune, discovering scientific facts, fixing machines, writing poetry, being convivial, and growing up as a boy or a girl, and so forth.

3. Knowing is a matter of participating in the pursuit of such enterprises, that is, of active engagement in the world.

4. Meaning – our ability to experience the world and our engagement with it as meaningful – is ultimately what learning is to produce. (Wenger, 2009, p. 210)

The primary focus of these assumptions is on learning as participation and has four components; one is meaning, learning as experience; practice, learning as doing; community, learning as belonging and identity, learning as becoming. Smith (2004) utters that, ‘‘Guided by Wenger’s conception, learning in teacher education is evidenced when there is increased participation in: mutual and meaningful activities; negotiating and making meaning; and developing a sense of becoming and belonging within multiple communities of practice.’’ The communities of practice is emphasized in Wenger’s theory is a light for this study, as well.

Shrivastava (1999, p. 692) later defines online learning communities as it follows; ‘‘Learning communities in online context refer to groups of people engaged in collective inquiry and enhancing their personal knowledge and application of the knowledge to work situations. In these communities, co-learners share knowledge and inquiry and find ways of using knowledge to pursue their cognitive and practical interests.’’

A contradictory claim may come up as a negative effect of online learning, which you fulfill the requirements of the lesson on your own on the contrary to the traditional way of crowded classes as communities of learning. However, this can also take place with the help of online learning communities as they construct a kind learning environment in online concept. It is a well-known fact that a person wants to be a part of a society and belong to a group. It’s important to be a part of group especially if you are learning a language because you need a real engagement, to communicate and collaborate with someone to use the target language. Donovan (2015) emphasizes that in online learning communities learning happens through discussion, reflection, collaborative teamwork and taking responsibility to listen, question and think critically. Boud (2000, p. 9) points out, ‘‘Students learn a great deal by explaining their ideas to others and by participating in activities from which they can learn from their peers.’’ What is more important from all is that learners take their own responsibility to learn as

taking an active role in the progress. Killion (2010) agreed upon this by saying, ‘‘Successful learning communities depend on more than shared goals, expectations for collaboration, and time to interact.’’ She believes that learning communities foster learner autonomy and autonomy increases sense of worth and commitment to the work. Shrivastava (1999) focuses on the matter that online learning communities are not bounded to time and space, so it isn’t a matter of fact wherever you live or whenever you want to contribute; which means this enhances learner autonomy in the learning process. McConnel (2006) puts forward that online learning communities are being used increasingly day by day to enhance collaboration between students and also between students and teachers in online learning. Holmes (2013) points out that, online learning communities provide many opportunities that support the context of teaching practice; thus, they can also support teacher development but it takes time according to the results of his study which focuses on continuous teacher development in online communities. Vescio, Ross and Adams (2008) suggest that there are many studies displaying the positive impact of online learning community model both for teachers and learners. As Swan (2002) suggests online course discussions that she focused on her study as building online learning community, have shown that students have more verbal immediacy than that of in normal traditional face to face classes. Holder (2005) aims to determine the motivational effect of learning communities and found out that learning communities have a motivational impact on learners but it cannot be transferable to attitudinal change. Vescio, et al. (2008) reveal by reviewing 11 studies that a well-developed learning community has an important effect on teaching practice and student achievement. Yale agrees upon the issue by stating, ‘‘Students involved in learning communities show an increase in academic achievement, retention, motivation, intellectual development, learning, and involvement and community.’’

2.2.2.1. Characteristics of online learning communities

According to Charalambos, Michalino& Chamberlain (2004, p. 138-139), the characteristics of communities are as it follows;

- They consist of people who cannot meet face-to-face because of place and time constraints and who meet online to work together on a shared task.
- The tasks and sub-tasks on which members work online are clearly defined and participants have a clear understanding of the expectations.
- A common sense of responsibility exists among participants towards the assigned task and peers.

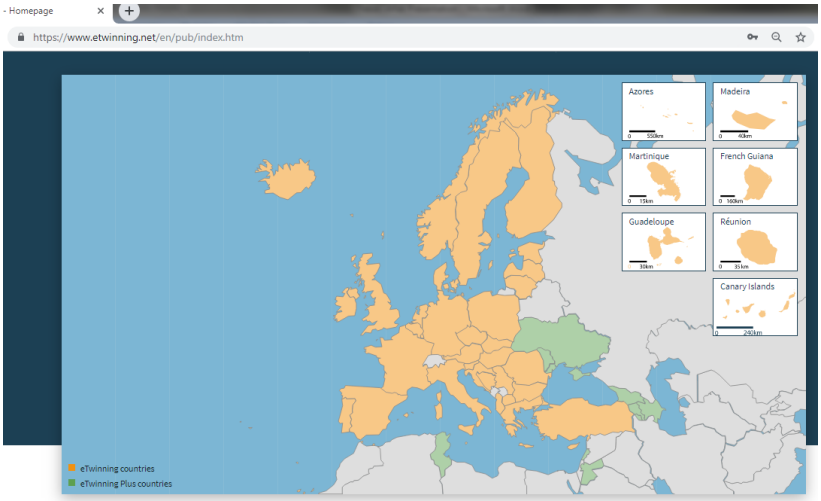
- Easy access to technology and Computer Supported Collaborative Work tools is available to all members.
- The tools for communication are accessible and usable.
- There are good leadership and co-ordination of online activities.
- There are capable moderators that provide facilitation, help, guidance and support as needed to the members of the community.
- Ongoing interaction among members is based on constructive dialogue.
- A joint vision, control and ownership of the community, its goals and artifacts are equally shared among the members of the community.
- There is mutual support among its members and sub-groups.
- The rules that govern participation in the community are clearly defined.
- A system is in place monitoring member participation and behavior and a system to sanction certain inappropriate behaviors.
- It is a safe environment where participants can freely express their opinion and ask questions without the fear of being 'attacked' by others.
- Activities completed are evaluated regularly and feedback is provided in a timely manner.
- There is a certain degree of structural dependence that establishes the need for members to interact and share resources.

In short, as Ludwig- Hardman (2003) summarizes, online learning communities should have the following characteristics; firstly and may be the most importantly shared goals, collaboration, respectful involvement, safe and supportive environment, ongoing knowledge building and lastly mutual appropriation.

Online learning communities mainly provide many opportunities to enrich the learners themselves and the learning process itself. However, learners from specific age groups need a secure platform to support their work, share their knowledge and ideas, communicate and collaborate with other learners sharing the same purposes just like themselves. One of the important tools to meet this need is E-Twinning platform.

2.2.3. What is e-Twinning?

E-Twinning program was launched in 2005 as part of the European Commission's e-Learning Program and since 2007 it has been fully integrated into the European Union's Lifelong Learning Program. It is also co-funded by the Erasmus+, the European program for Education, Training, Youth and Sport, since 2014. (https://www.etwinning.net/en/pub/about.htm)



Screenshot 2. 2. *Countries of e- Twinning around the* world (https://www.etwinning.net/en/pub/index.htm)

As Screenshot 2.2. displays, e-Twinning is a community for teachers and learners in or around the Europe that allows students to communicate, share, collaborate, cooperate with each other and involve in the learning experience wholly via the use of ICT in joint with educational projects. It gives schools an opportunity to collaborate with each other via some projects and make students work on the process based on some specific purposes. As focused in e-Twinning General Guidelines (2010), e-Twinning is a virtual community for teachers which allow them to access many opportunities like using e-Twinning tools to communicate and collaborate, to share resources and experience, to take part in online learning events or groups, to find project partners, and to become a member of a thematic group and make new friends. E-Twinning is a free online community for schools in Europe which allows you to find partners and collaborate on projects within a secure network and platform (British Council, 2018). Students need a secure network to fulfill the requirements that curriculum, project or their educators assign. The key word here is actually ‘a secure network’. Just the teachers who work in a formal school can sign up and log in the portal; and the students of those teachers can join projects in specified age categories. E-Twinning projects are open to every field, grade and subject and also to different languages with various age groups.

As it is stated in general guidelines of e-Twinning (2010);

‘‘E-Twinning is an opportunity to think big or keep it simple. E-Twinning can be used by teachers in a number of ways. To name a few: as an online resource for ideas and inspiration, as a networking and community building tool, as a partner-finding solution for international projects,

as a collaborative platform for pupils to work on projects, as a means of professional development, etc which can be multiplied more.''

E- Twinning is one of the ICT tools and for ICT, Coutinho & Rocha (2007) suggests, Students are provided with many opportunities to foster communication between different regions of the world with the help of ICT and this is an invaluable opportunity both for learners and teachers. However, of course, this brings a need to change in pedagogical perspectives. Within this e- Twinning platform, teachers set up some projects with partner school teachers within the borders of e- Twinning, and then their learners participate in the activities that teachers have organized in conformity with the aims of the project or topic of the week/ month, etc through their own e-Twinning accounts. So that they have a chance to practice the newly learnt items, to share their ideas/ knowledge, their culture specific items/traditions and to cooperate& collaborate on a task/activity, etc to complete it or create something.

From another perspective, Saglam (2009, p. 58) claims ''In line with the necessity of economic and political integration, it can be stated that in EU education policies, it is aimed to raise individuals with a multi-lingual and multicultural shared living space on the European scale and common values and awareness of European citizenship.'' E-twinning is a tool that can be used to achieve this aim, as well.

2.2.3.1. Studies on e-Twinning

Cook (2013) conducted a study analyzing 240 successful Quality Label applications made between 2010 and 2013 upon fourteen in-depth case studies. Cook (2013) claims that there are immediate outcomes of the e-Twinning projects and long-term impacts from the learners' perspectives. Some of the given immediate outcomes in the study are expressed as it follows; a better motivation, improvement in their performance and quality of the work they have fulfilled, and enriched working relations between the learners and educators. As Prace (2013) notes the greatest benefit for pupils is the use of language to communicate. However, students can benefit it not just from the academic point of view but also social and personal perspectives since they communicate with other learners from other cultures around the world (in Cook, 2013). According to the results of a survey conducted via etwinning.net, 92 % of teachers reported a positive impact on students' motivation and 87% of teachers claim that e-Twinning has had a moderate or large impact on student interaction and personal

relations among them. The projects open up new opportunities and new perspectives in their world. As for the long-term impacts of the projects in Cook (2013)'s study; we can say that learners have better communication skills as well as better ICT skills, they have a better understanding of the lives of others and other cultures, they improve their literacy and language skills and more than those, they develop their lifelong abilities like working in a team, cooperation and individual learning skills. According to Cook (2013), the results showed that e-Twinning can be more beneficial particularly for the students with low self-esteem, poor social skills, the ones who do not enjoy the general lesson period and who are difficult to motivate.

Yilmaz & Yilmaz (2012) conducted a study in Turkey to get the ideas of 20 secondary school students about what e-Twinning actually is; the definition, benefit and the problems faced throughout the project process. As the results suggested, students defined e-Twinning as 'International Project, seeing differences, cooperation with different countries, speaking a foreign language, foreign friendship, sharing, continuous friendship, national unity, working together/ collaborating, project fair, entertainment and adventure.' As for the benefits of e- Twinning, secondary class students think that e-Twinning give them the opportunity to meet and know other cultures, improve their foreign language skills, have friends around the world and empower their self-confidence and collaboration skills. And lastly, the students were on the opinion that they faced with foreign language problems, not understanding e-Twinning, fear of failure, economic problems, difficulty in task distribution and confidence problem about the problems encountered during the e-Twinning process. The students improve their cultural awareness and become open-minded through the multicultural e-Twinning projects which are conducted in different parts of the Europe and this is the benefit and for the advantage of students in their future as citizens belonging to a multicultural world. Holder (2005, p.141) focuses on the importance of e-Twinning and claims that:

> "With proper design, the use of online learning communities will continue to enhance the learning experiences of all students. The resulting increase in motivation has potentially powerful benefits not only to the student but also to the group, the instructor, and the university. More importantly, such collaboration will lead to better classes and a greater sense of intrinsic, personal satisfaction for students and faculty.''

Along with the learners' development, e-Twinning provides some benefits for the educators, as well. E-Twinning is a good opportunity to communicate with teachers from all over the world. It gives educators the chance to find partners, set up some projects, share ideas and good practice with each other, collaborate on a free platform that provides an on-going professional development. As stated in Cook (2013), teaching staff also get some immediate outcomes and long-term impacts on completing e-Twinning projects. We may regard improved ICT skills and technical expertise, having more motivated students and a professional boost over the external validation of their work as the immediate outcomes of e-Twinning projects from the educators' perspective. Whilst improved repertoire of teaching ideas and skills, enriched problem-solving abilities, boosted professional profile and having greater enthusiasm and confidence may be regarded as some of the long-term impacts for them. Even the school has some benefits from the projects that have been held. As learning and teaching cannot be regarded as a linear or finite process, e- Twinning provides many opportunities for student development. By means of the present study, the effect of e-Twinning will be investigated on the attitude and proficiency of 10th grade vocational and technical high school students.

CHAPTER III
METHODOLOGY

In this chapter, the overall design of the study, participants, materials and instruments used in the study, pilot study and finally the procedures of the current study and data analysis parts are described.

3.1. The Design of the Study

This study mainly investigated the impact of an international e-Twinning implementation, which was held along with the current curriculum, on 10th grade EFL learners' attitudes towards English course in a vocational and technical Anatolian high school in Turkey. Besides, it examined the proficiency levels of the students before and after e-Twinning implementation in the experimental group and the results were compared to the proficiency levels of the students in the control group.

The mixed-methods design which combines quantitative and qualitative research approaches was used in the present study. In order to investigate the impact of e-Twinning implementation, an experimental model was used. An experimental group and a control group were formed and pre-/post-test design was applied. The main focus was to examine the difference between the attitude results of the experimental group, for which an e-twinning implementation was applied along with the current curriculum and control group, for which a traditional way of teaching English was led with the current curriculum. Besides the attitudes of students towards English lesson, it examined whether there was a statistically significant difference between the proficiency levels of experimental and control groups at the end of the semester. Moreover, to gather the perceptions of the students who were enrolled in the e-Twinning procedure, qualitative research took place with a written interview sheet.

3.2. Pilot Study

Before the actual application of the ATELES and the e-Twinning implementation, a piloting phase was applied with another 10th grade vocational and technical Anatolian high school class in the same school to promote the success of the actual process. Except for the proficiency exam, the whole actual procedure was applied in a shorter period of time and with a different field of 10th grade students at the same school with a different e- Twinning project. The class was randomly chosen from the classes that the researcher had. Firstly, The Attitudes towards English Lessons Scale (ATELES) was

administered to 33 students of the food and beverage department to examine the reliability of the scale. Thus, we had a chance to examine the understandability and appropriateness of the items on the scale for the targeted group. Then, in order to check and observe the actual procedure of the study, an e-Twinning project was applied along with English lesson for 4 weeks. In e- Twinning project, the students were to post the vocabulary they had newly learned and record short videos using the terms and verbs they learned. Later, ATELES was administered again as the post-test in order to observe the difference between two applications, pre- and post-. The perceptions of the students were also asked using the same interview questions of the study prepared by the researcher and it was checked for understandability. A scene from the e-Twinning project was presented in Screenshot 3.3. below.

Screenshot 3. 3. *E-Twinning project of piloting phase*

3.3. The Study

The study itself was constructed as a mixed-methods design using quantitative and qualitative research together; hence, there are both experimental and descriptive phases of the study. There were experimental and control groups in which pre and post-test design was applied. The purpose of the present study was to determine whether an international e-Twinning project had an effect on improving the attitudes and proficiencies of 10th grade vocational and technical high school students towards English course. The other aim of this research was to examine the perceptions of experimental group students about the process of e-Twinning procedure, contribution to their proficiency and their attitudes. The details of the actual study will be given in the following part.

3.3.1. Research questions

1. Does the implementation of e- Twinning along with the curriculum have an impact on 10th grade vocational and technical high school EFL students' attitude towards English course?

a) Is there a statistically significant difference in the attitudes of 10th grade vocational and technical high school EFL students towards English language course before the e-twinning process and after the e-twinning process?
b) Is there a statistically significant difference between the attitudes of the students who are enrolled in e-twinning project along with the curriculum and attitudes of the students who are not enrolled in e-twinning project?

2. Does the implementation of e-twinning along with the curriculum have an impact on 10th grade vocational and technical high school EFL students' proficiency in English?

3. What are the individual attitudes and perceptions of the students about the implementation of e-twinning project?

3.3.2. Participants

The participants of the study consisted of seventy 10th grade vocational and technical Anatolian public high school (for girls) students in Istanbul, Turkey. The study was conducted during the first term of the academic year of 2018-2019. The convenience sampling procedure was used for selecting the participants by the researcher. Two child development and training department classes were chosen as the target group since the researcher was teaching these groups in the year when the study was conducted. The groups were chosen randomly as the experimental group and the control group. In the next term, the e- Twinning process will be implemented in the control group apart from the study to give the students the same chance to practice. The reason why child development and training department was chosen is that their overall scores of the previous year were highest and they volunteered to take part in the study. The academic levels of the students were similar to each other in two classes, as well. The researcher had two hours of English course for both classes. Moreover, 10th grade students were chosen as the participants in order to examine the probable difference between the groups after the implementation of an outer improvement to meet the deficit due to the decrease of allocated English lesson hours in vocational and technical

high schools. Using e- Twinning projects might bring a solution to the time problem for English lesson especially in vocational and technical high schools from 10th to 12th grade students.

Each group had nearly the same number of students, one with 38 and the other with 37 students. All students participated in the study voluntarily except for two students in each group and one of the students in the experimental group with 38 students did not participate in all steps of the procedure; therefore, she was excluded from the study. Thus, in total, 70 students participated in the study; 35 students in the experimental group and 35 students in the control group.

3.3.3. Materials and instruments

In order to investigate the attitudes of students towards English course, Attitudes towards English Lesson Scale (Appendix A) which was developed for high school students by Tulgar (2018) was used. The scale was in Turkish and it was used in Turkish to avoid possible language problems and to get more accurate results. The ATELES had 26 items in a five-point Likert-type Scale ranging from totally agree to totally disagree. The ATELES was chosen because it had high validity and reliability scores from tests applied by Tulgar in her study; also it is a current, newly constructed scale developed for high school students so that the needs of students may be reflected better. Moreover, the age group of students in Tulgar's study was similar to the students in this study. The items were understandable and the number of items was appropriate to gather data without losing students' attention.

Secondly, in order to measure the proficiency of the students, A2 level KEY for schools sample proficiency tests of Cambridge were given at the beginning and the end of the semester as pre and post-tests. Since they were standardized tests, they were used to determine the proficiency of the students. The level of the proficiency tests was A2 according to the Common European Framework (CEFR). Both exams (pre- and post-proficiency tests) were at the same level (A2) to better observe the possible difference and improvement between two applications and between two groups. Proficiency exams were formed in four parts as reading, writing, listening and speaking. The speaking part of the exam was excluded from the project of the study and the test because of technical problems that the project partner had. The e-Twinning project partner informed about the technological insufficiency of their school in Romania and demanded not to have

synchronous video conference kind of elements in the project. As there could not be a real-time conversational communication between two partners, real-time speaking could not be examined and measured. Instead of synchronous conferences, asynchronous video records were used in the study. The tests were given in two sessions both in pre and post applications. The reading and writing parts were given together in a 70-minute lesson time and there were also grammar and vocabulary item questions in reading& writing part of the test. Listening part of the exam was given in a 30-minute English lesson time in another day. The reading and writing part of the study consisted of 60 items to fulfill and in listening part of the study, there were 25 questions. The proficiency exams were given by the researcher and a colleague at school during lesson hours.

An observation form was used to measure the participation degree of the students, in the experimental group during e-Twinning project by the researcher in order to provide participation. As the last instrument, students in the experimental group were asked to write their opinions about e-Twinning process in a written interview sheet (Appendix B); to investigate whether their perceptions have changed towards English course or not after the project. Eight questions were asking the perceptions of students in the experimental group about e-Twinning project and their attitudes before and after the procedures. The questions were constructed by the researcher in Turkish and reviewed by a colleague and a professional academician was consulted about the questions for an expert opinion.

Lastly, the treatment implemented in the study was e- Twinning project for the experimental group. E-Twinning project was constructed by the researcher according to the current English curriculum and following the units for 10th graders. The first five units were chosen as the target project topics, which were planned to be applied in 11 weeks. E- Twinning process was held with the partnership of a Romanian school, in which the students in Romania were trying to learn English as a foreign language like the students in our context. The project was constructed on paragraph and video sharing between two countries and joining in some forums along with their posts. Further information about the project can be found below in *Project Details*.

3.3.4. Procedures

The steps of the procedure will be presented below very shortly as a preview and then they will be presented in a detailed way under each heading.

Step 1. Piloting Phase for Reliability Test

Step 2. Applying Proficiency test in both experimental& control group as PRE-TEST

Step 3. Applying Attitudes towards English Lesson Scale as PRE- TEST in both groups

(Implementing E- Twinning Procedure for 11 weeks in Experimental Group)

Step 4. Applying Attitudes towards English Lesson Scale as POST- TEST in both groups

Step 5. Applying 2nd Proficiency test in both experimental& control group as POST-TEST

Step 6. Written interview sheets for Experimental Group

Step 7. Data Analysis

3.3.4.1. Applying proficiency tests for the participants as PRE-TEST

The first step of the study was to investigate the proficiency of the students both in the experimental and control group via Cambridge key for schools sample test in A2 level. The proficiency test was conducted as two separate parts on different days as it took a lot of time to apply them together. The first phase applied was reading and writing part and it was instructed by Cambridge to use 70 minutes for these parts so it was applied accordingly. In the next lesson listening part of the test was conducted in 30 minutes which was the instructed time limit for the exam. In order to write answers, students had separate answer sheets. The researcher and a colleague applied the tests together in both classes during English lesson time. The students gave themselves a special number and used the same number in each application; so the researcher did not know which result was whose. The accompanying colleague helped in this process to check the accuracy of the numbering system in each application.

Speaking part of the exam was excluded from the study as the partner group had technological difficulties at school and they reported that they could not manage to do live conversations.

3.3.4.2. The Attitudes towards English Lesson Scale (ATELES) as PRE- TEST

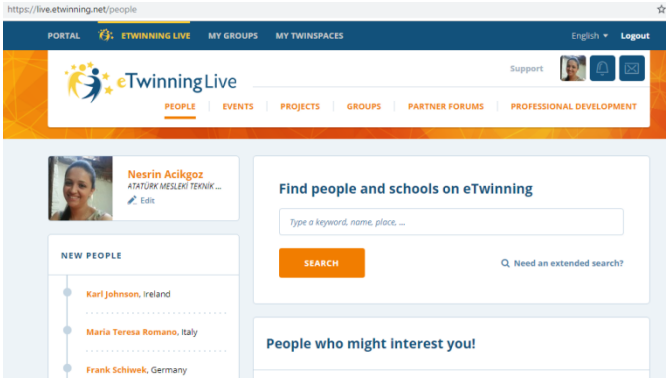
The second step of the study was to examine the English course attitudes of 10th grade vocational and technical high school students. The Attitudes towards English Lesson Scale (ATELES- Appendix A) was handed out in both experimental group and control group by the researcher. The Scale was given in their mother tongue, Turkish and the students were informed about the research in both classes and they signed the consent forms. They applied the numbering system mentioned above to hide their names. They were told how to fill in the scale individually and the scales were gathered after 15-20 minutes. Upon the completion of ATELES, students in experimental group were informed about the international e-Twinning project and students were motivated to participate in the project. 36 students out of 38 were eager to participate in the project and handed in the parents' consent forms to attend it. Later, during the study one student could not participate in all sessions of the e-twinning project; therefore, she was excluded from the study.

3.3.4.3. E-twinning procedure (Treatment in Experimental group)

E-Twinning procedure starts with writing the project and it is sent for approval, which will be elaborated in the following headings.

3.3.4.3.1. How to access e- Twinning website

In order to use e-Twinning, a learner should follow several steps to register and to take part in a project task, before-during and after steps should be followed. First of all, to be able to sign up the platform, you should be a real-time working teacher in a school because teachers are the basic elements in e-Twinning platform. You create an account with the name of your school and using your personal information from www.etwinning.net. Upon confirming your e-mail address, you can sign in your account and fulfill your personal information and search for partners, colleagues from other schools and countries who share the same purpose with you. When you log in the website, you access your personal 'e-Twinning Live' page and you can see the "Projects" that are planned to act or processing projects, etc., you can send a contact request to the colleagues and join in some groups, events, etc. E- Twinning Live page can be seen in Screenshot 3.4. below.



Screenshot 3. 4. *E- Twinning Live page*

To be able to write a project, first you should find a partner school sharing the same ideas and after discussing the basic elements, you can write the project steps together with your partner. The most important thing here is that the aims, benefits and the output should be clear for both teachers and you should write the steps one by one, using a clear language by giving all details from deadlines to the allocated time-span for each step. After the project is approved, you gain access to a secure online page called Twinspace with the name of your project. From now on you and your pupils can work on this page on the project. The first step the teacher should take in this process is to add the student names to the platform and create a password for them to provide them access to the Twinspace page of the project throughout the whole project in e-Twinning platform. Then, teachers share this password and names with the students and tell the process how to sign in, how to behave and communicate in the project, etc. not to cause an inconvenient situation. British Council (2019) emphasizes; ‘‘Using the Twinspace -a privately shared workspace- you will be able to upload and share resources in project folders, use a calendar, a live chat forum, bulletin boards, and the facility to build your own project pages.’’ In project page, the process and the steps are already shared by teachers and students to follow the guidelines that the teachers already give by the observance of deadlines and allocated time-span. At this point, the most important thing is to be in touch with the students very closely so that they can better understand and practice the stages. Students can share pictures, videos, their ideas/ materials and post their opinions in forum pages according to the aim and the procedures of the project itself. They can also like each other’s work and comment on them. When the project is over, you make an evaluation and close the project page and no participant can enter the platform with the passwords given.

3.3.4.3.2. How to write a project

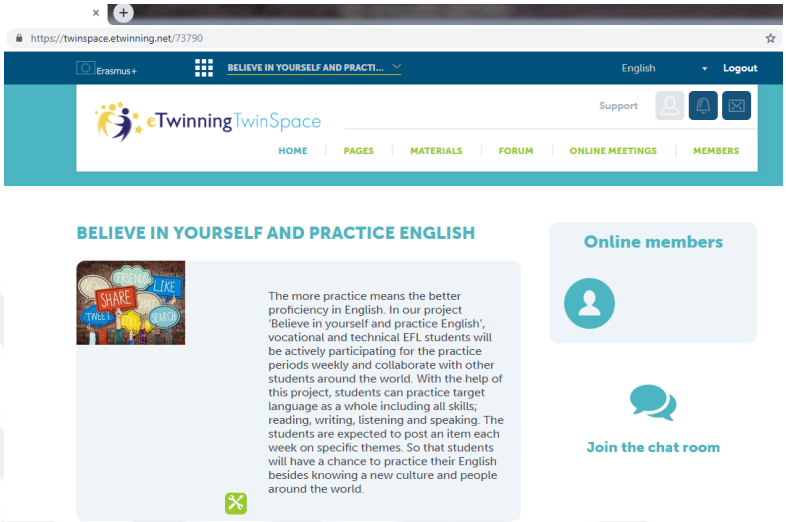
Constructing a project starts before the design of the project itself because there must be a project partner first. You can search for a partner with the idea of a project in mind with some restrictions like age profile and the target objects on 'project partnership' page in e-Twinning Live. Thus, the first job is to find at least one project partner to be able to write the project as there should be at least two partners in a project. The projects can be international as well as being national according to the partnership. The researcher, first, wrote the idea of project on partnership search page and some of the replies were investigated if they were appropriate for the purpose or not. Later, the researcher met a teacher, who was had the similar ideas and purposes, from Romania and decided to write the project together. First of all, the curriculum and the purposes were shared via e-mail privately, and then the project was written by the researcher wholly getting the ideas of the project partner. The purposes, stages and the outcomes of the project should be clearly written in order to get approval from the national support service. Once the project was written, it was sent for approval and partners waited for a week to be approved. When the project was approved by the support service, partners got the names and the passwords of their students to provide them an access in the platform. When the students got their password and the names, they easily signed in the platform whenever and however they liked. In order to be more organized and clear to each other, some deadlines were clearly given for each step in the study and they were strictly applied. The headings mentioned in the project page were as follows; about the project, the aims, procedures and expected results.

3.3.4.3.3. Project itself/ details

- **About the Project**

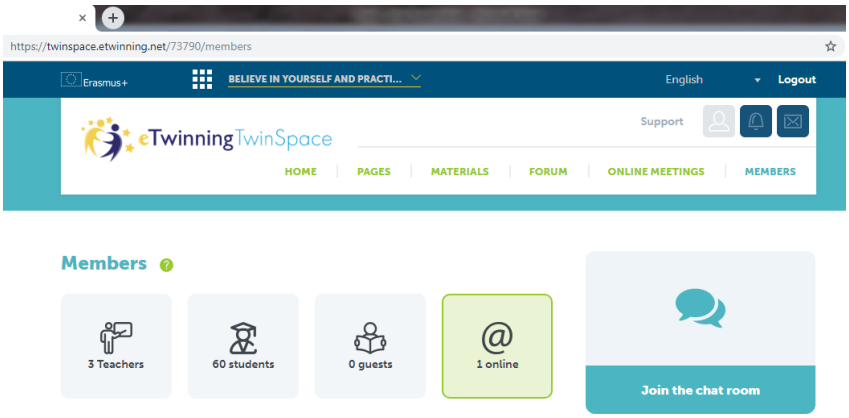
The project was introduced on the e- Twinning page as in the following: English is a worldwide language that should be learned no matter where you are and no matter in which field you are studying/ working in. The more practice means the better proficiency in English. In our project '*Believe in yourself and practice English',* vocational and technical EFL students will be actively participating for the practice periods weekly and collaborate with other students around the world. Language is a whole and cannot be separated as chunks. With the help of this project, students can practice target language as a whole including all skills; reading, writing, listening and speaking. The students are expected to post an item each week on specific themes. The

posts will be both in written/ paragraph form about the topic of the week and a video recorded by the participants who involve in the project about the same topic next week. So that students will have a chance to practice their English besides knowing a new culture and other people around the world. The introduction page of the project is given in Screenshot 3.5.



Screenshot 3. 5. *Project introduction page*

E- Twinning project enrolled 60 students in total; 35 students from Turkey and 25 students from Romania and Screenshot 3.6. displays the number of participants of the project.



Screenshot 3. 6. *Participants of the e- Twinning project*

- **Aims (As stated in the E-Twinning portal)**

In this project, our purpose is; to write well- prepared paragraphs on the given theme, to use the language effectively and appropriately, to pronounce the newly

learned vocabulary appropriately, to change their attitudes into positive towards learning English, to get in touch with foreign people/ culture, to organize their thoughts according to the importance/ strategy or necessity, to control their feelings, excitement while getting across something, to improve their abilities to learn effectively, to develop critical and creative thinking, to learn how to collaborate with people around the world, to meet new people and new culture, to represent our country well, to enhance the students' world knowledge and point of view.

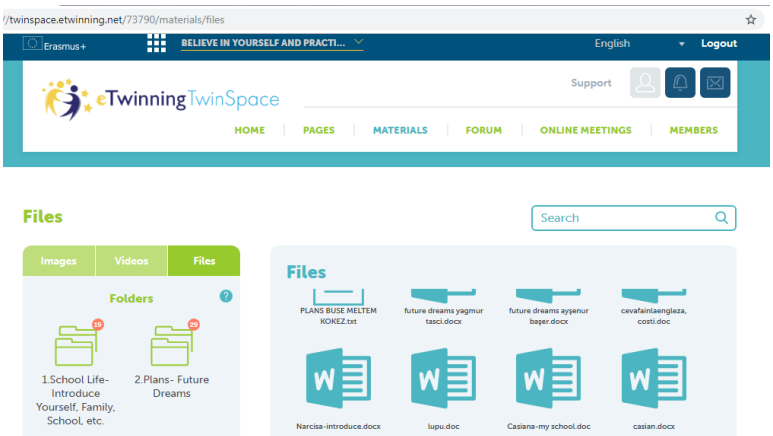
- **Procedures of the Project**

Each student was asked to send ten posts in total, five written paragraphs and five videos on the given themes which were previously determined. However, because of the exam weeks and other unexpected projects of the school, the last topic could not be focused in the planned time; so students had eight posts, four paragraphs and four videos on the four given topics below in 11 weeks of project time. The fifth theme which we couldn't deal with was 'Travel'. Students posted their videos and paragraphs after they worked on the related topic in the class and each student posted a paragraph one week and a video in the following week for each topic. Thus; the previously planned e-twinning project lasted for 11 weeks; the first week was used as a trial stage to get students accustomed to the portal itself, the other 8 weeks for the students' posts (if we had the chance the posts would be 10) and the last 2 weeks were used as the revision and follow-up weeks for the previously posted items. Students were free on the specific topic or issue they wanted to get across within the borders of the themes below. They could add whichever detail they wanted to add or focus on as long as they did not lose the idea of the theme. Students could also post some photos, songs, or voice notes if they wanted to add them in their performance that week.

- The themes were:
- Theme 1- School life (1st week- paragraph, 2nd week- video)
- Theme 2- Plans (3rd week- paragraph, 4th week- video)
- Theme 3- Legendary Figures (5th week- paragraph, 6th week- video)
- Theme 4- Traditional food (7th week- paragraph, 8th week- video)

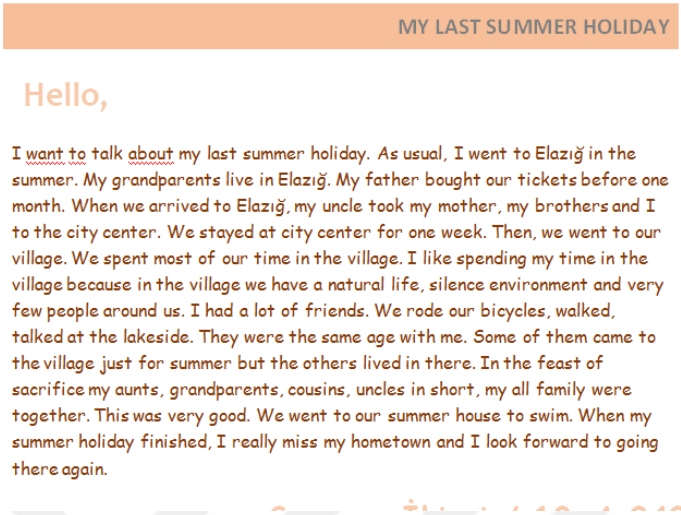
The teachers were the main managers of the project and they followed the steps and maintained the continuity of the project. Students were to post their items until the deadline and they were reminded before it.

At the very beginning of the project, students were to sign in their accounts with the given names and passwords to ensure their access and send a message to their friends in the first week of the project to get used to the portal. Before e-Twinning phase of the study, the target theme was completed and the target vocabulary was given to the experimental group students in the class. So, we can say that the lesson in experimental group went on as the following line; the first theme was completed, then paragraphs were written after the completion of the theme and the following week videos were prepared and shared on e- Twinning platform and it continued with the second theme learning first, paragraphs and videos' sharing and it came to the third theme, etc. For the first paragraph part of the project, students read an example paragraph about the theme. Then, the students were lectured on how to write a paragraph, what to care for and they were asked to write a paragraph about the theme of the week. Later, especially for the first application, the students handed down their paragraphs to the researcher teacher and they were given feedback for each paragraph by the researcher teacher. Finally, the students wrote their second drafts according to the feedback and with some editions. The paragraphs were shared again and proofread by the peers and edited if necessary. Once the paragraph writing process finished, the students posted their paragraphs on the Twinspace project page with their friends and with Romanian partner. Both Romanian and Turkish teams were to stick to the deadlines and students were warned about the time matter. An example post page is given for paragraphs in Screenshot 3.7. below.



Screenshot 3. 7. *Students' paragraph posts*

An example paragraph from the students' posts is displayed in Screenshot 3.8.



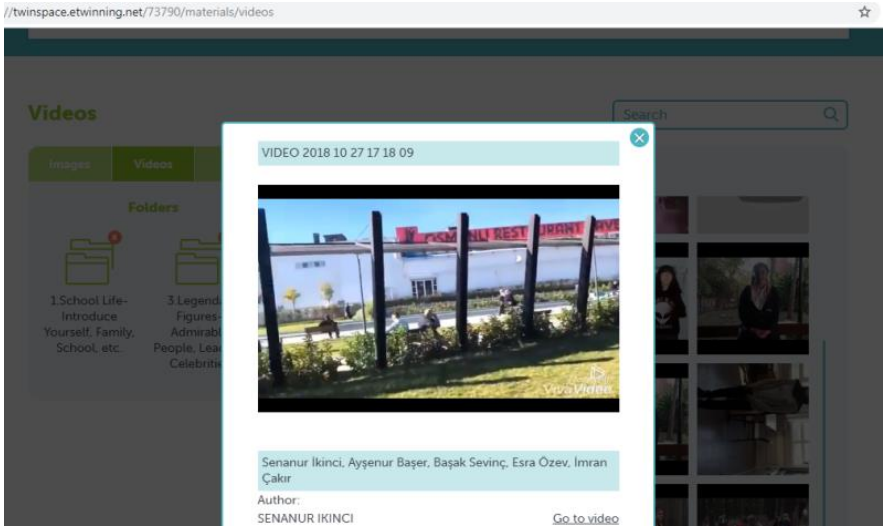
MY LAST SUMMER HOLIDAY

Hello,

I want to talk about my last summer holiday. As usual, I went to Elazığ in the summer. My grandparents live in Elazığ. My father bought our tickets before one month. When we arrived to Elazığ, my uncle took my mother, my brothers and I to the city center. We stayed at city center for one week. Then, we went to our village. We spent most of our time in the village. I like spending my time in the village because in the village we have a natural life, silence environment and very few people around us. I had a lot of friends. We rode our bicycles, walked, talked at the lakeside. They were the same age with me. Some of them came to the village just for summer but the others lived in there. In the feast of sacrifice my aunts, grandparents, cousins, uncles in short, my all family were together. This was very good. We went to our summer house to swim. When my summer holiday finished, I really miss my hometown and I look forward to going there again.

Screenshot 3. 8. *An example paragraph of student posts*

After sharing their paragraphs, students prepared their videos for the following week. The students watched an example video about the target topic and they were to focus on a point that they wanted in the theme and record a video after their preparation stage. As they did not feel safe to talk spontaneously in the video, they wanted to write scripts for themselves and brought it to the teacher for feedback. For the first posts, the researcher gave feedback especially for the major meaning problems to each student and in the next steps, they were just given feedback for the major problems, not the minor ones. But, the students were to find their own mistakes with their peers. The videos were recorded in groups on condition that each student would have a say in the video. They shared their videos in the following week after the paragraphs. The steps were repeated for each theme. An example scene was given from the videos of students' posts below in Screenshot 3.9.



Screenshot 3. 9. *An example of students' posts as videos* ***(https://www.youtube.com/watch?v=FtI61vBuL7o&feature=youtu.be)***

The communication among the experimental group students was established through a Whatsapp group as they all had their own mobile phones and the students could reach the researcher teacher whenever they wanted apart from the allocated lesson and school time. Besides, the communication with the partnering teacher from Romania was established through Whatsapp as well as e- Twinning messaging system. The partnering teacher organized her students as she could manage and tried to complete the assigned tasks. Since they had problems with technological devices and because of the deficiency, they had some delays and could not catch up with the deadlines sometimes. Moreover, they could not manage to fulfill the four themes. They posted 3 paragraphs about three themes and 3 videos about the first three themes. The whole work of both teams could be seen on Twinspace page and could be downloaded to their own devices to be read or watched. Besides seeing the partner students' works, the students could also see and revise their own & peers' works.

The paragraphs of the partner group were downloaded and by the researcher and one or two of the paragraphs were read and examined together with the students during the lesson time, the other paragraphs were left for the students to be read and examined at home on their own. For the videos, the same procedure was applied; one or two example videos were watched and commented on together with the students in the lesson. The students also had a chance to like or comment on the others' posts. Apart from the general themes determined before, some of the students were eager to use the platform actively and titled two forums to share their opinions about the topics they

chose themselves. Students themselves decided on the time they spent on the platform. While most of them just posted their work and sign out of the platform, some of them spent more time and read many paragraphs and watched the videos posted and also participated in the forums. Just one student was observed to send a private message for one of the partner group's students and chatted in English. The autonomy of the students was activated in this process, they were not forced or urged to watch all the videos or read all the paragraphs shared and comment. They used the platform as they wished with the guidance of the researcher teacher.

The students in the control group did not join in an extra project or work for the course but they just followed the curriculum from the book and did the same activities (except for e- Twinning) with the experimental group in the lesson time to fulfill the goals of the curriculum.

3.3.4.4. The Attitudes towards English Lesson Scale (ATELES) as POST- TEST

The same Attitude Scale (ATELES) was administered both in the experimental and control group at the end of the semester in order to see the effect of treatment in experimental group by the researcher.

3.3.4.5. Applying proficiency tests for the participants as POST-TEST

Students were given a different Cambridge key for schools proficiency test at A2 level at the end of the semester. The test was given in two parts as reading& writing and listening. Reading & writing was applied in 70 minutes and another day listening phase was completed in 30 minutes. Speaking phase was excluded again because it was not applied in the pre-test. The exams were administered together with a colleague and the answer sheets were gathered at the end of the allocated time. Each student numbered the answer sheets in accordance with the previous labeling type not to share their names. In this process the accompanying colleague helped to observe their number whether they wrote the same numbers with the previous ones or not.

3.3.4.6. Gathering perceptions about e-Twinning procedure and their attitudes towards English Course

After the completion of e-Twinning project, the students who were in experimental group were asked to share their perceptions about the procedure they had experienced and the attitudes they held before and after the project. The students were handed out the questions on a sheet of paper and given time to answer the posed

questions. The questions (Appendix B) were posed in their mother tongue, in Turkish not to cause confusion and gather more reliable data. The answers were given in Turkish, too. In the questionnaire, there were 8 questions, asking the perceptions and attitudes about the process that they had gone through in an open-ended question format; about whether their attitudes after the implementation changed or not and how it affected their proficiency and the difficulties they faced. The questionnaire was administered by the researcher within 20 minutes and as the code numbers of the person, the same numbers were given with the ones they had used in Proficiency exam answer sheets before. As for the results part, the perceptions that were written in participants' mother tongue, were translated into English by the researcher and a colleague separately, and then they were compared to choose the best one. The students were also asked to comment as clear as possible and for the sentences that were not clear enough the students were contacted for further explanation. Moreover, the general perceptions of the partner school students were gathered by their teacher who was the partner of researcher teacher in e- Twinning project.

3.4. Data Analysis

After the completion of the data collection process, the collected items were categorized first as the attitude, proficiency and perceptions. Then, the quantitative data were analyzed using Statistical Package for Social Sciences (SPSS for Windows 22.0) to answer each research question. At the very beginning, Shapiro- Wilk Normality Test was administered to see the distribution of the data. Seeing the normality results, firstly, in order to examine the difference between the pre- and post-applications of the Attitudes towards English Lesson Scale (ATELES) and to see the difference between Proficiency pre- and post-test scores within the groups, Paired Samples *t*-test was run. Then, for the comparison of two groups, the experimental and control group, Independent Samples *t*-test was used to examine the difference between the groups both for attitude and proficiency post scores. For the qualitative part of the study, the written interviews were analyzed; most frequently used perceptions were selected and shared using frequency counts of idea chunks. The idea units were determined by the researcher and a colleague separately and then compared and the best-suited units were selected together to count idea frequencies. The written interviews were coded

separately and then the inter-rater reliability was calculated by using Miles & Hubermann (1994)'s formula to measure consistency between coders.

3.5. Analysis of Piloting Phase

Before moving to the results of the study, we need to analyze the gathered data from the pilot study and especially we need to know the reliability of ATELES especially whether the items in the scale were understandable and appropriate for the target group of students. Furthermore, it was examined for the foreshadowing procedure of the actual study as it may give a clue for the actual study itself.

3.5.1. Reliability analysis of the questionnaire

The ATELES was administered to 33 students of 10th grade food and beverage department in a vocational and technical Anatolian high school. The gathered data was analyzed using SPSS Cronbach's Alpha Reliability Test. The result is presented in Table 3.1 below;

Tablo 3.1. *Reliability test results of attitude towards English lesson scale (ATELES)*

Cronbach's Alpha
.874

In the study's piloting phase, the Cronbach's Alpha reliability coefficient result of ATELES was calculated as .874. From the results, it can be concluded that the ATELES was reliable as the result is above .70 which is the case, the scale is regarded as reliable in the literature.

3.5.2. Attitudes of students before and after the e-Twinning procedure in the pilot study

The purpose of the piloting phase was to see whether there would be a difference between the English course attitudes of 10th grade vocational and technical high school students or not after an e-Twinning procedure. The pre- and post-ATELES scores were analyzed using Paired Samples *t*-test of SPSS. The results are given in Table 3.2.

Tablo 3.2. *Paired- samples statistics of piloted attitude towards English lesson scale (ATELES)*

		Mean	**N**	**Std. Deviation**	***p***
Piloting	**Attitude_pre**	91.81	33	16.780	0.733
	Attitude_post	93.30	33	18.390	

Although the mean scores increased from pre (M = 91.81, SD = 16.78) to post treatment (M = 93.30, SD = 18.39), the change has been found to be insignificant ($p > .05$). Even if it was not significant, there was a difference between pre- and post scores of English lesson attitudes of 10th grade vocational and technical high school students in piloting phase, and it may imply that in a longer period of time, the treatment might affect the attitudes of students towards English course more. Here the insignificance might be caused due to a short period of implementation and might be because of the unfamiliarity of the students to the platform.

CHAPTER IV
RESULTS

This chapter gives the results of data analysis of the present study. An experimental and control group participated to examine the effectiveness of the treatment well in a experimental design. The main purpose of the study was to examine the attitudes of 10th grade vocational and technical high school students towards English language course with an implementation of an international e- Twinning project. Moreover, the proficiency levels of two groups (experimental and control) were determined and investigated on whether there was a significant difference between experimental and control group in terms of proficiency scores. Lastly, the perceptions of the students were asked after the e- Twinning implementation in experimental group. An international e- Twinning project was implemented in the experimental group to investigate the attitudes of 10th grade vocational and technical high school EFL students towards English course along with the standard curriculum studies in the lesson, whereas in control group, just curricular activities were applied depending on the book. In order to observe the difference in the groups, pre- and post-test design was applied. The ATELES was run before and after the e- Twinning process in experimental group and at the beginning and the end of the term of English course in the control group. Moreover, a proficiency level test was taken by the students both in the experimental and control group at the beginning and at the end of the term to observe the progress of two groups. The research aimed to answer the questions of whether an international e-Twinning project has an effect on attitude, proficiency and the thoughts of 10th grade vocational and technical high school students in Turkey.

In the study, SPSS 22.0 package program was used in the analysis of quantitative data collected before and after the treatment procedure. First of all, before starting the analysis part of the study, Shapiro-Wilk normality test was applied since the number of students in the groups was less than 50 in order to test whether the experimental and control groups showed normal distribution. After the analysis, it was observed that both the experimental group and the control group showed normal distribution ($p > .05$) in terms of attitude score means and proficiency test mean scores and the analyses were decided accordingly. The following part presents the results of analyses.

4.1. The Effect of e- Twinning Implementation on Student Attitudes towards English Course

The first research question asked ‘‘Does the implementation of e- Twinning along with the curriculum have an impact on 10th grade vocational and technical high school EFL students’ attitude towards English course?’’ The attitudes of 10th grade vocational and technical Anatolian high school students towards English course were investigated. In order to find the answer, the ATELES scores were gathered both before and after the implementation of the international e- Twinning project and the scores were analyzed by using SPSS 22.0 package; Paired Samples *t*- test was run in order to see the difference between the pre- and post- applications of the Attitude Scale in experimental and control group separately. Moreover, in order to see whether there is a significant difference in attitude scores between experimental and control groups, Independent Samples *t*-test was run. For the interpretation of the results, the significance level of the difference between the mean scores of the experimental and control groups was accepted as .05 and it was interpreted at this level in the study.

4.1.1. The attitudes towards English course results of experimental and control group (Pre- post comparisons)

In order to answer the sub-question of the first research question; ‘‘Is there a statistically significant difference in the attitudes of 10th grade vocational and technical high school EFL students towards English language course, before the e-twinning process and after the e-twinning process?’’, a Paired-Samples *t*-test was used and the related descriptive results of the analysis are displayed in Table 4.1.

Table 4.1. *Descriptive statistics of attitude towards English course in experimental group*

		Mean	N	Std. Deviation	Std. Error Mean
Experimental Group	**Pre-Test**	85,31	35	14,14	2,39
	PostTest	85,43	35	13,71	2,32

The descriptive results of experimental group for pre and post applications of ATELES shows that post- test mean score (*M:* 85.43, *SD:* 13.71) is slightly above the pre-test mean score (*M:* 85.31, *SD:* 14.14) in experimental group in terms of gathered ATELES scores in experimental group before and after the treatment. In order to investigate whether there is a statistically significant difference between pre and post

applications of the ATELES results in experimental group; a paired samples *t*-test was run and the results of *t*-test are displayed in Table 4.2.

Table 4.2. *Paired- samples t- test results of attitude towards English course in experimental group*

Attitude towards Eng. Lesson		Paired Differences					*t*	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Experimental	Pre-Post	-,114	11,789	1,99	- 4,164	3,935	,057	34	,95

As it is seen in Table 4.2, since the *p* value has been found insignificant (*p*: .95, df: 34, (p>.05)), there is not a statistically significant difference between the pre and post test scores of English course attitudes of 10th grade vocational and technical high school students upon the treatment of e- Twinning in experimental group.

Paired- Samples *t*-test results indicate that there is a very slight change between pre- and post-applications of ATELES after e- Twinning implementation in experimental group but the difference is not significant (*p*>.05). The attitude towards English course scores nearly remains the same in experimental group pre and post test results comparison.

In order to investigate the attitude change in control group towards English course, Paired-Samples *t*-test was run to compare pre and post ATELES scores of control group. The results of descriptive analysis within the control group are presented in Table 4.3.

Table 4.3. *Descriptive statistics of attitude towards English course in control group*

		Mean	N	Std. Deviation	Std. Error Mean
Control Group	Pre-Test	86,63	35	20,78	3,51
	Post-Test	81,09	35	18,19	3,07

According to the descriptive statistics displayed above, it is clear that pre- test mean score (*M:* 86.63, *S*D: 20.78) is higher than the post-test mean score *(M:* 81.09, *SD:* 18.19) of ATELES in control group.

In order to investigate whether there is a statistically significant difference between pre and post applications of the ATELES scores in control group, Paired Samples *t*-test was run. The results of Paired Samples *t*-test are given in Table 4.4.

Table 4.4. *Paired- samples t-test results of attitude towards English course in control group*

Attitude towards Eng. Lesson		Paired Differences					*t*	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Control	**Pre-Post**	**5,542**	**23,463**	**3,966**	**-2,51**	**13,602**	**1,398**	**34**	**,171**

The results of *t*-test in Table 4.4. show that there is not a statistically significant difference (*p*: .171, df: 34, (*p*>.05)) between the pre- and post- application (at the beginning and end of the English lesson in the term) scores of scale for English course attitudes of 10th grade vocational and technical high school students in control group.

The results of descriptive statistics and Paired-Samples *t*-test results reveal that in control group, there is not a statistically significant change in the attitudes of 10th grade vocational and technical high school students towards English course at the end of the term. However, the English course attitudes of 10th grade vocational and technical high school control group students have decreased at the end of the term whereas the attitude scores remain the same in experimental group.

4.1.2. The Comparison of attitudes towards English course pre- & post- test results of experimental and control group

In order to examine whether there is a statistically significant difference between experimental and control groups before the implementation of e- Twinning project or not, an Independent Samples *t*- test was run over pre- ATELES scores of experimental and control group. The descriptive results of Independent Samples *t*- test statistics are presented in Table 4.5. between experimental group and control group.

Table 4.5. *Descriptive statistics of pre-application of ATELES between experimental & control group*

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-ATELES	**Experimental**	35	85,31	14,14	2,39
	Control	35	86,63	20,78	3,51

According to descriptive statistic displayed in Table 4.5., it is obvious that control group students' (N: 35) attitude towards English course mean score (*M:* 86.63, *S*D: 20.78) is slightly above the experimental group students' (N: 35) attitude towards English course mean score (*M:* 85.31, *S*D: 14.14) in pre- application of ATELES both in experimental and control group before the treatment phase started. Mean scores of ATELES in experimental and control group is above average (*M:* 35.31, 86,63) as the highest mean score is 130. It seems that the mean scores of both groups are very close to each other in pre-application. In order to search for the significance between two groups, the Independent Sample *t*-test was run and the results are given in Table 4.6.

Table 4.6. *Independent samples t-test results of pre- application of ATELES between experimental & control group*

Group	M	SD	*t*	*p*	Mean Difference
Experimental	85,31	14,14	-,31	,76	-1, 31
Control	86,63	20,78			

As the results display, there is not a statistically significant difference (*p*: .76) between the mean scores of two groups in terms of attitudes towards English course before the implementation process began ($t_{(68)}$: -0.31; p: .76 (*p*>.05)). Thus, it is clear that experimental and control groups were equal to each other in terms of attitudes towards English course before the treatment procedure.

In order to investigate the question; ''Is there a statistically significant difference in the attitudes towards English language course between the students who take part in the e-twinning project along with the curriculum and the students who do not take part in the e-twinning project?'', and to see the effect of implementation, the post- ATELES scores of experimental and control groups were compared; for this, Independent-Samples *t*-test was run and the descriptive statistics of the analysis are presented in Table 4.7.

Table 4.7. *Descriptive statistics of post-application of ATELES between experimental & control group*

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-Test	**Experimental**	35	85,43	13,71	2,31
	Control	35	81,08	18,19	3,07

The results show that 10th grade high school EFL students' (*N:* 35) English course attitude mean score in experimental group (*M:* 85.43, *S*D: 13.71) is higher than the attitude mean score (*M:* 81.08, *S*D: 18.19) of control group students (*N:* 35). In order to examine whether this result is statistically significant or not, Independent Samples *t*-test was run and the results are displayed in Table 4.8.

Table 4.8. *Independent samples t-test results of post- application of ATELES between experimental & control group*

Group	M	SD	*t*	*p*	Mean Difference
Experimental	85,43	13,71	1,12	,26	4,34
Control	81,08	18,19			

The results of *t*-test in Table 4.8. show that there is not a statistically significant difference ($t_{(68)}$: 1.12; p: .26 (p>.05)) between the attitudes of control group and the attitudes of experimental group in which the e- Twinning implementation was run along with the current curriculum in English course after the treatment part of the study. Even if the mean score of experimental group is higher than the control group's mean score, the difference is not significant between two groups as the *p* value is above .05.

4.2. Students' Proficiency Test Results and the Comparison of Experimental& Control Group

The 2nd research question of the study was: ''Does the implementation of e-twinning along with the curriculum have an impact on 10th grade vocational and technical high school EFL students' proficiency in English when compared to those students who do not take part in the e-twinning project along with the curriculum?'', proficiency test was applied as pre- and post-tests both in experimental and control groups. The proficiency test was given in two parts; one part was listening and the other was reading& writing. The data were gathered separately as listening proficiency test and reading- writing proficiency test in different days; so, the results will be presented under these two headings accordingly. The numbers shared as the proficiency mean scores are the means of students' true answer numbers of the target part of the proficiency exam. Thus, 'score' is used for the correct item number in the present study. For the analysis of the data, SPSS 22.0 package was used and for the interpretation of the results, the significance level of the difference between the mean scores of the

experimental and control groups was accepted as .05 and in the study it was interpreted at this level.

4.2.1. Students' Reading & Writing Proficiency Test Results According to Pre- & Post- Application within Experimental and Control Groups

In order to determine whether there is a statistically significant difference between the proficiency scores of experimental group in pre- and post-reading& writing proficiency tests, Paired- Samples t-test was run by using SPSS 22.0 package and the results are displayed in Table 4.9.

Table 4.9. *Paired- samples t-test results of reading& writing proficiency pre and post test scores in experimental group*

Experimental Group	N	M	S	Sd	*T*	*p*
Pre- test	35	13.54	5.13	68	-6.10	.00
Post- test	35	19.26	6.10			

The results show that the mean score in the post-test (*M:* 19.25) is significantly higher than the pre-test mean score (*M*: 13.54) after the treatment procedure. The mean scores of students give the correct item means of the reading& writing test, so it is obvious that the proficiency of students are low; 13.54 in pre-test and 19.26 in post-test out of 60. The analysis reveals that there is a statistically significant difference between the mean scores obtained from the reading& writing proficiency tests before and after the implementation ($t_{(68)}$=-6.10: $p<.05$). This significant difference is found to be in favor of post-test scores of experimental group students. This indicates that experimental group performed better in the post- reading& writing test and the difference is significant. As the difference is significant between the pre- and post-reading& writing test in experimental group, the effect size was calculated using Hedge's g statistic. The result indicates that the effect size of the difference between pre- and post- reading& writing proficiency test is moderate ($\eta 2$: 0.44). 0.20 and smaller value is regarded a small effect size, the values between 0.21-0.80 means a moderate effect size and 0.81 and more value means a strong effect size of a significant difference (Cohen, Manion, &Morrison, 2007; Cohen, Welkowitz, & Ewen, 2000).

In order to examine the difference between the scores of pre- and post- reading& writing test of control group, Paired- Samples *t*-test was run and the results are presented in the following Table 4.10.

Table 4.10. *Paired- samples t-test results of reading& writing proficiency pre and post test scores in control group*

Control Group	N	M	S	Sd	*T*	*p*
Pre- test	35	13.10	4.88	68	-7.35	.00
Post- test	35	18.42	7.13			

The results of the Paired- samples *t*-test display that the mean scores of the post-reading& writing proficiency test (*M:* 18.42) is higher than the pre-test reading& writing proficiency test scores (*M:* 13.10) of control group students (N: 35) at the end of the term. The proficiency of the students seems low according to the mean score of 13.10 or 18.42 out of 60. The results show that there is a statistically significant difference between the mean scores of pre- and post-reading& writing proficiency test before and after the application (t (68)). = -7.35: p <.05). Regarding the mean scores, this significant difference is found to be in favor of the post-test scores of the control group students. This means that control group students performed better in post-reading& writing proficiency test than pre-reading& writing proficiency test and the difference is significant. Since the difference is significant between the pre- and post-reading& writing test in control group, the effect size was calculated using Hedge's g. The result indicates that the effect size of the difference between pre- and post-reading& writing proficiency test is moderate (η2: 0.35) in control group.

In both experimental and control group students' pre- and post- reading& writing proficiency test mean scores, there is a significant difference. However, experimental group post- reading& writing proficiency test mean score is higher than the control group post- reading& writing proficiency test mean score.

4.2.2. Students' Listening Proficiency Test Results According to Pre- & Post-Application within Experimental and Control Groups

In order to determine whether there is a significant difference in experimental and control group as pre- and post- listening proficiency tests Paired-samples t-test was run for the analysis using SPSS 22.0 package and the results are displayed in the following

part. The analysis of Paired-samples *t*-test between the pre- and post- listening proficiency test scores in experimental group are presented in Table 4.11.

Table 4.11. *Paired- samples t-test results of listening proficiency pre and post test scores in experimental group*

Experimental Group	**N**	**M**	**S**	**Sd**	***T***	***p***
Pre- test	35	7.69	2.43	68	-3.63	.00
Post- test	35	9.28	3.38			

The table shows that the mean score of the listening proficiency post- test (M: 9.28) is higher than the listening proficiency pre- test mean score (M: 7.69) in experimental group (N: 35). The proficiency of experimental group students is (regarded) low as the mean of correct item is 7.69 and 9.28 out of 25. The results reveal that there is a statistically significant difference between the pre- and post- listening proficiency mean score of the experimental group (t (68) = -3.63: p <.05). This significant difference is found to be in favor of post-test score of experimental group students, which means the post-listening proficiency test mean score is significantly higher than the pre- listening proficiency test mean score. In order to see the magnitude of the statistics between pre-& post- listening proficiency exam, Hedge's g was used and the results show a small effect-size (η2: 0.16) for the effect of E- Twinning.

For the control group, the results of Paired- samples *t*-test between the pre- and post- application of listening proficiency test are displayed in Table 4.12.

Table 4.12. *Paired- samples t-test results of listening proficiency pre and post test scores in control group*

Control Group	**N**	**M**	**S**	**Sd**	***T***	***p***
Pre- test	35	8.03	3.08	68	0.74	.00
Post- test	35	7.71	4.09			

The results show that the mean score of listening proficiency pre-test (M: 8.03) is higher than the mean score of listening proficiency post-test (M: 7.71) in control group (N: 35). The Paired-samples *t*-test reveals that there is a statistically significant difference between the mean scores of pre- and post- listening proficiency test (t (68) = 0.74: p <.05). This significant difference is found to be in favor of the pre-test scores of the control group students with a very small effect size (η2: 0.01), calculated via using

Hedge's g. This means that pre-listening proficiency test mean score is significantly higher than the post- listening proficiency test mean score, which is regarded as a failure for control group.

4.2.3. The Comparison of Experimental and Control Groups' Reading& Writing and Listening Proficiency Results

In order to examine the difference in pre- and post-test scores of reading& writing and listening proficiency tests between the experimental and control groups, independent samples t-test was run to compare the means and search for the significance between the groups.

To search whether there is a significant difference between experimental and control groups' pre- reading& writing proficiency test scores, independent samples t-test was run using SPSS and the results will be presented in Table 4.13.

Table 4.13. *Independent samples t-test results of pre -reading& writing proficiency test scores of experimental and control group*

Groups	N	M	S	Sd	*T*	*p*
Experimental Group	35	13.54	5.13	68	0.36	.72
Control Group	35	13.11	4.88			

The results reveal that there is not a significant difference between the experimental (*M:* 13.54) and control groups' (*M:* 13.11) mean scores of pre- reading& writing test with the *p* value (*p*:.72, *p*> .05) which is above the reference level .05. This table means that experimental and control groups were very similar to each other in terms of reading& writing proficiency before the treatment procedure. This is actually what is needed for the study, as it shows the equality of the two groups.

To investigate the difference between the post- test scores of reading& writing proficiency test of experimental and control group, independent samples *t*-test was run. The results of post-reading& writing proficiency test are displayed in Table 4.14.

Table 4.14. *independent samples t-test results of post- reading& writing proficiency test scores of experimental and control group*

Groups	N	M	S	Sd	*t*	*p*
Experimental Group	35	19.26	6.10	68	0.51	.62
Control Group	35	18.43	7.13			

Independent samples *t*-test results for post- reading& writing proficiency test shows that there is not a significant difference ($p > .05$) between the groups in terms of reading& writing proficiency. Even if the difference is not significant, the mean score of experimental group reading& writing proficiency test is higher than the mean score of control group in post- reading& writing proficiency test. This means experimental group has gained more progress in reading& writing but it is not significantly different.

In order to examine whether there is a statistically significant difference between the pre- listening proficiency test between the experimental and control group, independent samples t-test was applied using SPSS 22.0 package and the results are presented in Table 4.15.

Table 4.15. *Independent samples t-test results of listening proficiency pre-test scores of experimental and control group*

Groups	N	M	S	Sd	*T*	*p*
Experimental Group	35	7.69	2.43	68	-0.51	.61
Control Group	35	8.03	3.08			

The results show no statistically significant difference ($p > .05$) between the groups, experimental and control, in pre-listening proficiency test even if the mean score of control group (M: 8.03) is slightly above the mean score of experimental group (M: 7.69) in pre-listening proficiency test.

In order to examine the post-test scores of listening proficiency in control and experimental groups on whether there is a significant difference or not, independent *t*-test was run and the results are displayed in Table 4.16.

Table 4.16. *Independent samples t-test results of post-listening proficiency test scores of experimental and control group*

Groups	N	M	S	Sd	*T*	*p*
Experimental Group	35	9.28	3.38	68	1.75	.08
Control Group	35	7.71	4.09			

The results reveal that the post- listening mean score of experimental group (*M: 9*.28) is higher than the post- listening mean score of control group (*M:* 7.71). The results indicate that there is not a statistically significant (p> .05) difference between the post-listening proficiency tests of experimental and control group; however, *p* value is very close to .05 (*p*: .08).

Mean scores of pre- and post- listening proficiency test display that while the mean score of listening proficiency increased in experimental group (from *M:* 7.69 to *M:* 9.28) after the treatment, the mean score of listening proficiency test decreased in control group (from *M:* 8.03 to *M:* 7.71). This means that experimental group has had benefit from the treatment whereas control group has failed to keep up the same level for listening proficiency throughout the semester.

4.3. The Perceptions of Students about e-Twinning Procedure

In the present study, in order to answer the 3rd research question; ‘‘What are the individual attitudes and perceptions of the students throughout the e-Twinning implementation process?’’, a question-answer sheet which consisted of seven open-ended questions were given to students. The perceptions of the students who participated in e- Twinning implementation are presented through idea units. In order to see the consistency between the coders, inter-rater reliability was calculated and the result in the qualitative part of the study is 88%. According to Miles and Hubermann (1994)’s inter-rater reliability results, it is regarded as reliable if the calculation is above 70%. Thus, the results are reliable in terms of inter-rater consistency in the qualitative part of the study.

According to the shared perceptions, mostly mentioned point is the contribution of the e- Twinning to the proficiency of the students. 23 students out of 35 said that they have had a chance to enhance their vocabulary, structure a better sentence to construct a paragraph and improve their pronunciation. Written interview results of 10th grade

vocational and technical high school students show that 10 students had had a negative attitude towards English lesson before the e- Twinning process started and it remained the same after the treatment procedure. 9 of the students had had a positive attitude towards English lesson and remained the same as positive after the implementation of e-Twinning. While 12 students claimed that their attitudes towards English lesson have changed and improved in a positive way, 4 of the students claimed that before the e-Twinning implementation they had had a positive attitude towards English lesson but due to its difficulty in implementing the project, their attitudes have changed into negative ones. The project demanded students to study further and harder, so for those who were not eager to study, the process became harder and it drew the students into negative attitudes towards English course. However, even the students holding negative attitudes told that they observed improvement in their language proficiency in some points especially like pronunciation, word knowledge and writing paragraphs.

As for the difficulty faced throughout the e- Twinning process, mostly mentioned thing was experiencing the e- Twinning process for the first time. Neither of the students had attended a project in e- Twinning before. Since it was the first experience of them, at the beginning they had many difficulties on technical parts especially about the layout of the platform, how to enter and share the videos on the platform, how to see the other works, etc. The second most mentioned opinion was about the management of the project together with all the other lesson works and duties especially when it coincided with the other lessons' project and performance tasks. The students also emphasized that the project was too demanding for them but they had just two lessons of English, in total 80-minutes in a week. So, the requirements and the exposure of the English lesson do not match according to their opinion. Some quotations from the students' ideas are presented below in idea units.

4.3.1. Students who think e-twinning is enjoyable and helpful for them to improve their English

Participant 5: ''In e- Twinning project, I had a chance to see that the other students from other countries make the same mistake like us. I understood that we are at the same level and go through the same stages. I endeavor more in the lesson now and I feel more efficient.''

Participant 9: ‘‘I had an opportunity to see the differences between other countries and ours. I felt that we need to learn English, it is necessary. I enjoyed it a lot throughout the whole project.’’

Participant 17: ‘‘I thought that the e- Twinning project would be very hard at the very beginning of the course but as we go through the process, writing the paragraphs and recording the videos, I liked it. It helped me improve my vocabulary and write well-developed paragraphs. It didn’t change my attitude about English course but I also started to like the course a bit.’’

Participant 19: ‘‘The first day of the term, I thought that English course would be dull but now I enjoy it a lot. E- Twinning project has contributed to my word knowledge and it has changed my attitude towards English course. I was unenthusiastic to English before but now I am very delighted in doing the activities there in e- Twinning platform and in the class.’’

Participant 21: ‘‘I didn’t like English lesson before ahead. Now it is enjoyable and delightful for me. I try to participate in the lesson more and as the teacher gives the performances, I better understood how to structure the sentences in the paragraph and how to pronounce the words. I don’t feel that I fear from English course anymore and I believe in myself.’’

Participant 25: ‘‘At first, I feared that it would be hard because I was not able to construct sentences fully, but I enjoyed the process. In each paragraph performance, I construct better sentences and my attitude to English course has changed positively. I can pronounce the words better and my interest in English has enhanced.’’

Participant 28: ‘‘I always had a positive point of view for English, that’s why my attitude hasn’t changed. I feel that my pronunciation of the words has improved in the process. I realized that English was not that hard, and you can succeed if you believe and want. I was more eager to English through the end of the term. My word knowledge increased and my language improved.’’

Participant 31: ‘‘As we do enjoyable activities, my thoughts start to change into positive ones. E-twinning helped me become more active in English course as my word knowledge has enlarged.’’

Participant 34: ‘‘Before this project, I always tried to translate Turkish into English but now I try to think and write in English. At the beginning I was nervous but I realized that I can do it if I want. I also learned the pronunciation of the words.’’

As the examples of written interviews show, participants think that e-Twinning project improved their vocabulary, writing and listening. They claimed that e- Twinning was useful in terms of learning about the culture of partner country. Moreover, they stated that e- Twinning activities were enjoyable.

4.3.2. Students who have negative attitudes towards English course and negative perceptions about the project

Participant 10: ‘‘I don’t think that I improved my English a lot with the help of e-Twinning procedure but it helped me to construct more accurate sentences and improved my writing. I was loving English course before this application; however, because of the fear that I cannot succeed and fear of failure, my motivation drops down.’’

Participant 15: ‘‘I couldn’t succeed in English course and still can’t do it; that’s why I don’t like e- Twinning. Nothing has changed from my point of view. I didn’t like English course before and I still don’t like it.’’

Participant 24: ‘‘As I am a lazy student, e- Twinning was boring for me because it had many things to do.’’

Participant 23: ‘‘Even if I wanted, I couldn’t be successful in English course because I didn’t understand it. With the help of the project, I improved a lot in pronunciation. However, often I feel like I didn’t want to apply it because of the other performance tasks from other courses. It was too demanding.’’

Participant 27: ‘‘I thought that I would like the process at the beginning but as I challenged a lot and couldn’t manage, I didn’t like it. However, I learned something as I write paragraphs.’’

Participant 28: ‘‘I challenged a lot for English course and it had just two hours a week. It didn’t worth it’’

Participant 32: ‘‘It was a hard process but it taught me teamwork and I had a chance to meet new people.’’

As these examples show, some of the students were negative towards e- Twinning project. They claimed that e- Twinning was too demanding and challenging.

Briefly, most of the students mentioned that the feeling of nervousness was the main problem at the beginning of the project since this was the first time they had enrolled in an online international project like that, studying with foreigners and with specific requirements to fulfill in specified time limitations. Some of them mentioned that they have overcome this feeling and enjoyed the process whereas many of them reported that they have had difficulties fulfilling the tasks with other responsibilities. Because of the load of requirements and the students were not accustomed to studying academically in vocational and technical high schools that much along with the regular school work, the responsibilities made them frustrated and unwilling to the project. Additionally, the idea that they couldn’t manage the requirements and the feeling of failure decreased the interest of students even if they are aware of the fact that they learn many things better. Mostly- cited improvement is pronunciation from the students’ statements, even in the ones who think negatively.

The general perceptions of the students in the partner school were also gathered by their teacher and it was noted that the students’ general opinion about e- Twinning was negative. The teacher of the partner school stated that the students who participated in the project were unwilling to learn English and had very low motivation level for English course, moreover, it was very hard to motivate them to fulfill the needs of the lesson and the project as well. Examples of student perceptions from partner school are presented below:

Romanian Participant 2: ‘‘We have nothing about technology at our school so, it is very hard to accomplish the tasks alone at home. It took a lot of time so I did not like being involved in a project in e- Twinning.’’

Romanian Participant 5: ‘‘It is the first time I have involved in an international project like this. At the beginning, I thought it might be enjoyable, but it was very hard for me to prepare something each week, it was extra work for me to study more after school; so, I don’t want to attend a project again.’’

Romanian Participant 11: ‘‘I tried very hard to achieve the goals of the project but it was very tiring and because of the internet and PC work, I struggled a lot during the project. The only good thing is that I have friends from Turkey, any more and I know it better. I don’t want to attend a demanding project like this again.’’

Romanian Participant 15: ‘‘I don’t really like to strive for lessons that much; that’s why I don’t like the project a lot. I didn’t enjoy the extra-work time for the project and it was very much for me.’’

As the examples demonstrate, most of the students participating in e- Twinning project were unmotivated to learn English and they did not want to be involved in extra-study outside the class in the partner school.

CHAPTER V

DISCUSSION AND CONCLUSION

In this chapter, firstly, a summary of the findings and the discussion of findings will be presented and the conclusion part will take place with the pedagogical implications and the suggestions for further research parts.

5.1. Discussion of the Findings

The analysis on the difference between two administrations of ATELES in the experimental group displays that in experimental group, there is a very slight increase in attitudes of 10th grade vocational and technical high school students towards English course. This result indicates that their attitudes have remained the same throughout the whole process from the beginning till the end whereas the attitudes of the control group have decreased slightly between the two applications (pre& post) of ATELES. Both groups' attitude scores are above average; on average 85 out of 130. The analysis of the difference between the attitudes of experimental and control groups in the post-ATELES application shows that there is not a significant difference between the attitude scores. This result indicates that there is not a significant effect of e- Twinning implementation on students' attitudes towards English course. This shows that e-Twinning does not have a great impact on the attitudes of 10th grade vocational and technical high school students towards English course.

However, the attitude scores in the experimental group are observed higher than the attitude scores in control group in the post- ATELES results. Even if there is not a significant difference between the experimental and the control group scores, there is a decrease in the scores of control group students at the end of the term and there seems a slight increase in experimental group. This slight increase in the experimental group's ATELES scores is important for the study as it shows that e- Twinning keeps the attitudes of students alive and it remains the same throughout the term. On the contrary, in the control group, the decrease of ATELES scores in the post- application might be a result of students' unwillingness as time passes through the end of the term. Thus, it can be concluded that even if e-Twinning does not provide a significant difference in changing the attitudes of 10th grade vocational and technical high school students

between the pre- and post applications of ATELES, at least it has an effect to keep it at the same level.

In accordance with the findings of the current study, focusing on rarely investigated change of attitude towards English course over time, Ceylan (2007) found out that extra-curricular edutainment activities did not have a significant effect on changing the attitudes of students in a positive way. Duman (2010)'s study also revealed that portfolio use had no effect on changing the attitudes of the students, whereas, it had an effect on their achievement. Both studies show no significant effect of treatment on attitudes of high school students. Moreover, the results in Erarslan (2011)'s study on the students' attitudes towards writing in English indicated that both in the pre- and post- application of the attitude questionnaire, the students had positive attitudes towards writing in English; however, when they were compared, there was a slight decrease in the attitudes of students on writing course in English, which is not statistically significant. Similarly, when the mean scores were examined in our current study's control group, it was seen that the mean scores of student attitudes decreased in post-test results. This might happen as a normal effect of time over courses. At the beginning of the course or term, students are generally more eager to do the activities or fulfill the target requirements. However, through the end of term, they might lose their interest or attention due to the length of the term. So their attitudes to English course at the beginning of the term seem to be higher when compared to the attitudes of students at the end of the term. We can conclude from these studies that it is hard to maintain the attitude of students at the same level and even harder to arouse the students' positive attitudes. Thus, it might be regarded as a success to keep the students at the same attitude level since the attitudes of students is a predictor of their behavior. If the students' attitudes are high and positive towards English course, we might expect that students will do their best to fulfill the requirements of the course since they feel positive things to the course. However, if the attitudes of students decrease over time, their ambition to go further will decrease, too. Thus; it might result in frustration and a negative language learning experience.

Berberoglu (2001) found out that 9th grade students had the most positive attitude scores when compared to other grades due to the devoted time of English course. This matter is also mentioned by the students in their written interviews. The students

expressed that the requirements are too much for a two-hour (80 minutes) English course. This study might have a different result with another grade of students who have more English course hours. These results are similar to the results in the present study. The load of courses in the specific field of students is already heavy and with the e-Twinning project, the load of students increased and most of them emphasized that they couldn't manage the project well enough and sometimes felt frustrated because of the requirements in each lesson. Moreover, the vocational and technical high school students are generally not eager to do extra work or extra activity to improve the course due to their level or unwillingness and indifference to English course.

Contrary to the recent findings, Bayram (2006) specified a significant increase in experimental group students' attitudes towards writing; whereas, there seemed no significant difference after the treatment in students' confidence in writing. She emphasizes, ''Another explanation for the improvement in students' attitudes might be having their consciousness raised by the study. The learners may have become more aware of their feelings and thoughts about writing as they were explicitly asked about them.'' Ceylaner (2016) agrees with Bayram (2006) finding a significant difference between the experimental and control group of students whose self- directed learning readiness and attitudes were examined through a flipped classroom activity. Cihanoglu (2008)'s findings were contradictory to the recent findings, either. The results demonstrated a significant difference between the pre- and post-application of attitude scale in the experimental and control group. Bas (2015), focusing on the effect of social- constructivist learning environment, puts forward that the treatment was effective significantly on the attitudes of students towards English course.

According to the second research question, the proficiency tests in the study were categorized as reading & writing and listening. The proficiency of students in reading& writing seems low according to the results and the results show that reading& writing proficiency test scores are not statistically significant within the group between pre- and post-application of the test and also between the experimental and control groups. This indicates that e- Twinning does not have a special impact on reading& writing proficiency of the students; thus, the lessons of the control group also seem effective in terms of reading & writing proficiency. The book of the current 10th grade curriculum is already filled with reading passages and the reading& writing activities abundantly.

Thus, the students both in the experimental group and control group had many opportunities to practice reading& writing. Even if having a non-significant difference, the experimental group performed better in the post- reading& writing proficiency test when the mean scores are compared.

The level of listening proficiency test mean scores of 10th grade vocational and technical high school students is low, too. The results of the present study, in terms of listening proficiency, indicate that while there is not a significant difference at the beginning of the treatment procedure, even if it is not statistically significant, there seems a difference in the post-listening proficiency test since the experimental group students' listening proficiency test scores tend to increase while the control group students' listening proficiency test scores tend to decrease. This means that e- Twinning has an impact on the listening proficiency of the students studying in 10th grade vocational and technical high school. Students in the experimental group benefitted from the e- Twinning project in listening proficiency. However, the control group students failed to improve their listening proficiency; they got a lower mean score in post-listening test than the pre-listening test; this might be because their books lack listening activities and also because of the students' unfamiliarity with the listening procedures, and not having enough exposure to listening items

The analysis of perceptions of students revealed that 12 students declared that their attitudes changed in a positive way whereas 4 of the students claimed that their attitudes changed in a negative way. When the result of ATELES scores of experimental group is compared with the perceptions of the students, it can be said that the students whose attitudes have been changed into positive, most probably, increased slightly in terms of their attitude scores. On the other hand, the ones whose attitudes have been changed into negative ones decreased their attitudes dramatically. Thus, at the end of the analysis of pre and post-application, the scene in terms of attitudes towards English course remained nearly the same with a very slight appraisal in the experimental group. The students mostly emphasized in their perceptions that the paragraph writing and video sharing process of the e- Twinning implementation enhanced their skills especially in pronouncing the words in a better way, enlarging their word knowledge, structuring better sentences and paragraphs. Hidayati (2016, pg. 47) says, ''With these facilities, the learning activities become more interactive as,

despite being separated by spatial distance, learners are able to get involved in group discussions or have face-to-face conversations either with peers or tutors in synchronous and asynchronous Computer-mediated Communication.'' The ICT tools gain importance in language learning environments along with the regular face-to-face course hours as it provides other opportunities for students like 'real' integration of language learning process with 'real' reasons and with real life-like activities in collaboration with partners all over the world. Moreover, e-Twinning (and other ICT tools) promote students' autonomous learning process and increases their own involvement in the process. This issue is also specified by the students in written interviews. One of the students says that ''I could manage my learning process better with the help of this project. Before this experience, I wasn't interested in English at all and I didn't involve in the lesson a lot. But this project changed my attitude and I got more involved in the lesson.''

5.2. Conclusion

Lestari (2015, pg. 366) claims,

> ''ICT provides opportunities for students in the era of global competition needs to obtain adequate supplies. Because of that, the integration of ICT is a good way to attract the interest of the students. Moreover, the use of ICT has many impact for on students, one of them is ICT can help them to develop skills to enroll in collaboration and data processing and promote increased students achievement because this tool allows them to progress at their pace and needs, besides that, learners are also able to update learning potential and creativity. On the other hand, ICT also has advantages and disadvantages for the students so we are as a teacher must control what children are doing- because not all the lessons can be incorporated into ICT.''

ICT has an important focus on learning as Lestari (2015) emphasized. However, the current study examined one of the online communities of learning and the results showed that e- Twinning has no significant impact on changing the attitudes of 10th grade vocational and technical high school students towards English course at the end of 11-week treatment. There might be various reasons why the attitudes of students did not change but the greatest factor must be the nature of attitude; which is being resistant to change. Changing attitude is not an easy thing to achieve and it probably necessitates a longer period of time to persuade the participants for the change; however, the success (even in a small scale) of the treatment in this study is that the experimental group students kept their attitudes alive and remained the same throughout the whole semester while the control group students' attitudes decreased over time. The other reason might

be the way attitudes were measured as they are not directly observable. Moreover, the students might reject to change their attitudes because of some factors like anxiety about achievement, nervousness in the new learning environment, not being open to a new learning environment as they feel safe with the traditional learning environment. Students may need more time to feel relaxed in the process and change their attitudes positively. Ceylan (2007) had the same opinion and concluded in the study as, ‘‘…the application period of the extra-curricular edutainment activities for about 4 months might not have been sufficient to change the students’ attitude and with a longer application period better results might be obtained.’’

Secondly, e- Twinning does not have a significant impact on the reading& writing proficiency of 10th grade vocational and technical high school students; however, it has a slight effect on listening proficiency scores. While there is an increase in the experimental group’s listening proficiency scores, in the control group, there is a decrease in the post-listening proficiency test. It can be concluded that even not significant, e- Twinning has an effect on improving the listening skill of 10th grade vocational and technical high school students. The contribution of the e- Twinning in the current study is improving one of the poorly- applied skills; listening.

Lastly, the students are not accustomed to using extra web-tools for the courses and generally, the motivation of the students in vocational and technical high school students is low to learn a foreign language. In the qualitative part of the study, students generally have comments on the feeling of improvement especially in pronunciation and word knowledge and feeling more enthusiastic in the lesson; however, they mentioned their load of work for each lesson and they expressed that even if they felt the improvement in their English, they felt frustrated in times when they had to manage all the tasks of other courses. The other possible reason may be the decreased hours of English course (from four hours of English to two hours, in vocational and technical high schools). Since the students have just two lesson hours of English course, they lose the extrinsic motivation to fulfill the tasks and learn better.

Additionally, Erarslan (2011) emphasized a relation between the students’ writing performance and their overall attitudes towards writing in his study as supported by a number of studies in the literature (Gardner& Lambert, 1972). Aydogdu (2014) noted that ‘‘The results show that students with high attitude levels have higher academic achievement.’’

E-twinning implementation has been found to have positive effects in the literature. Cassi (2014) concluded that e- Twinning increases the motivation of students and found it effective to foster learner motivation to learn English. Coutinho & Rocha (2007) emphasized the positive gains of students by virtue of e- Twinning; they focused on improvement in social and personal competencies rather than the proficiency in English. Besides the improvement in their language, students had further gains like having awareness of multicultural and multilingual societies, team-work promotion, autonomy, creativity and responsibility promotion. Gajek (2008, pg. 14) noted, ‘‘Participation in e-Twinning projects becomes an important factor that integrates curriculum, builds a broader community of practice through telecollaboration. ICT enriches the learning environment and experience.’’ However, the present study found contrary results. An E-Twinning project was implemented in the present study to help students have positive attitudes and have better performance. However, E-Twinning implementation did not have a significant impact on the attitudes of students. This result might be related to the weekly program of vocational and technical high schools having two classes of English lesson or it might be related to the E-twinning project itself. The students did not have positive attitudes towards English course in the partner school, so the participants in the study might not find a reason to communicate with them.

5.3. Pedagogical Implications

Although the study did not conclude with increased levels of the attitude of students, it gives insights into teaching English to students studying at vocational and technical high schools. Since students studying at vocational and technical high schools have only two hours of English class each week, they think they cannot learn English and they do not have positive attitudes; as the results demonstrated it is difficult to change their attitude into positive. One suggestion of the study is to increase the number of English classes in vocational and technical high schools.

ICT has a lot of incidences that are integrated into language learning, in the present study, being an online community for learners and teachers, e-Twinning was investigated. The results of the ATELES remained nearly the same throughout the term in the experimental group, whereas, the results of the control group decreased. In general, towards the end of the term, students’ motivation and attitudes decrease. The findings of this study suggest that with the help of e- Twinning, the attitudes and the

motivation of the students might be kept alive throughout the term although changing the attitudes of students is hard.

Considering teaching English to students studying at vocational and technical high schools, some actions can be taken to improve their attitudes and practices in English. The success of the implementation of an ICT project depends on the availability of ICT resources. School authorities need to help teachers and provide adequate ICT facilities in schools. In the present study, problems like the limited number of computers and the unavailability of internet services and recording opportunities in the partner school made it impossible to have synchronous classes. Therefore, selecting the partner school gains importance since it is important to have required resources in each school taking part to carry out an E-Twinning project successfully.

On the other hand, the results of the present study revealed that students who take part in the E-twinning project improved in terms of listening skill. This result shows that the inefficient parts of the books like listening& speaking or with the groups who need more practice over a skill, e- Twinning might be a good solution to apply to improve it. Thus, teachers of English teaching at technical and vocational Anatolian high schools, are recommended to participate in e-Twinning projects to help their students keep in touch with partners via English and overcome shortcomings of their course books. Although selecting the partner school needs careful analysis of resources and suitable activities, e- Twinning may provide a chance to practice all language skills in a real communicative environment.

5.4. Limitations of the Study

As for the limitations of the present study, the first one is that the scope of the study is very limited by just focusing on the vocational and technical Anatolian high school, 10th grade students with two classes; a control and an experimental group. The number of participants was 70 in total. The number of students may seem small but managing an e-Twinning process with a class size is very demanding because it needs an extra study on each student's work and giving feedback and observing their moves in the platform is really hard. Since the aim of the study is to examine the effect of e-Twinning, a relatively small number of students were chosen as participants for the study.

The second limitation of the study resulted from the shortages of the partnering school in terms of technological devices in e- Twinning project. Finding a partner school sharing the same goals is difficult; that's why we had to exclude the speaking part of the project as the partnering school didn't have real-time synchronous connection opportunities in their schools. The videos in the study were recorded with previously written scripts so the real-time speaking didn't occur; that's why the speaking part of the proficiency test was also excluded in every step.

Before starting the project, five themes were thought to be included in the project within 11 weeks of time. However, because of the exam weeks and the preparations of theater show for the commemoration of Ataturk and having just two classes a week, the fifth theme of the curriculum wasn't fulfilled within the desired time. Hence, the fifth theme was excluded from the study and first four themes were carried out in the classes of experimental and control groups of the study; as a result of this, the students in the experimental group had opportunities to work with four themes in the e-Twinning project and they had 8 posts.

The last limitation for the participating students was the length of the project. As the students had to post a paragraph or a video each week after the regular lesson activities, the workload of students increased and sometimes they had difficulty in overcoming all the responsibilities they have had. However, as for the sake of the study, the length should be long enough to observe if there occurs a difference after treatment or not. That's why 11 weeks were allocated to the project; the first week was for being accustomed to the portal itself, the following 8 weeks were for the previously-determined purposes of the project sharing and 2 weeks for follow up and revision of the posted paragraphs, videos, etc.

5.5. Suggestions for Further Research

For further research, the number of participants may be increased and different types of schools from different age groups may be added to investigate and have a more general overview. Additionally, other grades from different school types may be studied to better see the difference in allocated English course hours in other school types. Lastly, the research may be replicated adding the speaking part to the project; it might bring different and interesting results at the end.

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APPENDECIES

APPENDIX A: ATTITUDES TOWARDS ENGLISH LESSON SCALE (ATELES)

İNGİLİZCE DERSİNE YÖNELİK TUTUM ÖLÇEĞİ

Sevgili öğrenciler, Bu ölçekte İngilizce dersine yönelik tutumlarınızı ölçmek üzere maddeler yer almaktadır. Bu maddelerin her birine yönelik "tamamen katılıyorum", "katılıyorum", "kararsızım", "katılmıyorum" ve "hiç katılmıyorum" şeklinde beş seçenek verilmiştir. Her cümleyi dikkatlice okuduktan sonra size en uygun seçeneği işaretleyiniz.		Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç Katılmıyorum
1	İngilizce dersini almak benim için bir zevktir.					
2	İngilizce dersi, benim için önemli bir derstir.					
3	İngilizce dersinin, genel kültürümü artırdığını düşünüyorum.					
4	İngilizce dersine çalışmak benim için eğlencelidir.					
5	Her öğrencinin, İngilizce dersini alması gerektiğini düşünüyorum.					
6	İngilizce derslerini dört gözle beklerim.					
7	İngilizce dersinin, küreselleşen dünyaya ayak uydurmama yardımcı olacağını düşünüyorum.					
8	İngilizce dersinin, diller arasındaki benzerlik/ farklılıkların bilincine varmama katkı sağladığını düşünüyorum.					
9	İngilizce dersine çalışırken zorlanmam.					
10	İngilizce dersinin, yazma becerimi geliştirdiğini düşünüyorum.					
11	İngilizce dersinin, güzel konuşma becerimi geliştirdiğini düşünüyorum.					
12	İngilizce dersi seçmeli ders olsa da alırım.					
13	İngilizce dersinin, ana dile karşı bakış açımı geliştirdiğini düşünüyorum.					
14	İngilizce dersinin, yurt dışına gidebilmek için bir fırsat olduğunu düşünüyorum.					
15	İngilizce dersinin, dil bilgisi konusundaki bilgimi artırdığını düşünüyorum.					
16	İngilizce dersinin konularını tekrar etmekten zevk alırım.					
17	İngilizce dersinin, özgüvenimi artırdığını düşünüyorum.					

18	İngilizce dersinin, dillerin kullanım özellikleri konusundaki bilgimi artırdığını düşünüyorum.					
19	İngilizce dersindeki yeterliğimi geliştirmek için yabancı dizileri/filmleri İngilizce olarak izlemeye çalışırım.					
20	İngilizce dersinin, okuma alışkanlığımı geliştirdiğini düşünüyorum.					
21	Zorunlu İngilizce ders saatleri artırılmalıdır.					
22	İngilizce dersinin, kendimi ifade edebilme becerimi geliştirdiğini düşünüyorum.					
23	İngilizce dersindeki yeterliğimi geliştirmek için, İngilizce düşünmeye çalışırım.					
24	İngilizce dersinin, okuma zevkimi artırdığını düşünüyorum.					
25	İngilizce dersindeki yeterliğimi geliştirmek için, aklımdan geçen ifadeleri İngilizce olarak yazmaya çalışırım.					
26	İngilizce dersinin yabancı dile karşı bakış açımı geliştirdiğini düşünüyorum.					

APPENDIX B: EXAMPLE FROM STUDENTS' WRITTEN INTERVIEWS. (With Questions)

9

E-twinning' in Meslek Lisesi 10. Sınıf Öğrencileri İngilizce Performansları ve Tutumları Üzerindeki Etkisini Belirleme Anketi- Görüşme Soruları

1. Dönem başında İngilizce dersine ilk girdiğin gün ne düşündün? Neler hissettin? İngilizce dersine karşı tutumun neydi?
2. E-twinning sürecinde neler hissettin? Neler yaşadın?
3. E-twinning performanslarını verildikçe, platforma giriş yaptıkça İngilizce dersine bakış açında bir değişiklik oldu mu? Neler, ne yönde değişti?
4. E-twinning performanslarını verildikçe, platforma giriş yaptıkça İngilizce dersindeki performansında bir değişiklik oldu mu? Neler, ne yönde değişti?
5. E-twinning projesi sonunda kendine bir şeyler kattığını hissettin mi? E- twinning projesi sana neler kattı?
6. Dönem sonunda İngilizce dersine karşı tutumun/ bakış açın nasıldı?(Dönem başı-sonu olarak değerlendir.)
7. Dönem başı ve sonu olarak değerlendirirsen İngilizce performansında bir gelişme, değişim görüyor musun?
8. E-twinning projesi süresince zorluk yaşadın mı?

1- İngilizceyi seviyorum ama içinde hep bir korku var yapacağımı sanıyorum ama beni olumsuzluğa çeken bir his var içinde. İngilizceyi konu olarak anlıyorum ama cümleyi anlayamıyorum. tek sorun bu ama genel bakış açım gayet durdu ilk günde tedirgin oldum ama sonrasında ön yargılarım kırıldı.

2- Soğuk havalarda yapmak zor oldu ama olsun yine de grupça yaptık güzel aktivite oldu ben gayet memnundum, Günü eğlenceli ve İlkinde güzel zamanlardı diye İlkinde konuşup bundan çok memnun dıdım başka ülkelerde'ki değişiklikler gördüm, öğrendim. Güzel bir çalışmaydı.

3- İlk zamanlarda zorlanıyordum okumakta ama zaman sonra alıştım artık rahat konuşabiliyorum. ama cümle kuramıyorum.

4- İngilizceyi daha çok seviyeye ve eğlenceli bulmaya başladım. Dersler güzel geçmeye başladı.

5- Başka ülkelerdeki farklılıkları gördüm. İngilizcenin çok gerekli olduğunu anladım. Daha çok çabalardım ama sonunda dönem bitti ve ben bu projede çok eğlendim.

6- Dönem başında korktum yapamam diye sonra zaman geçtikçe hocamın konuşmaları verdiği cesaret beni bu derse daha da bağladı. Daha yakın hissettim kendime. Yeni şeyler öğrendim.

7- Evet fark var. Ama dediğim gibi aşağı olup anlıyorum konuları çok iyi anlıyorum ama cümle kurmada zorlanıyorum. kendime inanıyorum, çabalıyorum ama hep olumsuz gidecek gibi hissediyorum. Ama çabalıyacam pes etmiyecem. Kendime inanıyorum. ve her ne olursa olsun hocamın bana verdiği cesaretten yoldan geri dönmicem

8- Evet biraz zorlandım ama olsun gayet iyi bir çalışmaydı. Gayet güzel geçti. Ben kendi adıma 2. dönem yine olsun isterim.

1 Ben önceden de İngilizceyi çok severdim. İlk günde seveceğim diye düşündüm.

2. E-twinning eğlenceli ve eğitici bir performans ama cümlelerimiz falan bulurken boya bir zorluk çektim. Pek bi sevemedim.

3. Ben kendimde farklı bir değişiklik görmedim ama yine de ozda olsa cümle kurmama yardımcı oldu. O yönden ben biraz geliştirdi.

4. Derslerde biraz katkısı oldu. Pek bi farklı değil. İngilizceyi bu uygulamadan önce daha çok sanıyordum. Çünkü burda sanki yapamayacak gibi bir his geliyor ve motivasyonum düşüyor.

5. E-twinning projesi sonunda ben kendime pek farklı bir şey kattığımı düşünmüyor.

6. Ben önceden İngilizce dersini o kadar çok seven biriydim. Dönem başında da sevgimin devam edeceğini düşündüm fakat zor dunca yapamayınca sevgim biraz azaldı.

7. Dönem başında çok severek girdim derslere fakat dönem sonuna doğru biraz daha değişti.

8. Evet. Çok farklı zorluk yaşadım. O cümleler, o paragraflar falan... O yüzden e-twinningi çok farklı sevemedim.

1) İngilizce dersini seveceğimi düşündüm ama anlamadıkça ve yapamadıkça sevemedim.

2) E-twinning eğlenceli bir uygulama ve yazarken birşeyler öğrendim. Ama zorladım

3) Hayır, olmadı.

4) Hayır, olmadı.

5) Hayır, hissetmedim.

6) Yapamadıkça ve anlamadıkça zorladım Bu yüzden sevemedi.

7) Biraz görüyorum

8) Yaşadım

8. E-twinning projesi sürecince zorluk yaşadın mı?

1-6) Hayır ben dönemin başlarında ingilizce dersini hiç sevmiyordum Anlamıyordum Neden bu dersi görüyoruz diye söyleniyordum. Ama gerçekten şimdi ingilizce dersi zevkli, eğlenceli geliyor ingilizce dersinde artık aktif oluyorum Daha çok katılmaya çalışıyorum. Bazen zorlanıyorum ama artık o derste sıkılmıyorum.

2) E-twinning'de başlarda çok zorlanıyordum. Cümle kuramıyordum. Kelimeleri telafuz etmekte zorlanıyordum.

4-5) E-twinning performansları verildikçe cümleyi kurabiliyorum. Kelimeleri nasıl telafuz edeceğimi anlayabiliyorum.

3) Başlarda E-twinning'e bakış açım = Ne gerek var bu uygulamaya diyordum. yapamam diyordum ve notumu etkiler diye korkuyordum.

7) Evet görüyorum Yani ingilizce dersinden artık korkmuyorum. Yapacağıma güveniyorum

8) Evet yaşadım. Konular hakkında zor cümleler kuruyordum. Cümlelerimi telafuz edemiyordum.

1. Dönem başında ingilizceye bakış açım negatiftti ama sonradan eğlenceli etkinlikler yapmaya başlayınca daha da negatiften pozitife doğru gelmeye başladı buda benim ingilizceye bakış açımı değiştirdi.

2. E-twinning sürecinde çok güzeldi çok güzel şeyler hissettim hem zevkli hem de ingilizce dersinde daha da etkili olmama yardım etti bu da beni çok iyi hissettirdi.

3. E-twinning sayesinde ingilizceye bakış açım değişti çünkü derslerde daha da etkili olmama yardımcı oldu buda bakış açımı değiştirdi.

4. E-twinning sayesinde kelime haznem daha çok gelişti buda derslerde etkili olmamı getirdi.

5. Evet hissetim bana çok şey katığına inanıyorum hem ders açısından hemde sosyal aktivite açısından çok katığına inanıyorum

6. Başında daha negatiftti dönem sonunda daha da sevmeye başladı Bu da olumlu hale getirdi.

7. Evet görüyorum başında daha kötü iken sonunda daha iyi olduğuma inanıyorum.

8. Evet, çünkü konuşma açısından zorluk yaşadım ama oda ileriki sürede düzeldiğine inanıyorum.

APPENDIX C: APPROVAL FOR RESEARCH FROM UNIVERSITY

Evrak Kayıt Tarihi: 17.12.2018	Protokol No: 116127

Tarih: 23.01.2019

ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	How Does E-twinning Implementation Affect the Attitudes and Proficiency of 10th Grade Vocational and Technical High School EFL Students towards learning English in Turkey? (İngilizce Dersi Eşliğinde Yapılan E-Twinning Uygulamaları 10. Sınıf Mesleki Teknik Anadolu Lisesi Öğrencilerinin İngilizce Öğrenmeye Karşı Olan Tutumlarını ve Seviyelerini Nasıl Etkiler?)
PROJE/TEZ YÜRÜTÜCÜSÜ:	Dr. Öğr. Üyesi Selma KARA
TEZ YAZARI:	Nesrin AHMETOĞLU AÇIKGÖZ
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu

Prof.Dr. Coşkun BAYRAK *(Başkan-Eğitim Fak.)*	
Prof.Dr. T. Volkan YÜZER *(Başkan Yardımcısı-Açıköğretim Fak.)*	**KATILMADI** **Prof.Dr. Esra CEYHAN** *(Eğitim Fak.)*
Prof.Dr. Münevver ÇAKI *(Güzel Sanatlar Fak.)*	**Prof.Dr. M. Erkan ÜYÜMEZ** *(İkt. ve İdari Bil. Fak.)*
Prof.Dr. Handan DEVECİ *(Eğitim Fak.)*	**Prof.Dr. Emel ŞIKLAR** *(İkt. ve İdari Bil. Fak.)*

APPENDIX D: APPROVAL FOR RESEARCH FROM MINISTRY OF EDUCATION

T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 59090411-20-E.11458658 17/06/2019
Konu : Anket ve Araştırma İzin Talebi

VALİLİK MAKAMINA

İlgi: a) 11.04.2019 tarihli ve 7348452 Gelen Evrak No'lu dilekçe.
b) MEB. Yen. ve Eğ. Tk. Gn. Md. 22.08.2017 tarih ve 12607291/ 2017/25 No'lu Gen.
c) Milli Eğitim Müdürlüğü Araştırma ve Anket Komisyonunun 13.06.2019 tarihli tutanağı.

Anadolu Üniversitesi Sosyal Bilimler Enstitüsü yüksek lisans öğrencisi Nesrin AHMETOĞLU AÇIKGÖZ'ün **"İngilizce Dersi Eşliğinde Yapılan e-Twinning Uygulamaları 10. Sınıf Mesleki Anadolu Lisesi Öğrencilerinin İngilizce Öğrenmeye Karşı Tutumları ve Seviyelerini Nasıl Etkiler"** konulu tezi kapsamında, ilimiz Küçükçekmece ilçesinde bulunan Eşref Bitlis Mesleki ve Teknik Anadolu Lisesinde öğrenim gören öğrencilere; görüşme soru formu, ingilizce dersine yönelik tutum ölçeği ve exsam-post testlerini uygulama istemi hakkındaki ilgi (a) dilekçe ve ekleri Müdürlüğümüzce incelenmiştir.

Araştırmacının söz konusu talebi; bilimsel amaç dışında kullanılmaması, **uygulama sırasında bir örneği müdürlüğümüzde muhafaza edilen mühürlü ve imzalı veri toplama araçlarının kurumlarımıza araştırmacı tarafından ulaştırılarak uygulanılması, katılımcıların gönüllülük esasına göre seçilmesi, araştırma sonuç raporunun müdürlüğümüzden izin alınmadan kamuoyuyla paylaşılmaması koşuluyla, okul idarelerinin denetim, gözetim ve sorumluluğunda, eğitim-öğretimi aksatmayacak şekilde ilgi (b) Bakanlık emri esasları dâhilinde uygulanması, sonuçtan Müdürlüğümüze rapor halinde (CD formatında) bilgi verilmesi kaydıyla** Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Levent YAZICI
İl Milli Eğitim Müdürü

Ek:
1- Genelge.
2- Komisyon Tutanağı.

OLUR
17/06/2019

Ahmet Hamdi USTA
Vali a.
Vali Yardımcısı

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CURRICULUM VITAE

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- 2012, Anadolu University, Faculty of Education, Department of Foreign Languages, Program in English Language Teaching
- 2012-2013, English Teacher, Private Tuncsiper Anatolian High School, Bursa
- 2013- Present, English Teacher, MEB
- 2019, Anadolu University- Graduate School of Educational Sciences- Department of Foreign Language Education- MA in English Language Teaching Program

Awards:

- 2013, Scrabble Educator Training, Bursa
- 2019, e- Twinning School Quality Label, Istanbul