

KARADENİZ TECHNICAL UNIVERSITY * THE INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

APPLIED LINGUISTICS MASTER'S PROGRAM



**THE EFFECTS OF ETWINNING PROJECT ON EFL LEARNER AUTONOMY,
MOTIVATION AND INTERCULTURAL AWARENESS**

MASTER'S THESIS

Esra BALÇIN

SEPTEMBER-2023

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Supervisor: Prof. Dr. Mustafa Naci KAYAOĞLU

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APPROVAL

Upon the submission of the dissertation, **Esra BALÇIN** has defended the study “**The Effects of eTwinning Project on EFL Learner Autonomy, Motivation and Intercultural Awareness**” in partial fulfillment of the requirements for the degree of Master of Arts in Applied Linguistics at Karadeniz Technical University, and the study has been found fully adequate in scope and quality as a thesis by **unanimous/ majority** vote on 25/11/2023.

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ÖZET

Bu çalışma, uzaktan işbirliği uygulaması olan bir eTwinning projesi üzerinden eTwinning projelerinin öğrenci özerkliği, motivasyonu ve kültürlerarası farkındalığı üzerine etkilerini incelemiştir. Çalışma özellikle eTwinning projesinin avantajlarını incelemiş, uygulanması sırasında karşılaşılan zorlukları tespit etmiş ve eTwinning bağlamında Bilgi ve İletişim Teknolojisinden (BİT) yararlanmanın motivasyon üzerindeki etkisini değerlendirmiştir. Projeye katılan toplam 10 öğrenci ve bir öğretmenden veri toplanmıştır. Veriler öğrenci proje günlükleri ve mülakatlarla toplanmıştır. Öğrenci günlükleri, Bitmoji and Padlet, Snapwords, Wordwall, Kahoot, Şarkı Söylemek ve Kitap Okumak gibi proje bölümleri ile ilgili tutturulmuştur. Hem öğretmen hem öğrenci mülakat soruları için uzman görüşü alınmıştır. Öğrenci ve öğretmen mülakat soruları, özerklik, motivasyon kültürlerarası farkındalık ve genel sorular olmak üzere 26 sorudan oluşmaktadır. Nitel analiz uygulanmıştır. Bulgulara göre eTwinning projesi öğrenci özerkliği, motivasyonu ve kültürlerarası farkındalığını arttırmıştır. Buna ek olarak eTwinning projesinin yabancı dil öğrencilerini motive ettiği görülmüştür. Proje esnasında internet bağlantı problemleri, elektrik kesintisi, arkadaşlar arası görev paylaşımındaki problemler, yaptığı tasarımı beğenmediği için yeniden yapmak zorunda kalma gibi problemler yaşanmıştır. Proje öğrencilerin dil becerilerini geliştirmiş, farklı kültürlerle merak duygusunu, motivasyonunu ve özgüvenini arttırmıştır. Ayrıca, öğrencilerin yabancı arkadaşlarla sosyalleşmesini, farklı kültürler hakkında yeni şeyler öğrenmesini sağlamıştır. Buna ek olarak, öğrencilerin kelime bilgisini ve yabancı dillere ilgisini arttırmıştır. İşbirliğini arttırarak, öğrencilerin sorumluluklarının üstesinden gelmesine ve öğrenirken eğlenmelerine sebep olmuştur. Bilgi iletişim teknolojileri kullanımı eTwinning için motivasyonu arttırmıştır. Bununla birlikte araştırmada bazı sınırlılıklar vardır. Son olarak eTwinning projesinin öğrenciler üzerindeki etkilerinden yola çıkarak öğretmenler, kurumlar, müfredat oluşturucular ve araştırmacılara çeşitli önerilerde bulunulmuştur.

Anahtar Kelimeler: Yabancı Dil Olarak İngilizce, Uzaktan İş birliği Uygulaması, Autonomy, Motivation, Intercultural awareness

ABSTRACT

This study examined the effects of eTwinning projects on student autonomy, motivation and intercultural awareness through an eTwinning project, which is a remote collaboration application. The study specifically examined the advantages of the eTwinning project, identified challenges encountered throughout its implementation, and assessed the impact of utilizing Information and Communication Technology (ICT) on motivation within the context of eTwinning. Data was collected from a total of 10 students and one teacher who participated in the project. Data were collected through student project diaries and interviews. Student diaries were kept regarding project sections such as Bitmoji and Padlet, Snapwords, Wordwall, Kahoot, Singing and Reading Books. Expert opinion was taken for both teacher and student interview questions. Student and teacher interview questions consist of 26 questions, including autonomy, motivation, intercultural awareness and general questions. Qualitative analysis was applied. According to the findings, the eTwinning project increased student autonomy, motivation and intercultural awareness. In addition, it has been seen that the eTwinning project motivates foreign language students. During the project, problems such as internet connection problems, power outages, problems in sharing tasks among friends, and having to remake the design because they did not like it were experienced. The project improved students' language skills, increased their curiosity about different cultures, motivation and self-confidence. In addition, it enabled students to socialize with foreign friends and learn new things about different cultures. In addition, it increased students' vocabulary and interest in foreign languages. By increasing cooperation, students can overcome their responsibilities. It has caused them to come and have fun while learning. The use of information communication technologies has increased motivation for eTwinning. However, there are some limitations in the research. Finally, based on the effects of the eTwinning project on students, various suggestions have been made to teachers, institutions, curriculum creators and researchers.

Keywords: English as a Foreign Language (EFL), Telecollaboration, Autonomy, Motivation, Intercultural awareness

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LIST OF ABBREVIATIONS

CA	: Cultural Awareness
CLIL	: Content and Language Integrated Learning
EFL	: English as a Foreign Language
EQ	:Emotional Quotient (Emotional Intelligence)
GPA	: Grade Point Average
ICA	: Intercultural Awareness
ICT	: Information and Communication Technologies
IM	:Intrinsic Motivation
MEBBIS	: Ministry of National Education's Information System
MoNE	: Ministry of National Education
MOOC	: Massive Open Online Course
PBL	: Project Based Learning
PC	: Personal Computer
TI	: Traditional Instruction
ZDP	: Zone of Proximal Development

INTRODUCTION

In recent years, online education has gained widespread preference over traditional instruction, a shift primarily driven by the emergence of new circumstances and challenges. This new phenomenon did not replace traditional instruction completely, however; it supported TI and gained a significance among scholars, learners and teachers as practitioners in the field. Online education has reached its peak especially during and after Covid 19 outbreak. With this advancement, online-based educational activities, projects and practices were preferred out of urgent necessity. This online learning trend has gained a remarkable importance in the field of ELT especially because of some concerns and potential benefits of online learning. ELT teachers make use of technological applications, software programs and some projects. With these, they aim to promote certain skills such as autonomy, motivation and intercultural awareness, problem solving, critical thinking. Thanks to online education ELT has taken its place in many countries with collaboration, cooperation and intercultural communication. eTwinning that is an online educational and project based platform is one of the most common online platform that ELT teachers has extensively used in recent years. This platform provides teachers to integrate some core skills with technology for their “digital native”(Prensky, 2001: 2) students.

Personal experience also underscores the growing importance of online education in ELT. For instance, I have been teaching English for ten years. In the 2017-2018 academic year, I attended an eTwinning seminar as part of my in-service education in Trabzon in February. The seminar, titled “eTwinning Project Preparation Techniques Seminar Level 1, “spanned three days. During this seminar, one of the participants introduced a new project called “Living English and Sharing Outcomes,” in which I decided to participate with my secondary school students. This experience opened my eyes to the potential of eTwinning. Subsequently, in the 2018-2019 academic year, I founded my own project called “Beyond the Borders”.

In my secondary school, we selected one student from each classroom, resulting in a diverse group of five students from different classrooms participating in our project. This collaboration extended beyond our school, encompassing seven teachers representing seven different regions of Turkey, as well as seven countries: Turkey, Croatia, Ukraine, Slovakia, Lithuania, Italy, and Portugal. Within the project, each partner had the opportunity to introduce their respective school, city, and region. This exchange allowed students to learn about each other’s cultures, traditions, cuisines, dances, music, and even sing in languages from other countries.

As an English teacher, I observed that eTwinning projects like this one significantly motivated students to learn English. Their enthusiasm for attending classes increased noticeably. The success of this project led to my students and me receiving National and European Quality Labels in 2019. Following this achievement, I continued to both create and participate in new projects such as “The Big Surprise! European Day of Languages 2018!” and “Once Upon a Time.” Eventually, I initiated a new project, “Word Counter,” which plays a pivotal role in the research I am currently conducting.

Background and Rationale of the Study

In the 2018-2019 academic year, I embarked on a journey of self-improvement by enrolling in online courses related to eTwinning through the platform (<https://etwinningonline.eba.gov.tr/>). This decision was prompted by the in-service seminars I had attended, driven by my desire to enhance my teaching of English as a Foreign Language (EFL). After five years of teaching, I had begun to feel a sense of burnout, but the encounter with these in-service seminars, the eTwinningonline portal, and the opportunity to collaborate with colleagues marked a turning point in my teaching career.

During my first year at a high school in Borçka, Artvin, I joined the eTwinning platform but primarily used it to seek partners for Erasmus projects, as I lacked the knowledge and experience to initiate eTwinning projects. Due to the distance between Borçka and the eTwinning in-service seminars, I was unable to attend any related to eTwinning projects during those years. However, when I later moved to a secondary school in Araklı, Trabzon, I finally had the chance to participate in eTwinning in-service seminars. This marked a turning point, as I began to understand the potential of eTwinning and embarked on projects.

I soon regretted not having engaged with eTwinning earlier. I noticed a decline in my students’ motivation to learn English as a foreign language. Despite having access to technology and the internet, they lacked the drive and purpose to learn English. The school’s rural location in Araklı, Trabzon, limited their opportunities, and their primary engagement with technology involved playing online games at home if they had smartphones or computers. Recognizing the potential for eTwinning to reignite their enthusiasm for learning English while having fun, I eagerly joined new projects and eventually became a project founder. These efforts resulted in both my students and me earning National and European Quality Labels in 2019.

My commitment to improving my eTwinning skills led me to take online courses, particularly focusing on web 2.0 tools education. The practical application of these tools in my projects allowed me to gain mastery over them. Upon my appointment at a high school in Araklı, where I taught a language class, I observed a lack of motivation among students who were supposed to be

passionate about learning English. To address this issue, I developed a new project titled “Word Counter” and collaborated with a fellow English teacher in the same classroom.

As I pursued my Master’s degree, I aspired to conduct research on the effects of eTwinning projects on students. My friend and I continued to support each other and our students in various endeavors. This led to the decision to conduct a case study related to the “Word Counter” project and share its impact with my colleagues through my master’s thesis. Given that my students resided in the Black Sea Region and had limited opportunities for real communication with foreign individuals in English, I realized that eTwinning could transform their recreational use of computers and smartphones into a valuable learning experience. Through eTwinning, both my students and I, along with my colleague, forged new friendships with students from around the world, further enhancing the educational journey.

With Covid pandemic we see that online education is getting more and more important. Communication has been an inevitable part of our lives in today’s global and interconnected world. It can be defined in many ways. According to Longman Dictionary (<https://www.ldoceonline.com/dictionary/communication>) communication is “the process by which people exchange information or express their thoughts and feelings.” Aside from its definition, it has many types such as verbal, non-verbal, and telecommunication. Telecommunication has gained a considerable significance with the emergence of Covid 19 pandemic. It serves multiple purposes with online education in 21st century. Today, education is inconceivable without the integration of technology. With the invention of some technological devices such as mobile phones, computers and tablet PCs many of countries have integrated them into education. Nowadays, ICT (Information and Communication Technology) has been a course in almost every school. In addition, ICT use made teaching-learning process easier and time-efficient.

The advent of internet removed the physical borders that prevent communication. It may be the only option for certain rural and impoverished communities to embrace cutting-edge educational techniques (Demir & Kayaoğlu, 2021: 2202). Technological developments influenced the teaching-learning processes profoundly, especially language teaching. Technologies such as Call and Mail supported language teaching process remarkably. Along with these, project based learning and communicative language teaching have become popular in ELT. One of the latest and well-known platform is eTwinning. eTwinning is a collaborative platform that allows two or more schools from the European Union and/or member nations to establish and operate a project on an agreed-upon topic through the internet (<https://etwinningonline.eba.gov.tr/lesson/what-is-etwinning/>). eTwinning is a combination of two words: “e” for “electronic” and “twin” for “reciprocal relationship” (Pey Pratdesaba, 2014: 1).

eTwinning functions not only for students but also teachers. It provides professional development and a valuable network for teachers. Teachers can access online courses, seminars, MOOCs, and workshops through the eTwinning platform. What is more, a teacher can create her own project on the topic that he/she determines but topic should be suitable to his or her curriculum. In fact, eTwinning promotes intercultural competence, cooperation, collaboration and more learner-centred approach instead of teacher-centered one. Teachers act as a facilitator, guider and supporter in the process. The shift in the learner profile necessitates some changes in approach, methods, use of technology and educational philosophy because they are quite different from what we know as traditional learners. Today's pupils are all "native speakers" of the digital language of computers, video games, and the Internet (Prensky, 2001: 1). According to his definition, Digital Natives are children who have grown up in a world surrounded by and using computers, video games, digital music players, video cameras, mobile phones, and all other modern technology toys and devices (Kivunja, 2014: 94). Prensky defines "Digital Immigrants" as those born before 1980 who, when it comes to utilizing technology, are in the process of learning a new language, a process common to all immigrants in their new nation (Prensky, 2001: 3)

In this digital era, the significance of learning English has grown exponentially worldwide. As educators, by harnessing the power of eTwinning projects, we can cultivate a dynamic digital learning environment for our students, where they not only acquire English proficiency but also derive enjoyment from the learning process.

The Purpose of the Study

In Türkiye, numerous teachers, students, projects, and schools in Turkey have been recognized with eTwinning awards. However, there remains a dearth of comprehensive studies exploring the impact of eTwinning projects, both within Turkey and on an international scale. "Beyond The Borders" stands out as the first eTwinning project where I began to realize the profound effects of eTwinning programs on English as a Foreign Language (EFL) students. It became evident that, through these projects, students undergo significant transformations, becoming more self-reliant, motivated, and culturally aware.

Research Questions

1. What are the effects of eTwinning project on learner autonomy, motivation and intercultural awareness?
2. Which problems did they experience during the project?
3. What are the benefits of the project?
4. Does the usage of ICT increase motivation for eTwinning?

The Significance of the Study

In Türkiye, eTwinning has garnered recognition and accolades for numerous teachers, students, projects, and schools on an annual basis. Through my experiences with eTwinning projects, I have come to appreciate the positive impact they can have on English as a Foreign Language (EFL) students. However, it's worth noting that there remains a significant gap in the body of research dedicated to eTwinning's role in foreign language learning, both within Turkey and internationally. To date, there exists a scarcity of comprehensive scientific research regarding eTwinning projects and their influence on critical aspects of language education. These aspects encompass learner autonomy, motivation, and intercultural awareness within the realm of EFL. Additionally, there is a limited understanding of the challenges these learners encounter during project participation, the inherent benefits of such projects, and the manner in which the utilization of Information and Communication Technology (ICT) amplifies motivation within the Turkish context.

This research extends to various stakeholders, including teachers, students, material developers, language policy makers, and scholars. For teachers, this study may provide a roadmap, offering insights into innovative approaches and techniques that can be applied in the classroom. It not only enhances students' motivation to learn English but also transforms the dynamics of classroom instruction.

Students, too, stand to benefit significantly. Their horizons expand as they engage in genuine communication with individuals from different cultures. They gain access to authentic learning experiences that extend far beyond the confines of traditional language education.

Material developers can leverage the findings of this research to create and refine digital resources that cater to the evolving needs of language learners in the eTwinning era. Moreover, policymakers may find compelling evidence that prompts them to reconsider and potentially revise language learning policies, aligning them more closely with the digital age and the opportunities presented by eTwinning projects.

In essence, this research has the potential to transform the landscape of EFL education in Türkiye, enhancing the experiences of both teachers and students while driving positive changes in pedagogy, policy, and resource development. It serves as a pivotal step toward realizing the untapped potential of eTwinning in the realm of language education.

Nature and Limitations of the Study

Firstly it was restricted to the data that is recieved from 12th grade foreign language students in Trabzon/Araklı. As it is a case study is decided, there are a small number of participants. The students (N:10) and teacher (N:1) in the project joined the study. As sampling is small, it contributes little for generalizing the findings to larger population.

Secondly the project takes 5 months. 4 hours every week are separated for the project. During the project both teachers and students had asynchronous communication with foreigner partners in the project. Throughout the project, two teachers online meetings and three students online meetings took place. Being in different time zone makes it harder to arrange online meetings for suitable for everyone.

Lastly the study was carried out in a limited tehnological environment. Additionally, school has no computer laboratory. School has a Z-library and it has 5 computers. Computers were not adequate enough to have online chats and using web 2.0 tools efficiently and quickly. Computers also have not got enough technologic equipment like microphones and cameras. So teacher carried her own laptop to the classroom.

Outline of the Study

This study seeks to comprehensively investigate the effects of eTwinning projects on learner autonomy, motivation, and intercultural awareness in the context of foreign language education. Additionally, it aims to determine whether eTwinning serves as an effective motivator for foreign language learners, identify the challenges they encounter during project participation, and highlight the inherent benefits of eTwinning projects. Furthermore, the study explores the role of Information and Communication Technology (ICT) in enhancing motivation for eTwinning projects. The research unfolds within the context of a high school in Araklı, involving a cohort of ten 12th-grade students studying foreign language and their dedicated English teacher.

Chapter 1 serves as introductory to the thesis. Chapter 2 titled “Literature Review, “sets the stage by presenting the theoretical framework underpinning eTwinning projects. It also conducts a comprehensive review of related studies on eTwinning projects. This chapter provides a solid foundation for understanding the context and significance of the research, aligning it with existing scholarship. In the methodological chapter 3 elucidates the rationale behind conducting this research. It outlines the data gathering techniques employed, defines the participants, and delineates the case setting, which is a high school in Araklı. This chapter lays the groundwork for the research design and data collection process. Chapter 4 presents the descriptive results obtained from the case study at a high school in Araklı. These findings are critically examined in light of the

theoretical framework and previous research discussed in the literature review. The chapter provides insights into the practical implications of the research findings. The final chapter synthesizes the key findings, offering educational implications for teachers, students, material developers, and policymakers. It also suggests avenues for future research, encouraging continued exploration of the dynamic relationship between eTwinning projects, ICT, and foreign language education.



CHAPTER ONE

1. LITERATURE REVIEW

This section of this study serves as a critical foundation for understanding the theoretical framework and essential components of eTwinning, alongside its relationship with key concepts such as motivation, autonomy, and intercultural awareness. This section also includes existing scholarly works and research studies that contribute to a deeper comprehension of eTwinning's underpinnings and its impact on various aspects of education. Moreover, this section illuminates how eTwinning can influence and be influenced by factors like motivation, learner autonomy, and intercultural awareness.

Theoretical Framework

Including a theoretical framework in any study is crucial because it gives us a solid foundation to build upon. In this section, we will look at different theories that help us understand our research topic better. These theories help us define and analyze the important parts of our study, like the main ideas, how they are connected, and the questions we want to answer. It is like having a roadmap that guides us through the research. Plus, this theoretical foundation connects our research to what other experts have already discovered, making our study stronger and more in-depth. In simple terms, the theoretical framework is like the strong base of a building that ensures our research is done well and makes sense. The following theories are discussed in relation to the main issues of the thesis.

1.1. Project-Based Learning (PBL) Constructivism and Sociocultural Theory

eTwinning, a dynamic and innovative educational project, is closely intertwined with Project-Based Learning (PBL) and Constructivism, creating a powerful framework for collaborative and experiential learning in the digital age. eTwinning fosters connections between schools and educators across borders, enabling them to engage in collaborative projects that emphasize active participation, problem-solving, and real-world application of knowledge. Rooted in the constructivist philosophy, eTwinning encourages learners to construct their own understanding of concepts by actively engaging in meaningful tasks and interactions with peers from different cultural backgrounds. This synergy between eTwinning, PBL, and Constructivism redefines the

traditional classroom experience, offering students an opportunity to develop critical skills, cross-cultural competencies, and a deep sense of ownership over their learning journey.

The theoretical framework of eTwinning study is related with the principles and characteristics of Project-Based Learning (PBL) as articulated by John Dewey and subsequent educational thinkers. Dewey's philosophy of "learning by doing" and active participation strongly resonate with the essence of eTwinning, which encourages collaborative, hands-on learning experiences across international borders. William Heard Kilpatrick's contributions further reinforce the connection, as he expanded on Dewey's ideas and developed PBL as an educational approach. PBL as a modern approach in education has some distinct characteristics. It increases communication, leadership skills, learner autonomy, teamwork, collaboration, problem-solving skills, high order thinking skills, active learning and etc. The characteristics of project-based learning (PBL) which is an active student-centered method of education, include student autonomy, productive investigations, goal-setting, cooperation, communication, and reflection within practical contexts (Kokotsaki et al., 2016: 267). By integrating PBL principles into the eTwinning framework, educators can facilitate active learning experiences that transcend disciplinary boundaries and empower students to take ownership of their education while fostering global connections and cultural understanding.

PBL is used not only in face-to face classrooms but also in online education. It has some steps in it. They are identifying a problem, planning the project, scheduling, monitoring the progress, assessment and evaluation. Each steps requires to be dealt thoroughly. Apart from this, PBL used in almost every educational settings and stages. However, it is commonly used in higher education especially engineering studies. PBL has demonstrated that it has a great number of cognitive, affective and psychomotor outcomes and educational benefits. According to Abdul Khalek and Audrey Lee (2012) PBL might encourage greater accountability, teamwork, strategic learning, and motivation among students.

The PBL does not only take part in science education but also in foreign language contexts. In these days, it is more common to see the use of PBL in EFL classes than the past. Foreign language teachers make use of PBL to integrate the 4 language skills with the use of tasks and projects. PBL approach can be done through many ways such as eTwinning that is an easy-accessible, international and online educational platform. In recent years, ELT has taken its place among eTwinning projects. Many projects have been done to improve four basic skills especially communicative competence in ELT worldwide. According to Bakar, Noordin, Razali (2019), it has been found that the PBL teaching technique is beneficial in developing the oral communicative ability of English language learners. This study indicates that PBL plays an important role in teaching English as a foreign language.

“Word Counter” that is an eTwinning Project is an example of PBL. In this project learners construct their own knowledge upon their prior knowledge. What is more interesting is that this project enables learners to learn new vocabulary not just from coursebooks or dictionaries but from their partners both in Turkey and Croatia provided some educational and technological assistance. Some Web2.0 tools were used throughout the project such as Wordwall, Bitmoji, Wordart, Padlet, Linoit, Kahoot Canva and Picsart. As an example of PBL, “Word Counter” promoted some cognitive and affective skills in a positive direction. “Word Counter” bears some important principles of PBL such as, collaborative work, communication, active participation, learning by doing, student-centeredness, critical thinking, self-regulated learning, autonomy, group interdependence, problem solving skills, creativity, innovation and ICT skills.

Another theory which is related to eTwinning is constructivism, tenets of which provide the foundation of the philosophical system behind PBL (Cocco, 2006: 12). Constructivism is a contemporary educational philosophy that promotes active learning, student participation, the construction of knowledge on the prior knowledge, individual experience. It is a reaction to the traditional instruction and it has been replacing TI over time. In addition, constructivism can be considered as an umbrella term to which many modern approaches can be based on. The process through which we understand is a result of the learner’s objectives as well as the environment, activity, and information that they are exposed to. What is more, constructivism shows itself through some practical approaches such as problem based learning, project based learning, task based learning and so on. In project-based learning, students collaborate in groups to find solutions to complex issues that are grounded in the curriculum and frequently cross disciplinary (Solomon, 2003: 1). Constructivism, a foundational educational theory, is inherently well-suited to eTwinning, where it intertwines with the essence of this digital educational project. At its core, constructivism asserts that learners construct their understanding of the world through active engagement with their environment and social interactions. In the context of eTwinning, with its focus on collaborative projects and cross-cultural exchange, constructivism thrives. Here, students not only connect with peers from diverse backgrounds but also actively shape their knowledge by working together on projects that demand critical thinking, problem-solving, and hands-on participation. By sharing their unique experiences, cultural perspectives, and ideas, eTwinning not only facilitates subject-specific learning but also encourages a deeper comprehension of the global landscape, fostering a sense of global citizenship among learners.

Sociocultural Theory, which was pioneered by renowned psychologist Lev Vygotsky, offers a compelling lens through which to understand the dynamics and potential of eTwinning. This theory indicates the profound influence of social interactions, cultural context, and collaborative learning on cognitive development. eTwinning, as an educational project, involves the principles of Sociocultural Theory by providing students with a platform for interactive and culturally diverse experiences.

In eTwinning projects, students engage in cross-border collaborations, sharing their knowledge and cultural backgrounds with peers from different parts of the world. This social interaction stimulates cognitive growth, as learners collaborate to solve problems, negotiate meanings, and co-construct knowledge in a shared online environment. The cultural diversity within eTwinning projects not only exposes students to different perspectives but also encourages the development of intercultural competence and empathy, which are key components of Sociocultural Theory.

Furthermore, the use of technology in eTwinning facilitates communication and cooperation among students, allowing for dynamic exchanges of ideas and knowledge. Vygotsky's notion of the "zone of proximal development" (ZPD) is particularly relevant in this context, as eTwinning projects often challenge students to work on tasks just beyond their current capabilities, with the support of their peers and mentors.

In essence, Sociocultural Theory enriches our understanding of eTwinning by highlighting the transformative role of social interaction, cultural diversity, and collaborative learning in the digital age, demonstrating how this educational project aligns with and harnesses the power of these principles to promote meaningful learning experiences for students.

One of the most significant theories was of course sociocultural theory that attributed to a Russian scientist and developmental psychologist Lev Vygotsky. He is accepted the founder of this theory and he and his followers contributed the theory a lot. His theory is defined and explained by numerous scholars. The formation of higher mental processes according to sociocultural theory, often known as "cultural-historical psychology," places social contact at the center of communication and the learning process (Behroozizad, et al., 2014: 219).

Vygotsky, introduced some significant terms in his theory. They are ZPD (Zone of Proximal Development), scaffolding, mediation, internalization, social speech, private speech and inner speech. They are quite important concepts to grasp his theory's foundations. He did not only put some theories forward alone but he also linked them to the field of education and especially second language acquisition. He emphasized the role of culture, interaction, communication, and society on individuals. Rogoff supports this idea in the following excerpt: In terms of eTwinning children take part in the activities of their community, engaging with other children and with adults in routine and tacit as well as explicit collaboration (both in each others' presence and in otherwise socially structured activities) and in the process of participation become prepared for later participation in related events (Rogoff, 2008: 58). As it is seen from the above excerpt, children learn from others such as peers, adults or other people and they are in a process where engagement, communication and environmental relations exist.

It is important to explain Vygotsky's terms to be able to comprehend his theory thoroughly. ZPD, scaffolding, mediation, internalization, social speech, private speech, and inner speech are some of the terms that he mentioned in his works. According to Vygotsky ZPD is:

“The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978: 86).

It is also used in EFL classrooms where teacher and learners engage in verbal communication using language. In scaffolding instruction, a more experienced individual gives supports or scaffolds to aid in the growth of the learner (Van Der Stuyf, 2002: 2). Scaffolding is another concept that is widely used in language classes when teachers help students via realia, hints, gestures and modified inputs. Thanks to these scaffolding strategies learners can gain some skills with the assist of another knowledgeable person. Another concept that is mediation, is usage of some tools such as language, signs and many other aids for learners to reach their aim. Natural, spontaneous impulses are converted into higher mental processes, including strategic orientations to problem resolution, through mediators in the form of things, symbols, and people (Donato & McCormick, 1994: 456). This supports the idea that mediation is an important concept in cognitive process of learner. This study now extends the understanding of these cognitive development concepts by examining their practical application in the context of eTwinning projects, a form of remote collaboration facilitated by digital tools. The research investigates the effects of eTwinning projects on student autonomy, motivation, and intercultural awareness.

Internalization is another significant term in Vygotskian theory that learners absorb the knowledge and transform through cognitive operations. Members of practice communities internalize, or appropriate, symbolic objects utilized in communicative action and transform them into psychological artifacts that mediate their mental activity (Lantolf, 2006: 90). Vygotsky also puts forward three-stage speech development in children. These are external or social speech, egocentric speech and inner speech respectively. Social speech is the biggest circle in which children/learners communicate with others to manipulate or express themselves to others. In this stage, a kid utilizes speech to direct other people's actions and to communicate basic ideas and feelings like weeping, laughing, and yelling (Aimin, 2013: 164). The second one is the private speech that is between social speech and inner speech and creates a connection between them. There exists no mutual communication in this speech. It is self-expression without consideration for how one can affect others (Everson, 1991: 9). The third circle is a speech that has no communicative purpose but it enables learners to activate their higher mental functioning in their brains. Inner speech is said to refer to talking to oneself in order to communicate the activities necessary to perform a task successfully; this type of self-meditation directs the person to carry out an activity that is beyond their present level of skill (Tahmasebi, 2011: 47).

Within the framework of this study, which explores the impacts of eTwinning projects on student autonomy, motivation, and intercultural awareness, the concepts of internalization and speech development proposed by Vygotsky gain increasing significance. As this study deals with the effects of eTwinning projects, it becomes apparent that Vygotsky's theory provides a solid foundation for understanding how students absorb knowledge and evolve their cognitive processes. Internalization, a central concept in Vygotskian theory, involves the assimilation of knowledge through cognitive operations. In the context of this research, it can be argued that our students participating in eTwinning projects internalize not only the content but also the collaborative and intercultural experiences, transforming them into psychological artifacts that mediate their mental activity. Moreover, Vygotsky's three-stage speech development model—external or social speech, egocentric speech, and inner speech—offers valuable insights into the evolution of language use among learners engaged in collaborative eTwinning projects. Understanding these stages can illuminate how language functions as a tool for communication, self-expression, and higher cognitive functioning, ultimately influencing students' autonomy, motivation, and intercultural awareness.

1.2. eTwinning

eTwinning is a free online platform for European educators (Delen et al., 2021: 184). eTwinning was founded on January 14, 2005, with the primary goal of fostering relationships amongst secondary education institutions across Europe (Bacescu, 2016: 354). eTwinning has been in use in Turkey since 2009 (Başaran et al., 2020: 374). Teachers, students, and librarians from public and private schools can utilize the eTwinning website to locate educational partners from other European nations (Akdemir, 2017: 183). eTwinning provides a platform for communication, cooperation, project development, and information sharing for teaching personnel (teachers, administrators, librarians, and so on) working in European nations' participating schools (Bacescu, 2016: 354). The European Union countries and Armenia, Albania, Former Yugoslavia, Macedonia Republic, Azerbaijan, Liechtenstein, Iceland, Norway, Serbia, Georgia, Moldova, Tunisia, Ukraine, Jordan, Lebanon, and Bosnia-Herzegovina are all members of the eTwinning community.

eTwinning focuses on utilizing information and communication technology (ICT) to improve cooperation between all types of schools through internet-based twinning links to develop joint projects using the tools and secure internet spaces made available to them through the European eTwinning portal (Akdemir, 2017: 183). The primary goal of eTwinning is to improve communication and collaboration between schools in European Union member states by integrating teachers and students in innovative learning activities such as generating different educational products that entail the use of modern technologies (Bacescu, 2016: 355). Long term, it intends to strengthen the capacities of teachers and students to use new technology to promote

communication in foreign languages (core competency in the European Union-communication in at least two languages), knowledge, and intercultural discussion (Bacescu, 2016: 355).

eTwinning is Europe's largest e-learning platform, where teachers collaborate with their students on projects that contribute to their personal and professional development, work together, and exchange experiences, information, and skills (Başaran et al., 2020: 374). Teachers work on eTwinning projects on a volunteer basis (Bozdağ, 2018: 681). eTwinning is handled by local, national, and European support services, who arrange frequent conferences and workshops at the regional, national, and European levels, bringing teachers from various countries together for the objectives of training, networking, and presenting and awarding excellent instances (Bozdağ, 2018: 681). It was included as a key component of the new EU plan for education, training, youth, and sport (2014-2020) in January 2014 (Pey Pratdesaba, 2014: 2).

1.3. Telecollaboration

Telecollaboration is the practice of utilizing Internet communication technologies to engage classes of geographically separated learners in online intercultural interaction for the development of language and/or intercultural competence (Helm, 2015: 197). It's also known as Online Intercultural Exchange (OIE) (O'Dowd, 2007) and Internet-mediated Intercultural Foreign Language Education (ICFLE) (Helm, 2015: 197). For eTwinning, a site has been created to assist schools in finding partners and to ease communication and cooperation between partner school staff and students as they design and participate in collaborative educational projects (Helm, 2015: 197). It was also discovered that the pupils were motivated by the telecollaboration platform. (Demir & Kayaoğlu, 2021: 2218). That is, the students stated that they felt more at ease conversing with students who spoke the language as fluently as they did (Demir & Kayaoğlu, 2021: 2218). Projects like the European Commission's eTwinning, on the other hand, actively encourage and support collaboration between schools using ICT in elementary and secondary education, when study abroad is not always possible (Helm, 2015: 197).

There are two Telecollaboration models. e-Tandem Model: The e-tandem model describes projects in which two native speakers work together to learn one other's language (Demir, 2019: 17). And The Cultura Model: G.Furstenberg, S.Waryn, and S.Levet of Massachusetts Institute of Technology (MIT) developed the Cultura model in 1997, which involves groups or classes participating in projects to complete tasks assigned by teachers in order to build cultural awareness, intercultural, and linguistic competence (Demir, 2019: 18).

1.4. Learner Autonomy

Autonomy in learning refers to individuals having greater control over their learning in and out of the classroom, whereas autonomy in language learning refers to people having more control over the objectives for which they acquire languages and how they learn them (Benson, 2013: 1). The autonomous learner is a self-activated meaning maker, a participant in his own education (Begum, 2019: 13). An autonomous language learner takes charge of their own learning by picking learning content and techniques and assessing their own progress (Chowdhury, 2021: 93). Autonomy may also be defined as the ability to direct, manage, or control one's own learning (Benson, 2013: 1). Learning appears to be the result of his own self-initiated interactions with the world (Begum, 2019: 13). The student in an autonomy-oriented classroom will have the opportunity to choose their own goals, activities, and evaluation techniques (Begum, 2019: 13)

Students are motivated to use technology and communicate digitally. Pupils gain social skills as a result of eTwinning projects, and the instructor becomes a mentor to the students. Despite the fact that using ICT is motivating for students and increases their autonomy, it is vital for teachers to intervene and provide direction so that the motivational aspects of technology can be fully utilized (Cassi, 2014: 11). The final main conclusion revealed a positive, substantial, and moderate link between students' autonomy level and academic success as evaluated by GPAs (Dağ Akbaş, 2011: 116-117). Because learner-centered teaching begins with instructors, they play an important role in creating an environment that fosters learning for their students, accommodates their various learning styles, and inspires them to take responsibility for their own learning (Chowdhury, 2021: 89). Autonomy grows via contact, and the independence it grants is inextricably linked to the interdependence that frames its evolution (Little, 1991: 31).

1.5. Motivation

According to Gardner, motivation in language learning is the result of a combination of effort, desire to succeed, and positive attitudes about language learning (Gardner, 1985: 10). Motivation is the catalyst for learning a language, and it is a force that encourages people to learn the language (Dörnyei, 2005). Motivation is derived from the Latin verb *movere*, which means "to move". (Dörnyei & Ushioda, 2011: 3) According to self-determination theory, there are two sorts of motivation: intrinsic interest in the action itself and incentives extrinsic to the activity itself (Noels et al., 2000: 61). Motivation is described as an inspiration that motivates someone towards action (Borah, 2021: 550).

There are two types of motivation, according to self-determination theory: intrinsic interest in the action itself and extrinsic rewards to the activity itself (Noels et al., 2000: 60). According to

Gardner & Lambert (1972) within the realm of language acquisition, the standard approach is the distinction between integrative and instrumental motivation (Chalak & Kassaian, 2010: 39).

1.5.1. Motivation Types

1. Intrinsic Motivation
2. Extrinsic Motivation
3. Instrumental Motivation
4. Integrative Motivation

1.5.1.1. Intrinsic Motivation

Intrinsic motivation (IM) is the motivation to engage in an activity because it is delightful and fulfilling to do (Noels et al., 2000: 61). Vallerand and his colleagues have presented a three-part taxonomy of IM (Vallerand, 1997; Vallerand et al., 1989; Vallerand et al., 1992, 1993).

IM-Knowledge is the motivation for engaging in an activity because of the sensations connected with discovering new ideas and expanding one's knowledge (Noels et al., 2000: 61).

IM-Accomplishment refers to the experiences associated with striving to master an activity or attain a goal (Noels et al., 2000: 61).

IM-Stimulation refers to motivation based only on the experiences evoked by the work, such as aesthetic enjoyment or pleasure and excitement (Noels et al., 2000: 61).

1.5.1.2. Extrinsic Motivation

Extrinsically motivated activities, as contrast to intrinsically driven behaviors, are those carried out to achieve an instrumental aim, such as receiving a reward or avoiding a penalty. (Noels et al., 2000: 61). Three levels of EM have been identified in the area of education (Vallerand, 1997; Vallerand et al., 1989; Vallerand et al., 1992, 1993).

These are the levels of self-determination, from lowest to highest:

External regulation: External regulation refers to behaviors that are decided by factors outside of the individual, such as concrete advantages or costs (Noels et al., 2000: 62).

Introjected regulation: Introjected regulation refers to reasons for completing an action as a result of some sort of pressure that humans have absorbed into themselves, causing them to compel themselves to undertake that behavior (Noels et al., 2000: 62).

Identified regulation: Individuals spend energy in an activity at this moment because they have decided to do so for personally meaningful reasons (Noels et al., 2000: 62).

1.5.1.3. Integrative Motivation

Integrative motivation is studying the language with the purpose of engaging in its people's culture (Mahadi & Jafari, 2012: 232). Integrative motivated learners seek to learn the target language so that they may better comprehend and get to know the people who speak the language and mingle in their culture (Silalahi, 2018: 993). Gardner (1985) defines integrative motivation as individuals' desire to learn a language in order to participate with the target language's community or to comprehend target culture is referred to as integrative orientation. Ellis (2015) states that when a student is interested in learning a language for social-emotional reasons, he or she has integrative motivation.

1.5.1.4. Instrumental Motivation

Gardner (1985) defines instrumental orientation as the practice of learning a language as a means to an objective that is enjoyable. The learner is instrumentally motivated when the major source of motivation is the practical rewards, such as finding a job or being accepted to college (Griffiths & Soruç, 2020). Instrumental motivation is motivation that helps learners advance in their jobs or business possibilities and gives them a positive reputation (Silalahi, 2018: 993).

1.6. Intercultural Awareness

Baker (2011, 2012) proposed the concept of 'intercultural awareness' (ICA) as a method that builds on cultural awareness (CA) but takes a more dynamic intercultural viewpoint. Intercultural awareness focuses on the INTER or TRANS cultural dimension where there is no apparent language-culture-nation link, notably in worldwide applications of English, whereas CA investigates how national perceptions of culture shape intercultural communication. An multicultural approach, on the other hand, investigates communication in which cultural differences, at various levels, may be significant to understanding but are not (Baker, 2015: 131). Language learners should be able to communicate with people from different cultures. As a result, they are expected to communicate across cultures. Language learning has taken on a new dimension in today's society as a result of technological advancements. Students can use online learning programs thanks to ICT. eTwinning is a type of telecollaboration between schools that

takes place via the internet. eTwinning centers use information and communication technology (ICT) to strengthen cooperation between all sorts of schools using internet-based twinning ties to advance collaborative projects using the tools and sensitive online areas made available to them through the European eTwinning portal (Akdemir, 2017: 183). Both students and teachers profit from the use of eTwinning. According to teachers, the primary benefit of eTwinning is the opportunity for children to engage in intercultural contact (Akdemir: 2017: 185). Different teachers in the programme prepare eTwinning activities. Because collaboration is crucial in projects for both students and teachers. Students build their own educational resources. Another advantage of eTwinning is that it enriches the learning and teaching environment by allowing learners from various cultural backgrounds to participate in a variety of materials and activities (Akdemir, 2017: 186). In eTwinning projects, products are created using web 2.0 tools, which helps students improve their digital skills. The evidence suggests that eTwinning project practices improve students' cognitive, affective, and social performance in class (Akıncı & Sağ, 2019: 168). The teachers were able to incorporate curriculum into the project, and the students improved not just their grammatical skills, but also their conversation, sociolinguistic, and strategic abilities (Demir & Kayaoğlu, 2021: 2230). In addition, they increased their social skills and tolerance for different cultures, and they eventually gained expertise in teamwork through collaboration (Akıncı & Sağ, 2019: 169-170). Because eTwinning is a project-based learning method, it necessitates teamwork and cooperation. Another feature mentioned by the students was that this project increased their understanding of principles such as empathy, toleration, respect, admiration for different cultures, collaboration, patriotism, and responsibility (Demir, 2019: 107). Students make friends with students from many nations as part of this project. Apart from eloquent foreign language settings, collaboration and communication via the eTwinning conjectural platform were found to promote intercultural communicative competence (Demir, 2019: 106). There are activities in eTwinning that are appropriate for all intellect types and linguistic abilities. To begin, the learners' speaking, listening, writing, reading, vocabulary, and pronunciation abilities were stated in order to progress in the project (Demir, 2019: 106). The exercises that were used increased the students' interest and enthusiasm, which had a positive impact on their language skills (Akıncı & Sağ, 2019: 168). eTwinning programmes provide students a sense of belonging in Europe. It allows pupils to meet other students from throughout Europe, exchange knowledge, and express their opinions, so strengthening collaboration between European schools and contributing to the building of European identity (Papadakis, 2016: 293).

1.7. The Effects of eTwinning Projects on Autonomy, Motivation and Intercultural Awareness

Starting and supporting telecollaborative projects, locating partners, increasing learners' autonomy in these projects, and devising assignments are all part of the teacher's educational responsibility (Demir & Kayaoğlu, 2021: 2206). Teachers who took part in eTwinning claim that

their motivation to complete learning assignments increased (Bacescu, 2016: 355). To begin with, project-based language activities are seen as enhancing self-esteem, autonomy, and language skills in the curriculum (Demir & Kayaoğlu, 2021: 2219). Students were encouraged to converse with their companions, building confidence and honing language skills in real-life circumstances such as video conferencing (Camilleri, 2016: 9). On the other hand, during other activities, collaboration sometimes gave way to autonomy (Demir & Kayaoğlu, 2021: 2219).

Learning a language is no longer viewed as only achieving linguistic proficiency (Akdemir, 2017: 182). Furthermore, they may be able to provide students with project-based, task-based, and collaborative learning environments in which student interaction can keep them engaged in their learning and lead to collaboration and learner autonomy (Demir & Kayaoğlu, 2021: 2232). Finally, the study suggests promising directions for future research, such as the impact of eTwinning projects on other factors (such as learner motivation) or the significance of group self-assessment activities in participants' intercultural growth (Urena Rodriguez, 2017: 49). Participants regularly noted that practicing speaking and listening skills, as well as the authenticity of discussions during online sessions, boosted their motivation (Demir & Kayaolu, 2021: 2218). The findings imply that eTwinning assignments have a favorable impact on participants' intercultural attitudes and skills, but that they may also encourage them to minimize intercultural differences discovered (Urena Rodriguez, 2017: 2). The study concluded that the project was promising for students in terms of English language progress, ICT use, strengthening ICC, motivation, and the formation of good relationships (Demir & Kayaoğlu: 2021: 2201). The study highlights the benefits of the project's triangular structure, the inclusion of both peer-to-peer and group encounters, and the effectiveness of self-assessment tasks that are assisted by individuals with higher intercultural competency when it comes to the project's pedagogical principles. All of these characteristics contribute to a balanced image of the target cultures (Urena Rodriguez: 2017: 2). Similarly, as previously said, calming and enjoyable activities were included in the project to relieve the pupils and maintain their enthusiasm. These activities were seen as vital as part of their maturation and pertinent to their age. Furthermore, because the nature of eTwinning programs is flexible enough to develop such activities, teachers could immediately incorporate values education into language education, as is the case with the curriculum. (Demir & Kayaoğlu, 2021: 2232). Aside from values education, the findings of this study imply that teachers can incorporate art and sports into language education, thereby increasing learner motivation and keeping them active. (Demir & Kayaoğlu, 2021: 2232).

Given their ability to bring learners closer to the target culture, communication technologies have reached a watershed moment in the intercultural dimension of language instruction (Urena Rodriguez: 3). The next stage is the intercultural level, when a well-established relationship with partners creates opportunities for future collaboration (Gajek, 2017: 4). Furthermore, a study of computer-mediated projects should lead to eTwinning, a platform built specifically for intercultural interactions in formal education (Urena Rodriguez: 2017: 17). Competence in cultural mediation in

a larger community of practice appears to be similarly crucial (Gajek, 2017: 6). eTwinning allows students and instructors to utilize and practice a foreign language while also improving their ICT skills. eTwinning, according to the EU, provides pupils with the chance to acquire multicultural understanding (Bengtsson, 2016: 4-5).

Intercultural awareness and linguistic growth in social engagement are linked. Because vocabulary and grammar are learnt for immediate, rather than future use, their drive to learn selected languages most notably English as a global language—increases, as does their need for them (Gajek: 2017: 11). Furthermore, exposure to other world views will lead to the development of intercultural communication ability, allowing pupils to transcend ethnocentric cultural ideas (Fat, 2012: 6) Developing intercultural competence in students, which is self-evident for language teachers because it is the primary purpose and content of their work, does not appear to be self-evident for teachers of non-linguistic topics (Gajek, 2017: 12)

1.8. Related Studies

Acar & Peker (2021) investigate to figure out why teachers utilize the eTwinning platform and looking at the platform's impact on teachers. It was concluded that teachers utilized the eTwinning platform to create projects, take online courses, contribute to their professional growth, and cooperate. The platform benefits teachers greatly, both personally and professionally. It was implied that the eTwinning platform is obviously highly helpful for teachers. The platform is so successful that it aids in teachers' professional and personal growth and even alters their perception of the field.

Akdemir (2017) investigated the impacts of eTwinning a modernist manner of cooperative learning on English language teaching. In his qualitative research there are seven ELT teachers from various cities of Turkey and they share their experiences in a semi-structured interview. In this study, teachers reported that eTwinning has some advantages like providing intercultural exchange, enriching learning and teaching, increasing pupils' responsibility, improving language skills. They also stated that eTwinnig has some drawbacks like being deprived of ICT literacy (both students and teachers), infrastructural obstacles, hardship in providing an appropriate partner, the requirement to chasing the curriculum.

Akinci & Sağ (2019) researched the subscription of eTwinning project practices to foreign language skills and the engrossment of pupils to the course. In their study, an eTwinning Project of which goal was to richen the English teaching period by web 2.0 tools was carried out. They used action research in their study. In Turkey, İsparta the pupils of 3/A class in a primary school were the working group. They express that it is concluded that eTwinning project practices influence foreign language teaching process in a positive way. They also deduced that eTwinning Project

practices influence the engrossment of pupils to the courses in a positive way by promoting their motivation.

Avcı (2021) investigates identifying the opinions and assessments of teachers who use the platform about the eTwinning platform, as well as to generate suggestions. Teachers who participated in the current study requested that the eTwinning project be expanded further, and that they be informed about the supporting in-service training, project writing process, and quality label application procedure. Participating teachers mentioned that they want the projects they established on the eTwinning platform to be registered in the Ministry of National Education's Information System (MEBBIS) and that both the school administration and students' parents support them in this endeavor. The biggest problem teachers face is the difficulty in sharing the photos taken during both the events and the implementation of the project activities on the eTwinning platform. more than 90% of teachers stated that their skills in teaching cross-skills such as teamwork, creativity, problem solving and decision making have improved thanks to eTwinning. 89% of the teachers stated that their skills related to foreign language education and their project-based teaching skills have been improved thanks to eTwinning. 80% of the teachers; They also stated that their skills in teaching in a multilingual/multicultural environment have also improved due to their participation in eTwinning projects.

Bacescu (2016) investigated to advance knowledge, multicultural understanding, and communication skills in addition to the ability to use new technology. She also discusses the norms of behavior and communication within the eTwinning community, the development of important competencies through eTwinning, and the implications for instructional activities. The benefits of eTwinning project includes accessibility, decision-making freedom, professional community, information resources, chances for teacher training, specialized assistance, incentive, and recognition systems. The eTwinning platform is perfect for secondary school since it provides a wide range of chances for controlling virtual paces, which enables learning activities to a far greater extent than other online platforms. Benefits of the eTwinning platform for students and teachers participating in online learning projects through collaboration at the European level are very high due to factors like the chance to interact with students and teachers in other European countries, didactic and technological support provided by the portal to the highest European standards, innovative working tools, inter- and transdisciplinary approach of the chosen themes, teamwork, inspire interest and critical thinking, provide the opportunity for a fruitful discussion, improve knowledge, and value the participants' abilities and originality. Benefits for schools are particularly crucial since they provide the groundwork for future institutional engagement in partnerships and enhance the school's reputation through eTwinning programs. It also gives teaching, learning, and the standard of instruction at the school level a new European dimension.

Başaran et al., (2020) research that how eTwinning projects affect teachers' professional improvement. They conclude that teachers define their eTwinning projects phrases like cooperation, going shares, technological improvement and innovation. Partakers state that teachers encircle eTwinning projects, they are volunteer to attend in the project period, teachers from all grades and specialty should attend eTwinning projects. They also deduce that eTwinning projects influence teachers' Professional development in a positive way.

Bengtsson (2016) conducted a literature review reseach. This research review discovered that eTwinning promotes foreign language learning, yet this conclusion is based on self-reported data. As a result of this discovery, there is a shortage of research that evaluate whether or not there is language growth as a result of eTwinning. Furthermore, there are few eTwinning studies undertaken in Sweden, particularly from a student viewpoint, indicating the need for additional research.

Bozdağ (2018) argues that we are in need of improving critical and grounded perceptive of telecollaboration projects and how they are enclosed in the contexture of substantial school cultures. In her study there is a case study about telecollaboration project between a Turkish and German school. Using digital media or setting up intercultural relationships do not convert school cultures in an automatic way, they are quite inserted in the Daily context of the schools that are still influentially arranged at the national level. Unlike policy focus (particularly at the EU-level) on transnational and student-centered education, national cultures still exceedingly give shape to the school cultures today. Moreover the projects also affected and confined by the teachers' senses of intercultural communication and their routines about teacher-centered education. Converting the national school cultures and altering teacher's senses and routines persist to be the basic difficulty for a more participant and prospering experience of international telecollaboration in the classroom. Coming up against these difficulties and taking precautions to promote teachers in this respect are crucially given the potency of telecollaboration projects for richening students' learning experiences. Planning in a more participant way, these projects give room for multifold types of intercultural learning. Via this collaborative communication place, students become a part of transnational learning networks that then can transform to informal networks outer of the school.

Camilleri (2016) research the advantages and difficulties of intercultural learning and student participation in eTwinning programs between various European nations. According to the findings, instructors believe that eTwinning fosters cross-cultural contact, which advances global education. This study has proved how crucial it is to provide students the skills they need for the twenty-first century and the significant role that eTwinning plays in this. It has also identified the key issues that must be resolved in order to make globalization a more dynamic notion. Teachers are thought to be social change agents and leaders, however this study reveals that they lack any formal education related to teaching in heterogeneous cultures or fostering global competences.

Cassi (2014) researched to see how an eTwinning project affects the motivation of a group of fifth-grade pupils. She investigated the influence of this program on learners' motivation and compare it to their initial motivation. She stated that despite the students' high initial motivation, which continued when the final questionnaires were administered, there were some differences in the students' responses that clearly demonstrate that eTwinning was a motivating project for them. On the one hand, a high percentage of students stated that eTwinning was one of their favorite activities in EFL class. On the other hand, none of the students expressed dissatisfaction with the project.

Coutinho & Rocha (2007) investigated about eTwinning project's encouraging the students' moral and social growth in addition to a wide variety of ICT abilities. They state that the students show development of computer application usage skills. They also have promotion of responsibility, independence, and creativity thanks to eTwinning Project. The team work increased and there is an increase in pupils' curiosity for research, creative thinking, and problem-solving. They learn the language's fundamentals of communication. After exposuring to different cultures allows one to reflect on one's own social and cultural facts. They have an increase in their knowledge about Portugal and Czech Republic. They have improved in tolerance, friendliness, and collaboration. They have communication in real time. There are some differences between groups.

Crişan (2013) intends to investigate teachers' perceptions of the influence of eTwinning on teaching practices as well as teachers' training needs. The study indicated a variety of good effects on teaching and training according to respondents answers. Among these benefits are the creation of a more supportive educational environment aimed at improving students' learning performance, the development of differentiated learning activities, discussions with students about the role of knowledge and skills acquired in the classroom, in their personal lives, and/or professional assessment of students in alternative ways, and improved use of ICT for professional development.

Da Silva (2011) researched to describe the outcomes of a successful curricular integration of an eTwinning project, which is being developed as a teaching technique based on intercultural contact mediated by ICT tools between students and instructors from various countries. She concluded that the eTwinning project had a positive impact because it increased students' motivation in various variables: students developed more favorable attitudes and beliefs toward learning languages and linguistic diversity; their linguistic self-confidence in the target language improved; and they reported improved communication skills in the target language. In short, given that learners are at a disadvantage because they have few opportunities for interpersonal communication in the target language, eTwinning must be recognized as an effective option for learners to meet and learn with and about students their age, even if they live in distant countries. Furthermore, exposure with diverse world views will result in the development of intercultural communication ability, allowing pupils to transcend ethnocentric perceptions of other cultures.

Delen et al., (2021) delve into how pandemic affected the planning of activity, design procedure, teacher coordination and in-class coactions from the teachers' perspective. In their study they practice with eight elementary teachers that implement eTwinning projects both before pandemic and during pandemic. They begin to improve eTwinning projects in 2019 with utilizing a book planned to promote interdisciplinary thinking with an impact on design with 2nd grade students. Researchers state that when they checked the activities improved by these teachers, their stress on design and interdisciplinary links go on during the pandemic with the same students when they were in 3rd grade. The mentality did not modify for activity planning, the exact shift to online learning invented some difficulties for teachers. Teachers expressed that their reinforcement for the design diminished during the pandemic and they were cosier with helping their pupils in face to face classes. The pandemic also decreased the relationships among teachers and providing group work occurred a difficulty. The study showed that pupils had to carry out a personal design experience during the pandemic and this caused in a few students exuding the interdisciplinary links in their design outputs.

Demir & Kayaoğlu (2021) investigated the role of eTwinning in a particular Turkish EFL contexture in a disadvantaged environment. They conclude that participants who consist of both students and teachers attained the Project encouraging for the students with regards to English language development, using ICT, increasing ICC, motivation and create fine comparison. They also add that eTwinning platform may subscribe to pupils' learning and associating with the rest of the world. They state that teachers in this project asserted pedagogical (starting and assisting the project), organizational (time management and overcoming limitations of institution), technical (introducing web tools) and social roles (supporting transnational communication and collaborative learning). It is reported that students improved their language proficiency and boosted motivation to learn English. They also remarked that they felt more easeful in a lingua franca medium. They also indicate that teachers were able to organizing curriculum to the Project and pupils achieve to develop grammatical competence, discourse, sociolinguistic and strategic competence. The participants stated that they mastered new tools to form, submit, partake content and interwork with their intercultural peers. Students and teachers stated that they make acquainted with their partners' cultures and presented their own culture. They wished to interact with and learn from their intercultural peers, they contrasted and contrasted their opinions on related subjects, during online sessions, individuals put their knowledge, attitudes, and abilities to use in real-time dialogue. Pupils ascertain the Project tasks entertaining and were willing to attend to the tasks including after school. There are also some challenges in eTwinning projects. Some pupils were not related to web tools as other students were so they felt uninspired when doing web-based activities. Combining different classes students and different grades cause problems when conducting and arranging these pupils. Students felt strange with pupils from various classes. Activity levels were occasionally simple and duplicative for the senior grades. The participants said that not all partner schools treated them or their assignments with the same seriousness as the other pupils. This cause

retrogression of consistence among pupils. While participating in online sessions, several partners acted irresponsibly and this cause other students give these students a bad reputation. For students who stayed at the dormitory, technological infrastructure was not prevalent. So they had hardship or have to remain after school to complete their assignments. Due to the partners' inability to complete some tasks simultaneously, the partners' academic calendar misalignment was another source of difficulty.

Döger (2022) discovers the transforming function of eTwinning in education by investigating the pedagogical impacts of eTwinning activity on instructors and students in social networking websites. In this approach, this study is intended to clarify the educational impact of the eTwinning operation in Europe and Turkey in light of the literature. Teachers, students, and schools engaging in eTwinning activities have been reported to be changing. As a result, teachers' and students' ICT and foreign language skills have improved. Working with peers has enhanced teachers' and students' social skills and motivation. Students and teachers have studied and used various strategies and techniques as a result of professional development opportunities. At the conclusion of the process, it is clear that students who participate in eTwinning are more successful in their classes and in their social lives.

Fat (2012) investigated the impact research of eTwinning projects in Romania, measuring effects on pedagogy, teacher professional development, and student learning, as well as examining the elements that support or obstruct effective participation in eTwinning projects. eTwinning is understood to be a significant factor having implications for both social and cultural life. The study show that schools and teachers can and will use eTwinning however suits their unique circumstances, skills, and interests, and this is a logical response from such a very diverse range of country contexts, pedagogical traditions, and types of schools across Europe.

Gajek (2017) investigates many degrees and perspectives of curricular integration that occur in eTwinning programs. It also explores the importance of remote learning in elementary and secondary school. She states that involvement in eTwinning projects becomes a key aspect that integrates curricula, improves CLIL, and fosters a larger community of practice through telecollaboration. IT enhances the learning environment and experience. The eTwinning program, which has gotten such a positive reaction from educators, meets the expectations of instructors who utilize technology and languages as instruments to educate the next generation for the future. Furthermore, European educators have formed a community of practice. A multifaceted review of the program's procedures and outcomes reveals the integrative tendencies that exist in education. The emphasis on social connections results in curricular integration procedures that are highly accepted by project participants. Language and technology are enslaved in the projects for learning, communication, social, personal, and professional development, and integration at various levels and with various patterns. A practice community prepares young people for life in a bilingual,

multicultural environment where individuals are networked based on their interests and preferences.

Jelihovschii and Jelihovschii (2020) used the eTwinning Project #Fridays ForFuture@Schools to do research on how to improve digital and communication skills with the English class. As a result, digital competence and communication competence are closely related. In the current digital world, both of these are necessary. Students participated in a project that exposed them to potential careers in the environment, computer applications, interpersonal communication, leisure, and education. The #Fridays ForFuture@Schools project was successful in involving students from all six schools with their local environmental issues, they collaborated utilizing Google Doc tools as they actively talked in English and agreed how they should write the letter for Greta. They talked about their encounter and appreciated Greta's efforts.

Kampylis et al., (2012) delve into the role of teacher collaboration networks in supporting ICT-enabled innovation for learning at the system level. It is also argued, in particular, that by giving teachers opportunities to expand the conversation about ICT-enabled innovation for learning and to share pedagogical know-how and educational content, networks like eTwinning help to accelerate educational change and diffuse pedagogical innovation at the system level, feeding back into teachers' local communities and school systems. They suggest that teacher collaboration networks are becoming increasingly crucial in supporting ICT-enabled innovation for learning at the system level. They also suggest that practitioners (i.e. teachers) have significant contextual knowledge and experiences that should be used in any endeavor to upscale and mainstream innovative learning settings employing ICT. The eTwinning teachers who took part in the survey conducted online see eTwinning as a real example of ICT-enabled innovation for learning since it offers them with possibilities to grow as orchestrators and facilitators of creative learning.

Urena Rodriquez (2017) investigated how eTwinning programs might improve students' intercultural development in Secondary School. The study focuses on EFL learners at a high school in Andalusia (Spain) who engaged in an eTwinning triangle cooperation project with Turkish and Italian EFL participants of identical features and age. The results indicate that eTwinning exercises have a favorable impact on participants' international attitudes and skills, but they also show that these may encourage participants to underestimate the intercultural disparities discovered. Concerning the project's educational principles, the research stresses the benefits of the project's triangular structure, the inclusion of both peer-to-peer and group encounters, and the usefulness of self-assessment tasks aided by persons with greater intercultural proficiency. All of these characteristics offer a balanced image of the target cultures.

Papadakis (2016) provides insights towards educating the education community about the action and benefits of using eTwinning in schools. The eTwinning project is an open, secure, cost-free, and bureaucracy-free educational network that unites the whole European (and beyond) educational community (teachers, students, and schools) under one roof to enable innovation in educational methods. For school partnerships in any subject area from pre-kindergarten to upper secondary level, the eTwinning project employs tools and ICT services. Through the use of online community software like Twinning Live, educational professionals with similar interests may virtually connect. At the student level, it facilitates face-to-face interactions with other students throughout Europe, gives them the chance to share knowledge and share their ideas, and therefore improves collaboration amongst Europe's schools and aids in the development of a European identity. Additionally, via their project-based learning, it gives students the chance to develop their language abilities and ICT expertise. Additionally, the accomplishment of an eTwinning project brings together not only the students from various schools across Europe but also the teachers from the same school units, as a project may call for the collaboration of teachers of different instructional objects and subjects (such as informatics, mathematics, biology, etc.). Beyond offering opportunities for social connection, eTwinning activity greatly contributes to professional growth for teachers, frequently working in conjunction with the implementation of the established national goals related to teacher training. Simply said, it encourages quality upgrades, exceptional innovation, and internalization at the educational level. In conclusion, the education industry requires a collaborative educational model that makes use of free technology resources in a way that simultaneously enhances learners' cognitive and critical abilities. The eTwinning project has provided a lot in this regard previously and will do so in the near future.

Pey Pratdesaba (2014) investigated to demonstrate the eTwinning program, the usage of CLIL methodology in eTwinning projects, a glimpse of a successful project carried out by secondary students, and the future of Higher Education. To summarize, she said that she merely want to stress that you will undoubtedly hear about eTwinning in the future months/years, and it will almost certainly become an integral element of most schools' and institutions' teaching-learning activities. Needless to say, eTwinning provides teachers and students with the opportunity to teach and learn content in a foreign language in collaboration with other teachers and students from other European countries, creating a suitable environment in which language comes alive, students become more confident and autonomous, and they acquire new ICT skills and learn about other cultures.

Prieto & Escobar (2017) give a descriptive analysis of a university's students' impressions of the usage of eTwinning in the higher education classroom in this study. According to the findings, eTwinning encourages cooperation and teamwork, raises student interest, and enhances critical thinking abilities. The findings also suggest that eTwinning might impact prospective instructors' interactions with pupils.

Silva (2014) researched about the preliminary findings of an action-research study that integrated an eTwinning project into the curriculum to test the effects of intercultural computer-mediated communication on students' motivation to use and learn foreign languages and their self-perceived linguistic competence. Her study revealed and supported the contact hypothesis (Brown & Hewstone, 2005) and MacIntyre et al. (2003)'s assertion that learners' willingness to communicate in the target language and self-perceived linguistic competence can increase if they have more opportunities to interact with people from different cultures. In contrast, the analyses' findings indicate that there has not been a discernible rise in instrumental orientation as a result of the intercultural communication experience. This may be explained by the fact that the extrinsic motivations that make up the instrumental orientation sub-variables are independent of the learning or communication experiences of the learners, which involve not only communication but also interpersonal relationships and personal emotional involvement and have a greater impact on integrative orientation. Additionally, relying just on the ambitions of pupils and their instrumental motives may not be enough to maintain or improve initial motivation. According to this viewpoint, foreign language teachers may have a significant impact on the development and maintenance of their students' motivation by ensuring that the activities and lessons they participate in are relevant to their everyday lives and the growth of their social and cultural selves. Thus, educating pupils in a foreign language must primarily be a humanistic endeavor with the goal of increasing their enthusiasm to learn about and interact with different cultures. In conclusion, if we take into account the fact that learners are at a disadvantage because they have very few opportunities for interpersonal communication in the target language, eTwinning must be acknowledged as an effective option for learners to meet and learn with and about people of their ages who may live in distant countries, but with whom they may share common goals and develop common projects.

Taralova (2010) examines the use of ICT at the writer's school through institutional support, instructors, students, accessible ICT tools, and the structuring of class activities with ICT. It is critical to invest more money in education, such as by making classrooms smaller and giving more ICT courses. In Bulgaria, more and more instructors are realizing the value of employing ICT in the classroom. Many of us hope that there will be several levels of ICT teacher training courses with follow-up programs. We need a long-term ICT plan that every teacher understands and that is executed in every school. Classrooms with computers are required so that we may use them in all subjects as part of our program. instructors' worksheets, presentations, and online resources should be used more frequently to create opportunity for teachers to further enhance their ICT abilities. Internet groups formed by foreign language teachers are effective for planning online and face-to-face cooperation with supervisors at the national level.

Velea (2011) investigated the profits of ICT integration in education. Via joining eTwinning projects, pupils can make contact with colleagues from Europe, find out exclusive factors or particular cultural characteristics, to ascertain latest Technologies and to develop their

communication abilities in a foreign language. In this study teachers reported that students' motivation for untangling learning assignments has developed. Collaboration is limited to schools' presentations and sending materials in twinspace, websites or blogs. Some teachers' individual improvement is phaseless in time because of inadequate pedagogical training to quite organize latest Technologies in and for education. She also added that teacher training precondition for the quality of organizing latest technologies in learning.



CHAPTER TWO

2. METHODOLOGY

The research paradigm, its methodology, research contexts, participants, data collection methods and procedures and data analysis are all identified in this chapter.

This study adopts a qualitative case study design rooted in a constructivist approach to explore the impacts of eTwinning projects on learner autonomy, motivation, and intercultural awareness. It aims to ascertain the motivating factors for foreign language learners participating in eTwinning projects, identify encountered challenges, uncover project benefits, and assess the influence of Information and Communication Technology (ICT) on motivation within the eTwinning context. To achieve these objectives, the research draws upon data collected through student project diaries, interviews with both students and teachers, and an in-depth analysis of Twinspace documents. The research comprises ten twelfth-grade students in a public school in Turkey, along with one teacher from the same educational institution. Data was collected during English lessons in the second semester of the 2022-2023 academic year. Convenience sampling was employed, given the researcher's affiliation with the school, facilitating access to participants

2.1. Word Counter eTwinning Project

In the 2021-2022 academic year, I initiated a new project named Word Counter, which is an international eTwinning project primarily centered around vocabulary activities. The project commenced in January 2021 and concluded at the end of April 2022.

Students who were actively taking responsibilities on those issues grew up as more responsible, understanding, empathic, helpful and friendly to others. Students became acquainted with Web 2.0 tools, and they used them during the project activities. At the end of the project, there was an eTwinning exhibition. The objectives of the project were to learn and use new vocabulary, to encourage students to use the target language actively and effectively, to enrich classroom learning, to attract the attentions of students, to get students excited and involved, to enhance the usage of English, to use English actively, to get acquainted with simple web 2.0 tools and use them, to collaborate and cooperate, to write e-letters to each other, to progress positive behaviours to foreigners. Students and teachers introduced themselves.

We opened a Whatsapp group for the project where students learned more about each other. Then they formed logo and slogan preparations. Each partner prepared an vocabulary activity with Wordwall. The students read a short story or book. We were dedicated to use web 2.0 tools effectively. We played a kahoot vocabulary game. We wrote different poems with different vocabulary and we prepared an e-vocabulary book or e-dictionary. We learnt and sang different songs with different vocabulary and there was an eTwinning exhibition with photos and letters of each partners in every school. This project lasted 4 months. Our students learnt new vocabulary with fun and web 2. 0 tools. Students used web 2.0 tools effectively. Students used English effectively. All the documents were available on our twinspace. Our project aimed to develop highly developed intellectual, social, cognitive skills as well as a better skill and competence in using ICT and foreign language practice. We aimed at utilising and ensuring multiple intellligence and EQ within our activities. They became aware of that education is not limited with classroom. They were acquainted with different cultures and cities and countries.

2.2. Research Design

The research was conducted at an high school in Araklı, Trabzon, and involved ten students from the 12th-grade language department, along with their English teacher. Data collection was carried out through interviews with students and the teacher, examination of students' project diaries, and an analysis of Twinspace project documents created by the students on Twinspace platform. This qualitative case study aims to explore the participants' perspectives on the project and explore its effects on autonomy, motivation, and intercultural awareness in the context of English as a Foreign Language (EFL) education.

The study also places a significant emphasis on examining the impact of eTwinning projects on participants' foreign language learning processes. It deals with the motivational aspects of eTwinning in the context of foreign language learners, aiming to uncover what drives their engagement. Moreover, it investigates the specific challenges encountered by participants during the project and elucidates the tangible benefits derived from their involvement. Additionally, the study explores how the utilization of Information and Communication Technology (ICT) contributes to increased motivation for eTwinning.

This research, rooted in a descriptive approach, seeks to elucidate relationships and provide an accurate depiction of the current state of affairs in the field of eTwinning projects within language education. It also carries an exploratory dimension as it addresses research questions that have not been extensively explored in previous studies. Given its case study nature with a limited number of participants, the study opted for interviews as a practical means of gathering rich qualitative data. These interviews encompassed discussions with students and a teacher. Furthermore, the study involves a comprehensive analysis of students' project diaries and

Twinspace materials. The collection and examination of data are conducted using qualitative data analysis techniques and tools, ensuring a holistic understanding of the phenomena under investigation.

In terms of research methodology, case study is used in this study. It is a qualitative case study as the aim is to convey the senses of the participants' views and to show the process of the Project. Qualitative research is a research approach that emphasizes words rather than numbers in data collecting and analysis. (Bryman, 2008: 366) A case study is meant to convey the complexities of a particular example, and the methodology for doing so has emerged within the social sciences (Johansson, 2007: 48). A case study is a type of research approach that is commonly used in the social and life sciences (Heale & Twycross, 2018: 7). Such technique is used not just in the social sciences such as psychology, sociology, anthropology, and economics, but also in practice-oriented domains such as architecture, planning, environmental studies, social work, education, and business studies (Johansson, 2007: 48). A case study is an empirical investigation that explores a current phenomena within its real-life environment, particularly when the boundaries between phenomenon and context are unclear (Yin, 2003: 13). The 'case' should be the target of investigation in the case study (Johansson, 2007: 48). A "case study," I contend, is best described as a thorough examination of a single unit with the goal of generalizing to a broader collection of units (Gerring, 2004: 341). The case should be a complicated working unit that is explored in its natural setting using a variety of methodologies, and it should be current. (Johansson, 2007: 48).

2.3. The Setting

The study was conducted at a high school in Araklı, Trabzon, Turkey, involving a cohort of ten students from the 12th-grade language department. The choice of this specific school for the research was facilitated by the fact that the researcher is also a member of the school. This unique position enabled the researcher to readily access the study environment and provided an opportunity for prior observations of positive effects attributed to eTwinning projects on students. Additionally, the researcher is actively involved in creating and managing these projects. Given the limited number of students in the study cohort, conducting interviews with them was both feasible and advantageous, thus prompting the researcher to select this particular group of students for the study.

The research was conducted in the city of Trabzon, situated in the northeastern region of Turkey, adjacent to the Black Sea. Trabzon is renowned for its rich cultural heritage, including traditional cuisine, music, and dances, as well as its prominent exports of anchovies and hazelnuts. The specific location within Trabzon where the study took place is Araklı, a subprovince. The school itself is centrally located within Araklı and boasts several notable facilities, including a

well-equipped Z-Library, a conference hall, and an expansive garden. The school's teaching staff comprises five English teachers, overseeing a student body of 451 individuals.

As stated earlier, the study participants are enrolled in the 12th-grade language branch, where they undergo four mandatory English lessons per week, in addition to 12 elective English lessons. It is worth noting that many students in this branch tend to perceive English as unnecessary for their daily lives, given their specialization in language studies. They have chosen this department as an alternative to mathematics or numeric classes, thus concentrating solely on English coursework. Unlike some other students, they have limited opportunities for direct interaction with foreign students as part of their daily routines. Nevertheless, the participants have access to smartphones, the internet, and, for the majority, personal computers at home, which may influence their engagement with technology-driven language learning and communication.

2.4. The Participants

The participants of the study were determined according to convenience sampling with only volunteer students and one teacher opting to take part in the research. Prior to their involvement in the eTwinning project, parental consent forms were taken from parents of participating students. Given that the students are minors, consent forms were collected from both students and their parents to ensure full compliance with ethical standards.

2.5. Data Collection

The data gathered from 15th July 2023 to 30th July 2023, at a high school in Araklı, Trabzon. At the outset, the researcher acting as the project owner, provided an overview of the eTwinning project titled "Word Counter". Students were informed about both project and study. Besides essential study permissions were obtained from MoNE. And this permission document is shared with the school headmaster.

Data collection instruments employed for this study include students and teacher interviews, students' project diaries, and Twinspace materials. Students' project diaries serve as records of specific project activities including Bitmoji and Padlet, Logos Design, Snapwords, Wordwall, Kahoot and Singing and Reading Book activities, which are organized into six distinct sections. Project diaries were written a few days following the corresponding activities. Interviews were done a few days after the project finished. Twinspace materials were created by students throughout the course of the project activities.

2.6. Project Diaries

The students maintained diaries for specific project activities and their experiences with Web 2.0 tools that they used during the project. These diaries include 6 parts dedicated to Bitmoji & Padlet, Logo Design, Snapwords, Wordwall, Kahoot and Singing and Reading Book. In these diaries, students record and share their ideas, thoughts and reflections about these activities or Web 2.0 tools

2.7. Students Interviews

The students' interview questions are organized into four distinct parts, covering Motivation, Autonomy, Intercultural Awareness, with seven questions each while the General Questions section includes five questions. There are exactly 26 questions in students interview. These questions were formulated by the researcher and underwent a validation process with input from experts in the field.

2.8. Teacher Interviews

Teacher interview questions are divided into four sections. Motivation, Autonomy, Intercultural Awareness, and General Questions are the sections. The Motivation, Autonomy, and Intercultural Awareness sections each have seven questions. There are five general questions. There are totally 26 questions in teacher interview. The researcher prepares questions and takes expert opinion.

2.9. Twinspace Materials

These materials were written by students during their participation in doing project activities on the Twinspace. They express their opinions about other cultures or or share their thoughts on the the project itself.

2.10. Data Analysis

Content analysis plays a pivotal role in this study as it serves as the primary method for extracting meaningful insights and patterns from the collected data. Through content analysis, the researcher systematically evaluates the content within student project diaries, Twinspace materials, and interviews. This method allows for the identification and categorization of recurring themes, ideas, and sentiments expressed by the participants regarding their experiences in eTwinning projects. By applying content analysis techniques, the study gains a deeper understanding of the impact of these projects on student autonomy, motivation, and intercultural awareness, as well as

the challenges and benefits encountered. This content analysis enables me as a researcher to draw meaningful conclusions and contribute valuable insights to the field of digital collaborative learning



CHAPTER THREE

3. RESULTS

3.1. Students' Project Diaries

Students' Project Diaries consist of Bitmoji and Padlet, Logo Design, Snapwords, Wordwall, Kahoot, Singing and Reading Book chapters.

3.1.1. Bitmoji and Padlet

Students create their own photo in an animated way via Bitmoji and they share their Bitmojis when they introduce themselves in Padlet during the project. Padlet is one of the collaborator web 2.0 tools. Everyone writes on the same Padlet. They add their photos or Bitmojis to Padlet to introduce themselves. They also introduce with each other and make comments to each other in Padlet.

The following analysis stems from the reflective diaries of students who participated in eTwinning projects utilizing Bitmoji and Padlet. These invaluable firsthand accounts provide profound insights into the multifaceted impact of such projects on language learners. As we explore their experiences and reflections, we uncover a rich tapestry of observations encompassing learner autonomy, motivation, intercultural awareness, and the joy of learning a tapestry that vividly illustrates the transformative power of technology-enhanced collaborative learning.

Additionally, alongside the insightful student diaries, a content analysis has been conducted to systematically evaluate and extract key themes and patterns embedded within their reflections. This content analysis serves as a structured framework for discerning the overarching impact of eTwinning projects on language learning, reinforcing the qualitative findings with a quantitative lens. Through this dual approach of qualitative reflections and content analysis, a comprehensive understanding of the multifaceted effects of these projects emerges, shedding light on their pedagogical significance and potential for enhancing language education.

Table 1: Students Ideas About Bitmoji and Padlet

Categories	Frequency
Be able to use foreign language	1
Sharing ideas in foreign language	3
To be able to make their own decisions in the process of learning a foreign language	1
Peer sharing	4
Working in harmony/collaboration	1
Meeting people from different cultures	4
Having fun	5
Wish of sharing	1
Self-expression/confidence	1
Being aware of different cultures / noticing the difference between tradition and culture	6
Improve Foreign Languages	1
Taking responsibility/increasing-deciding on one's own in learning a foreign language	4
Motivation	2
Communicating with foreigners	2
Enthusiasm for learning a new language	2
Perseverance	1
Peer support	2

Using foreign language

S1: "When I first started using Bitmoji and padlet, I was very excited, I use myself a foreign language and it motivated me to reflect my ideas using a foreign language."

Sharing ideas in foreign language

S1: "When I first started using Bitmoji and padlet, I was very excited, I use myself a foreign language and it motivated me to reflect my ideas using a foreign language."

S6: "It is very important to share our ideas."

To be able to make their own decisions in the process of learning a foreign language

S1: "These applications contributed a lot to us. I motivated myself by making my decisions during the foreign language learning process."

Peer sharing

S6: "We supported each other."

S9: "We introduced ourselves to other people. We also read their introductions."

Working in harmony-collaboration

S1: "These practices taught us how to work in harmony."

Meeting people from different cultures

S3: "I'm happy to be a part of this project because I made new friends."

S6: "I met other people."

S7: "While talking to my foreign friends, I realized how different our cultures are and I started researching their cultures."

Having fun

S3: "I had a fun time and learned to use new apps."

S9: "We prepared bitmoji characters. And we made our own features. And it was very enjoyable. We had a lot of fun."

S10: "The activities we did, the activities we created were fun."

Wish of Sharing

S4: "It was very nice to read and understand people's biographies on padlet. There were people who read and liked my biography, which made me happy and increased my desire to be a sharer."

Self-expression/Confidence

S10: "it has a great influence on my presentation of my ideas because I have met other people from other cultures."

Being aware of different cultures/ recognize the cultural/traditional difference

S2: "When I read what my friends from other cultures wrote on the padlet, I learned that everyone has different characteristics."

S5: "I find it fun to do this because I have an interest in foreign languages. I made Bitmojis by taking samples from people from different cultures. We learned new cultures and new different things."

S7: "While talking to my foreign friends, I realized how different our cultures are and started researching their cultures."

Improving foreign language

S2: "The applications helped my English a lot."

Taking/increasing responsibility in learning a foreign language - making decisions on one's own."

S2: "I started to decide on my own in English."

S8: "I became more responsible for my foreign language learning."

Motivation

S1: "When I first started using bitmoji and padlet, I was very excited, I used a foreign language by myself, and it motivated me to reflect my ideas using a foreign language."

S8: "Our collaboration while introducing ourselves on padlet motivated us more to the project."

Taking/increasing responsibility in learning a foreign language - making decisions on one's own

S5: "I was able to act on my own with my thoughts."

S7: "My ability to make decisions on my own has improved during the duration of learning a foreign language."

S8: "I became more responsible for my foreign language learning."

Communicating with Foreigners

S6: "I met other people."

S10: "First of all, this project got me very excited as it allowed me to meet new people."

Enthusiasm for learning a new language

S5: "My enthusiasm to learn a new language revived."

S7: "Thanks to this project, I met many people and my enthusiasm for English increased."

Perseverance

S5: "New people, different cultures and different countries this gave me the determination to decide on my own and learn english."

Peer Support

S6: "We supported each other."

S10: "We supported each other."

These student diaries reveal the profound impact of Bitmoji and Padlet on various aspects of their language learning journey, including motivation, autonomy, intercultural awareness, and enthusiasm for learning. The collaborative nature of the projects and the exposure to different cultures have played a pivotal role in enhancing their language skills and self-confidence.

To give example, S1's initial excitement about using Bitmoji and Padlet highlights the motivational aspect of these tools. The ability to express ideas in a foreign language not only boosts language proficiency but also instills confidence in using that language for communication. S1's statement about making decisions during the language learning process underscores the development of learner autonomy, a crucial skill in language acquisition.

Additionally S2's being aware of different cultures improves intercultural awareness. Taking responsibility in learning foreign language and making decisions on one's own strengthen autonomy and improve his self-confidence. Improving foreign language thanks to Bitmoji and Padlet increase motivation to learn more.

Similarly S3's positive experience highlights the fun and social aspects of the projects. Learning is not only about academic progress but also about enjoying the process and forming connections. Meeting friends from different cultures and recognizing diversity contribute to intercultural awareness, fostering a more comprehensive worldview.

S4's satisfaction from reading and understanding others' biographies on Padlet reveals the social nature of language learning. It also emphasizes the desire to share and the sense of achievement when others appreciate one's contributions. This sense of accomplishment can enhance motivation.

S5's journey reveals how the projects increased their enthusiasm for learning a new language. The exposure to different cultures and countries fueled their determination and decision-making skills. This highlights how eTwinning projects can spark students' interest and resilience in language learning.

S6 emphasizes the importance of sharing ideas and mutual support among peers. Collaborative learning experiences can create a positive classroom environment and enhance

motivation. Meeting other people through these projects also contributes to the development of intercultural awareness.

S7's experience illustrates how connecting with foreign friends can lead to increased enthusiasm for language learning. Additionally, the exploration of different cultures through these connections enriches students' understanding of the world, promoting intercultural awareness. The ability to take decisions on his/her own improved so autonomy increased.

S8 highlights the development of responsibility and motivation through collaborative efforts. Group dynamics in projects like these can encourage students to take ownership of their learning, which is a key component of learner autonomy. Being responsible for his/her foreign language learning also improved and it is clear that autonomy is increased.

S9's mention of enjoyment and the creation of Bitmoji characters indicates that learning can be engaging and creative. The ability to introduce themselves and interact with others promotes communication skills and cultural awareness.

S10's expression of having fun creating Bitmoji and Writing on Padlet increase motivation to learn English. Contacting foreigners also increase their motivation and develops intercultural awareness. During the activities having peer support makes learning easy and affects collaboration in a positive way. Self-expression and self-confidence helps learning easily and enhance motivation and autonomy.

In summary, these student diaries exemplify the multifaceted impact of eTwinning projects on language learning. They not only facilitate language acquisition but also foster motivation, autonomy, intercultural awareness, and a sense of enjoyment in the learning process. Collaborative experiences with peers from different cultures can be transformative, enhancing students' language skills and broader personal development.

3.1.2. Logo Design

Students prepare logos with small pictures and slogans for the project. Logos describes the project. After designing the logos, students choose the best logo for the project via survey.

Table 2: Students Ideas About Logo Design

Categories	Frequency
Motivation	4
Imagination	1
Sharing different ideas	4
Having fun	4
Improving English	1
Learning/recognizing different cultures	5
Increasing interest in foreign languages	1
put forward your ideas	3
Learning new words	1
Creativity	1
Cooperation	1
Expressing yourself in a foreign language	1

Motivation

S5: "Being in this project motivates me, I can express my own thoughts without depending on other people's."

S7: "We all made beautiful slogans and creative logos. This motivated us a lot."

Imagination

S1: "...designing different logos motivated me, I discovered my imagination."

Sharing different ideas

S8: "While creating the slogan, we exchanged ideas with our friends... while choosing the logos we created while designing the logo, we also got each other's ideas."

S10: "I can share my ideas more easily with other people and with my friends."

Having Fun

S2: "I've never done a logo design before. Thanks to this event, I designed a logo and it was a lot of fun."

S7: "We had a lot of fun while preparing a slogan and making a logo for this project."

Improving English

S2: "Thanks to this event, I participated in slogans and polls. It has also contributed a lot to my English."

Learning/Recognizing different cultures

S2: "I participated in what friends from other cultures did in the surveys, so I learned about their culture."

S4: "We answered surveys, everyone wrote different things, different cultures and different answers."

S7: "Our foreign friends compared the slogans and logos and saw the cultural differences."

Increased interest in foreign languages

S4: "We designed a logo as a class and wrote slogans in English. I am very happy to be able to write and understand them, and I want to be more intertwined with foreign languages."

Put forward your ideas

S5: "I can express my own thoughts without being dependent on others. In the slogan, I am a trigger for people to express their thoughts."

S10: "I can share my ideas more easily with other people and my friends.... The surveys we did helped me express myself more easily"

Learning new words

S6: "I learned new new words."

Creativity

S10: "Preparing slogans taught me to be creative."

Cooperation

S10: "We did most of the slogans together. We all decided common."

Express yourself in a foreign language

S10: "We put forward our own ideas....The surveys we made helped me express myself more easily."

Table 2 and self-reports of the students' reflective diaries regarding their participation in eTwinning projects involving Logo Design provides a rich insight into the multifaceted impact of such projects on various aspects of language learning and personal development.

Several students (S1, S2, S5, S7) were observed to emphasize the motivational aspect of Logo Design projects. Designing logos and participating in creative activities motivated them to explore their imagination and express their thoughts independently. This motivation appears to play a pivotal role in sustaining their engagement and enthusiasm for language learning. Imagination was found to be a key theme in the students' reflections (S1). Designing different logos spurred their creativity, enabling them to visualize and conceptualize their ideas. This creative element enhances the learning experience and encourages students to think outside the box.

Collaboration and the exchange of ideas were evident (S1, S8, S9, S10). Students were observed to appreciate the opportunity to see different perspectives and learn from their peers. Sharing ideas not only enriched their creative process but also fostered a sense of community and mutual learning. The students also highlighted the enjoyment factor (S2, S6, S7, S9) associated with Logo Design projects. These activities were not only educational but also fun and engaging. This element of enjoyment is essential for sustained participation and positive learning experiences. Participation in these projects also had a positive impact on English language skills (S2). Engaging in activities such as designing logos, writing slogans, and conducting polls contributed to their language development, illustrating the practicality of language learning through real-world projects.

Logo Design projects appeared to facilitate cross-cultural awareness (S2, S4, S5, S7, S10). Students had the opportunity to interact with peers from various cultures, thereby expanding their horizons and gaining insight into different traditions and viewpoints. This cross-cultural exposure enhances intercultural competence. For some students, Logo Design projects created a greater interest in foreign languages (S4). The exposure to writing slogans and understanding different cultures in English inspired a desire to further engage with foreign languages.

Some students noted the empowerment of being able to express their thoughts and ideas independently (S5, S6, S10). The projects encouraged them to be more assertive in articulating their viewpoints, fostering confidence and communication skills. Participation in the projects also led to vocabulary expansion (S6). The context of designing logos introduced them to new words and terminology, thereby enhancing their language proficiency. The Logo Design projects can be said to nurture creativity (S10). Designing slogans and logos challenged students to think creatively and innovatively, which is a valuable skill beyond language learning. Collaborative decision-making was a prominent feature (S10). Students often worked together to make collective choices, promoting cooperation and teamwork.

Lastly, students noted the facilitation of self-expression in a foreign language (S10). They felt more confident in expressing themselves and found that the surveys conducted in the projects contributed to their ability to communicate effectively.

In summary, Logo Design projects within the eTwinning framework offer a dynamic and enriching environment for language learning. They not only enhance language skills but also foster motivation, creativity, intercultural awareness, and effective communication, making them a valuable tool for educators seeking to engage students in meaningful language learning experiences.

3.1.3. Snapwords

Students try to describe words by drawing pictures. After they create words with pictures, they share them on Twinspace. They make comments to each others Snapwords.

Table 3: Students Ideas About Snapwords

Categories	Frequency
Imagination	1
Motivation	4
different perspective	1
Improving foreign language	2
Vocabulary learning	9
Having fun	2
Self-confidence/proud of one's activities	2
Being aware of different cultures	2
inspiration	2
Sharing with foreigners	1
Cooperation	1
To express yourself	1

Imagination

S1: "Snapwords application was a lot of fun for me, we gave meaning to pictures with words, using my own imagination motivated me...."

Motivation

S1: "We gave meaning to pictures with words, using my own imagination motivated me...."

S10: "it motivated me a lot, as it is an extracurricular activity."

Different perspective

S1: "...I saw other students and gained different perspectives..."

Improve foreign language

S2: "It helped me a lot to improve my language. I learned new words."

S4: "Using snapwords improved my language, helped me learn new words."

Learning vocabulary

S2: "It helped me a lot to improve my language. I learned new words. Thanks to the words of other friends, I also learned new words."

S3: "We chose words using the snapwords application and explained those words by drawing pictures. We hung the pictures we prepared on our school bulletin board. In this way, the whole school could see them."

S4: "Using Snapwords improved my foreign language and helped me learn new words. It helped me to speak English more confidently by using new vocabulary."

Having fun

S7: "We had a great time making snapwords and our interest in words increased."

S8: "We had a lot of fun creating snapwords."

Self-confidence – taking pride in one's activities

S5: "I realized that I can do new things by myself."

S8: "Doing it by ourselves, with our own skills, raised our mood."

Being aware of different cultures

S6: "it affected my intercultural awareness very well."

S10: "I made it inspired by other paintings. They inspired me very well. It affected my intercultural awareness very well."

Inspiration

S6: "I drew the words in my head, I had no difficulty. It inspired me a lot."

Sharing with foreigners

S7: "Now when I'm bored, I take a pen and paper and draw the words and we share the cultural words of our own country with my foreign friends."

Cooperation

S10: "The pictures we drew were very heartwarming. We all drew together, consulted our ideas."

Express yourself

S10: "I had no trouble in drawing what was in my head because it helped me express myself."

Student diaries especially shows the impacts of logo design on motivation, learning vocabulary, self confidence and taking pride in one's activity, intercultural awareness, improving foreign language. Expanding vocabulary knowledge improves language learning and their language skills.

S1's expression expanding imagination thanks to logo design affects language learning positively and motivation. It also improves self confidence and autonomy. Thinking about new logos and designing logos strengthen creative thinking.

S2's improving language and learning new vocabulary when creating new logos increase language skills and motivation.

S3's learning new vocabulary develops four language skills and affects motivation positively. It also develops self-confidence in learning English.

S4's denotation about improving language increase motivation to learn English and develops ability to contact with others. Learning vocabulary helps to form various sentences and improves speaking skill.

S5 improves vocabulary learning and it affects motivation in learning English and language skills. It also improves self-confidence in learning English. Improving Self-confidence and proud of one's activities enhance motivation and help and accelerates learning English.

Additionally, S6 emphasize motivation and inspiration. Learning vocabulary develops self-confidence and awareness. Being aware of different cultures augments intercultural awareness.

Similarly, S7 puts emphasize on having fun and learning vocabulary. They develops motivation and improves language skills. Sharing with foreigners improves communication and intercultural awareness.

S8 having fun when designing Snapwords affects motivation and helps learning. Motivation increases the speed of learning. Vocabulary learning develops language skills and improves learning. Self-confidence and being proud of one's activities develops motivation and autonomy.

S9 like other students put an emphasis on vocabulary learning. It develops ability to form new sentences and speaking skill. It can affect motivation to learn English.

S10's being aware of different cultures enhances intercultural awareness and gives a new perspective. Vocabulary learning affects language skills and strengthen learning. Cooperation accelerates learning and improves communication and develops intercultural awareness. Motivation enhance wish of learning and sharing. Being able to express yourself improves self-confidence and supports learning. Inspiration develops imagination and helps creative thinking.

To sum up, thanks to snapwords students expand their vocabulary, increase their motivation and intercultural awareness. They become more successful during learning foreign language and more motivated to learn. They become open to different cultures and being respectful to others.

3.1.4. Wordwall

Students prepare vocabulary games via Wordwall. They prepare different kinds of games, open-ended questions, tests and matching, etc.

Table 4: Students Ideas About Wordwall

Categories	Frequency
Vocabulary learning	7
Having fun	7
Improving/learning foreign languages	3
Motivation	5
Self-confidence	1
talking to people from different cultures	1
Increased desire to speak a foreign language	1
Comparing different cultures	2
Autonomy	1
Cooperation	1
Being aware of different cultures	1

Learning vocabulary

S2: *"I learned a lot of words by looking at the words my other friends made I learned words thanks to them I learned new words thanks to me they learned words."*

S7: *"I learned new words while preparing a game on wordwall and this motivated me to learn more words."*

S8: *"We learned more words, this helped us a lot, it helped us when we were presenting for the lesson in the class, it helped us get a higher score."*

Having fun

S3: *"Thanks to wordwall, we prepared fun games and we had a good time playing those games with our friends."*

S5: *"I learned how to make a game on wordwall. I've never made a game. I had a lot of fun...it was a fun activity."*

S6: *"We did a collective activity on wordwall. we had so much fun."*

Improving or learning a foreign language

S1: *"We saw different types of questions, it was an application that both had fun and taught."*

S8: *"We learned more words. this helped us a lot, and it also helped us when we were making in-class presentations. it helped us get higher scores."*

Motivation

S4: *"I learned new words using wordwall and using them makes me very happy... it motivated me a lot to learn vocabulary."*

S5: *"I learned how to make a game on wordwall. I've never made a game. I had a lot of fun with new words, different languages of new cultures and so on. I was very motivated while doing this. It was a fun activity."*

S7: *"I learned new words while preparing a game on wordwall and this motivated me to learn more words."*

Self-confidence

S4: *"We played games with people from different cultures using kahoot, talking to people from different cultures gives me confidence and my desire to speak increases."*

Talking to people from different cultures

S4: *"We played games with people from different cultures using kahoot, talking to people from different cultures gives me confidence and my desire to speak increases."*

Increased desire to speak a foreign language

S4: “We played games with people from different cultures using kahoot, talking to people from different cultures gives me confidence and my desire to speak increases.”

Comparing different cultures

S5: “I compared different cultures with our friends.”

S7: “We sometimes play games for each other to enter the app and compare our cultures with my foreign friends.”

Autonomy

S10: “it affected my autonomy, it helped me a lot. I also learned how to benefit from such activities.”

Cooperation

S10: “We made a collective event on wordwall.”

Becoming aware of different cultures

S10: “it affected my intercultural awareness well.”

Table 4 and self-reports of the students’ reflective diaries provides improvement especially in learning vocabulary, having fun, improving languages, motivation and intercultural awareness. It also develops self-confidence, autonomy and cooperation. It supports students academic achievement and social skills.

S1, S2, S4, S6, S7, S8, S10’s expressions shows preparing and doing Wordwall activities improves their language skills by enhancing their vocabulary. It enhance their wish of learning and academic success. When learning vocabulary via Wordwall, S1, S3, S5, S6, S8, S9, S10 have fun. It affects their academic success and motivation. Having fun increase their sense of wonder. Creating and doing Wordwall activities improves language and provides them fluent speaking skills (S1, S2, S8).

Being busy with wordwall activities increase motivation (S4, S5, S6, S7, S10) and self-confidence (S4). Designing vocabulary games affects their sense of responsibility and sociability. Coollaboration (S10) and autonmy (S10) were clear. They socialize with friends and take their

learning's responsibility. Talking to people from different cultures (S4), comparing different cultures (S5, S7) and being aware of different cultures (S10) increase their crosscultural awareness. They behave foreigners with understanding and respect. Wordwall activities increase students desire to speak foreign language (S4). It develops their speaking ability.

3.1.5. Kahoot

Students prepare vocabulary games via Kahoot. They play these games after preparing games. They compete with each other in vocabulary contest. The fastest one wins.

Table 5: Students Ideas About Kahoot

Categories	Frequency
Vocabulary Learning	9
Motivation	3
Having fun	7
Talking to people from different cultures	1
Being aware of different cultures	3
Learn different languages	1
Comparing cultural differences	1
Improving foreign language	1
To express yourself	2

Learning vocabulary

S2: "I learned new words thanks to kahoot."

S3: "Thanks to kahoot, we prepared English words and thus improved our vocabulary."

S7: "We had a lot of fun while preparing games in kahoot, we played the games we made together and competed with each other. This is how I learned new words."

Motivation

S5: "I tried to improve my English with new words. I was very motivated while doing this."

S6: "We had a lot of fun while preparing games on kahoot, we played the games we made together and competed with each other. In this way, I learned new words and increased my motivation to learn words."

Having Fun

S2: "I learned new words and had a lot of fun thanks to kahoot."

S3: *"We competed with each other by playing games with our friends. it was very enjoyable."*

S6: *"will be able to play games with other people...we had a lot of fun while doing the activity."*

Talking to the people from different cultures

S4: *"We played games with people from different cultures using kahoot, talking to people from different cultures gives me confidence."*

Being aware of different cultures

S5: *"I learned different cultures and different languages."*

S8: *"Learning different words from different cultures motivated me. I learned to respect different cultures."*

Learning a different language

S5: *"I learned different cultures and different languages"*

Comparing the difference of cultures

S7: *"sometimes we play games with my foreign friends and compare the differences between our countries"*

Improving foreign language

S8: *"It helped me learn a foreign language."*

Express yourself

S6: *"I can express myself better because it teaches a lot of words."*

S10: *"Now I can express myself better. I prepare it with my own ideas and present it to use."*

Table 2 and diaries of students show designing and playing Kahoot games influence both their academic success and their personality. Their critical thinking skills and communication deeply affected by Kahoot games.

S1, S2, S3, S5, S6, S7, S8, S9, S10 put an emphasis on Kahoot's positive effects on learning vocabulary. They improve their academic success and language skills. Learning vocabulary increase their motivation (S1, S5, S7). Having fun (S2, S3, S5, S6, S7, S8, S10) also affects their motivation to learn new words. Talking to people from different cultures (S4), being aware of different cultures (S5, S8, S10) and comparing cultural differences (S7) increase students' intercultural awareness. They become more respectful to different cultures and cultural differences. Self-confidence (S4) accrete and Kahoot games improves language (S8). S6 and S10 express themselves in foreign language and S5 learn different languages thanks to Kahoot games.

In summary, Kahoot games influence students academic success, language skills, personality, motivation and intercultural awareness.

3.1.6. Singing and Reading Book

The students sing songs and read short story books in English and they share their videos to each other.

Table 6: Students Ideas About Singing and Reading Book

Categories	Frequency
Motivation	5
Pronunciation	4
Stress relief	1
Having fun	4
Comparing with foreign cultures	1
Improving foreign language	1
Vocabulary learning	4
Peer communication	2
Self-confidence	2
Sharing with foreigners	1
Different cultures	3
Meeting foreigners	1
Increasing interest in foreign languages	1
Autonomy	1
Peer support	1

Motivation

S4: "Singing songs from other cultures and reading books motivated me a lot."

S7: "Sometimes we listen to foreign songs or read foreign books in class and it motivates me to learn new words."

S8: *"We sang together and read books. everything was perfect. We did karaoke. We learned different songs. Reading books and singing improved our pronunciation. Hearing the music of different cultures and having fun motivated me."*

Pronunciation

S3: *"We memorized songs with our friends in class and improved our pronunciation by reading English books."*

S9: *"We improved our pronunciation by reading English books."*

S10: *"We sang as well as we could. so my pronunciation improved."*

Relieve stress

S3: *"We memorized songs with our friends in class and improved our pronunciation by reading English books."*

Having fun

S2: *"We sang songs together and had a lot of fun."*

S5: *"We are listening to English songs. it's so fun."*

S9: *"We had a pleasant time with our friends by memorizing and singing English songs."*

Comparing with foreign cultures

S5: *"I compare myself to my foreign friends."*

Improving a foreign language

S6: *"We sang songs in English, it was very good. so my translation has improved."*

Learning vocabulary

S2: *"We sang songs together and had a lot of fun. In this way, I learned foreign songs and learned the words in the songs."*

S6: *"The foreign language books we read taught me new words."*

S10: *"We sang as good as we could...it helped me learn new words."*

Peer communication

S6: "My communication with my classmates increased."

S10: "My communication with my classmates increased. we supported each other."

Self-confidence

S6: "Doing these activities increased my self-confidence. It helped me a lot."

S10: "Making this application, activities, and project increased my self-confidence. it worked great for me."

Sharing with foreigners

S7: "We share the songs we listen to each other with my foreign friends."

Different cultures

S8: "Hearing the music of different cultures and having fun motivated me."

S9: "Getting to know people from different cultures and chatting with them enabled me to learn about their culture as well. i enjoyed it."

Meeting with foreigners

S9: "Getting to know people from foreign cultures and chatting with them allowed me to learn about their cultures as well."

Increased interest in foreign languages

S9: "everything done connected me to english even more."

Autonomy

S10: "It affected my autonomy very well. Fortunately I learned"

Peer support

S10: "My communication with my classmates increased. we supported each other."

Motivation is evident (S1, S4, S5, S7, S8). Singing and reading books make their pronunciation better (S3, S8, S9, S10). When they sing different songs and read different books they get rid of stress (S3). Having enjoyment (S1, S2 S5, S9) makes learning easy and motivates them. They compare their cultures with different cultures (S5). Confronting with different cultures (S8, S9, S10) enlarge their viewpoints. By singing songs that composed of different words and reading books consisting of various words they improve their foreign language. Thanks to this activities learning vocabulary (S2, S6, S7, S10) increases and peer communication (S6, S10) ascends. Self-confidence (S6, S10) improves their self-efficacy. Sharing with foreigners (S7) and meeting with foreigners (S9) augment their intercultural awareness. Their interest in foreign languages (S9) increase. Autonomy (S10) and peer support (S10) also emphasized.

Table 6 and students diaries emphasize on motivation, intercultural awareness and academic success.

3.2. Students Interviews

This part consists of four sections. First three sections consist of seven questions each. Fourth section consists of five general questions. Sections consist of motivation, autonomy, intercultural awareness and general questions parts. There is totally 26 questions in students interview.

Motivation

In this section, we examine the students' perspectives on the motivational aspects of their participation in the eTwinning project. Motivation is a crucial factor in language learning, and understanding how the project influenced their motivation provides valuable insights into the potential benefits of eTwinning projects. Through interviews with selected students, we aim to uncover their personal experiences and reflections on whether and how the project has impacted their motivation to learn a foreign language. Their responses are likely to shed light on the dynamic interplay between collaborative online projects and student motivation.

1. Do you think this project has increased your motivation to learn a foreign language? Explain.

S4: "Yes, I think so. Thanks to this project, we met people from different countries and socializing with them was very enjoyable. As a result, my English improved further through practice."

S7: "Yes, I think my learning motivation increased due to the activities we did as part of the project."

S9: "Yes, the activities we did throughout the project increased my motivation."

Table 7: Students Answers to Q1

Categories	Frequency
Speaking with foreign friends	2
By learning more English	1
Confidence-boosting	1
English improved further through practice.	1
Helped improve my vocabulary	1
The activities they did as part of the project	2
It was helpful	1
Become more enjoyable in learning a foreign language	1

S1 and S5 think that speaking with foreign friends improved their motivation. Via speaking with foreign friends they become more motivated to learn English. S2 thinks that he/she increased her motivation by learning more English. They develop their English. S3 thinks it was confidence boosting and motivating. It affects their personality positively. S4 think meeting people from different countries and socializing with them was very enjoyable and his/her English improved further through practice. They learn English when they have fun and this makes them eager to learning more. S6 states that it helped improve my vocabulary. They increase their academic success. S7 and S9 think that the activities they did during the project increased their motivation. Activities did them more motivated to learn. S8 thinks it was it was very helpful project. The project helps them learn new vocabulary and improve their speaking ability. S10 thinks that he/she become more enjoyable in learning a foreign language. They have fun when learning English and this makes them more motivated .

As a result, it is seen that the motivation of the students increased. Speaking with friends, learning English more motivates them. They improve their confidence and enlarge their vocabulary. Via practice they develop their English in this project. Thanks to the activities they become more motivated to learn target language and culture. The project helpful and enjoyable for the students. In summary we can say that the project provide them motivation and intercultural awareness.

2. Did this project help you overcome anxiety, hesitation, and other negative emotions? How?

S1: "Yes. Due to cultural differences, I had anxiety and hesitation, but I overcame my anxieties."

S4: "Yes, it helped. Getting to know and socialize with people from other countries boosted my confidence. I became more self-assured, and I'm very pleased about that."

S8: "It absolutely helped. It contributed to us becoming more open to the outside world through this project."

S9: "No, I did not have any anxiety or hesitation."

Table 8: Students Answers to Q2

Categories	Frequency
Cultural differences, I had anxiety and hesitation but I overcome them	1
By communicating with other foreign friends, I reduced my anxiety	1
The project made I look at things more positively.	1
Boosted my confidence and I became more self-assured	1
Communicated with people, I overcame	1
Thanks to the project, I became more outgoing	1
More conversations with international friends helped overcome my anxiety and hesitations	1
It contributed to us becoming more open to the outside world	1
Have no anxiety or hesitation	1
I make decisions more thoughtfully.	1

S1, S2, S3, S4, S5, S6, S7, S8, S10 thinks that the project helped overcome their anxiety and hesitations. S9 States that she did not have any anxiety and hesitations. S1 states that due to cultural differences, he/she had anxiety and hesitation, but he/she overcame his/her anxieties. They overcome their anxiety thanks to this project. S2 states that it helped to overcome anxiety and hesitations. He/she also thinks by communicating with other foreign friends, he/she reduced his/her anxiety a bit. Communication with foreigners helps them overcome their anxiety. S3 states that it made him/her look at things more positively. Their viewpoint enlarged and they reached everything in a positive way. S4 thinks that it helped to overcome anxiety and hesitations. He/she also thinks that getting to know and socialize with people from other countries boosted his/her confidence. He/she thinks that he/she became more self-assured, and he/she is very pleased about that. Interacting with foreigners makes them more self-confident. Interacting with foreigners makes them more self-confident. S5 thinks that as he/she communicated with people, he/she overcame his/her anxiety. They communicate with foreigners and this makes them more self-confident and they get rid of their anxiety, hesitations or negative feelings. S6 thinks that thanks to the project, he/she became more outgoing. The project makes them more outgoing and they overcome their anxiety and hesitations. S7 thinks that talking to their international friends led to more conversations, which helped them overcome their anxieties and hesitations. As they talk with foreigners, they behave more self-confident. S8 thinks that it contributed to them becoming more open to the outside world through this project. The project enlarged their viewpoints. S10 thinks that because now she makes decisions more thoughtfully. They think and behave more sensibly.

Most of the students overcome their anxiety thanks to the project. Communicating with foreigners helps them overcome their anxiety and hesitations. They become more outgoing and self-confident. In summary, it augments their motivation and intercultural awareness.

3. How did this project contribute to your sense of curiosity and exploration?

S1: "Seeing different cultures made me more curious and eager to research."

S4: "It had a positive impact. I became very curious about the traditions and customs of other countries. I conducted research and it was very enjoyable."

S8: "Our sense of curiosity increased, and our desire for exploration grew."

Table 9: Students Answers to Q3

Categories	Frequency
Seeing different cultures made me more curious	1
Wanting to learn more English	1
how to approach learning new things	1
curious about the traditions and customs of other countries	1
triggered my curiosity	1
became curious about different languages	1
consider going abroad	1
desire for exploration grew	1
learning English	1
assisted me in self-discovery	1

All of the students thinks that this project affected positively their sense of curiosity and exploration. S1 thinks that seeing different cultures made him/her more curious and eager to research. They explore new things and this affects their motivation. S2 thinks that wanting to learn more English increased his/her curiosity. Thanks to curiosity, they become more eager to learn English. Their motivation increases. This affects their academic success. S3 thinks that he/she gained more knowledge about how to approach learning new things. Their viewpoint enlarged and they have knowledge to approach learning new knowledge. S4 thinks that It had a positive impact and he/she became very curious about the traditions and customs of other countries. Their intercultural awareness increased. They learn to be respectful to the differences. He/she conducted research and it was very enjoyable. They have fun when they research. S5 thinks that It triggered his/her curiosity. Thanks to the project their curiosity increase. S6 thinks that it affected his cruosity in a positive way he/she even considered going abroad. S7 thinks that he/she became curious about different languages and started researching them. Learning foreign languages develops their viewpoints and imagination. S8 thinks that their sense of curiosity increased, and their desire for exploration grew. They learn to explore and be more motivated to learn. S9 thinks that it helped with learning English. Their academic knowledge increases and they become more motivated and self-confident. S10 thinks that it greatly assisted him/her in self-discovery. They also explore themselves and their personality develops in a positive way.

In short, the project triggers their curiosity to learn more and augments their motivation. Being curious about different cultures and languages provides desire to learn more about this culture and language. So it can be said that the project also develops their intercultural awareness.

4. Did you feel more enthusiastic about the target language and culture? How?

S2: "I felt more enthusiastic because when I interacted with foreign friends, I became curious about their cultures."

S4: "Yes, there were things that caught my interest when I researched other cultures. I became very enthusiastic and happy."

S7: "Yes, I felt that way. I became curious about English and British culture, and I started researching."

Table 10: Students Answers to Q4

Categories	Frequency
I feel more curious about and interested in the target language and culture	1
When I interacted with foreign friends, I became curious about their cultures	1
When I met people from different cultures, I felt more excited.	1
There were things that caught my interest when I researched other	1
I became curious about English	1
As I got to know new cultures that I was curious about, my curiosity increased	1
I became curious about English and British culture	1
Felt more enthusiastic	1
As I got to know new cultures that I was curious about, my curiosity increased	1
I set a goal to learn the target language and culture.	1

All of the students think that they feel more enthusiastic about the target language and culture. S1 expresses that he/she feel more curious about and interested in the target language and culture. Exploring new cultures motivates them and their intercultural awareness increases. S2 expresses that he/she felt more enthusiastic because when he/she interacted with foreign friends, he/she became curious about their cultures. Interacting with different cultures support their language learning and curiosity cause their learning more. S3 expresses that when he/she met people from different cultures, he/she felt more excited. Being excited about different cultures motivates them. S4 expresses that there were things that caught his/her interest when he/she researched other cultures. He/she became very enthusiastic and happy. Feeling happy about other cultures support their motivation. S5 expresses that he/she became curious about English. Curiosity motivates them about learning new cultures and a new language. S6 expresses as he/she got to know new cultures that he/she was curious about, his/her curiosity increased. Learning new cultures makes them curious about both language and new culture. S7 expresses that he/she became curious about English and British culture, and he/she started researching. Learning English means

learning British culture. They eager to learn about English and British culture. They are more motivated via this project. S8 expresses that they felt more enthusiastic. Being enthusiastic bring along desire for learning. S9 expresses that he/she love foreign languages and cultures. Interest and desire to learn a new language and culture motivates students. S10 expresses that he/she set a goal to learn the target language and culture. Learning target culture and language can be the personal aim of the students and they become more self-confident.

In brief, they are more eager about learning a new language and culture. So, they are more motivated to learn English more and their intercultural awareness increases thanks to the project.

5. Did your attitudes towards language learning change after the project? How?

S1: "No, I've always been curious about language learning, and speaking with foreign friends increased my curiosity even more."

S3: "Yes, I started working more systematically and with a plan."

S9: "Yes, it changed. It led me to approach language learning with a more positive mindset."

Table 11: Students Answers to Q5

Categories	Frequency
Speaking with foreign friends increased my curiosity even more	1
I tried/started to learn/research more/different languages	3
I started working more systematically and with a plan	1
Became more determined and capable, very happy	1
Became more determined and capable, very happy and motivated, I watched English videos every day.	1
Began to think that learning languages is easier/ I find it easier to learn now	2
My perspective on different languages changed.	1
It led me to approach language learning with a more positive mindset	1

S1 states that his/her attitudes towards language learning did not change after the project. He/she has always been curious about language learning, and speaking with foreign friends increased his/her curiosity even more. Talking with foreign friends develops their communicative competence and makes them social. It increase theri intercultural awareness. S2 states that he/she tried to learn more languages because I enjoyed it. It is clear that having fun during learning motivates them to learn more. S3 states that I started working more systematically and with a plan. Thanks to project they become planned and programmed and they accept resonsibility of their learning. It is clear that this increases their autonomy. S4 states that he/she became more determined and capable. It made him/her very happy and motivated. When students feel that they are successful in language learning, their morale goes up and they have high motivation. He/she almost watched English videos every day. As they feel happy, their motivation rises. S5 states that he/she started learning different languages. As they learn English they become aware of learning different

languages. Because learning English and being successful in learning motivates them to learn new languages. S6 states that he/she began to think that learning languages is easier. Thanks to the project, they taste the feeling of being successful and this improves their self-confidence. Thanks to self-confidence, they begin to think learning English is easier than before. S7 states that he/she started researching different languages. After being successful in project activities, they become more motivated to learn other languages. S8 states that his/her perspective on different languages changed. They get rid of being biased, about learning English and other languages. Their motivation is increased thanks to the project. S9 states that it led me to approach language learning with a more positive mindset. They get rid of their prejudice about language learning and learn to being hopeful. It is clear that the project helped them develop their viewpoint and motivate them. S10 states that he/she find it easier to learn now. After having fun during the project, they found learning easier and they become motivated than before.

In short, it is clear that the project increased the students intercultural awareness, autonomy and motivation. They develop their perspective to learning. English and other foreign languages. With learning foreign language, they have broad perspective to life and to everything.

6. Do you find extracurricular activities more interesting? If so, why?

S1: "Yes, I find them enjoyable and intriguing. We do fun and engaging activities in this project."

S4: "Yes, I find them interesting because most of our time is spent in the classroom. When we engage in extracurricular activities, it makes us happy and brings a change."

S6: "I was more interested in extracurricular activities; they boosted my morale."

Table 12: Students Answers to Q6

Categories	Frequency
find them enjoyable and intriguing	1
they are more enjoyable and informative	1
we get to try a different kind of entertainment.	1
find them interesting	1
have more fun doing activities/ I have more fun	4
they boosted my morale	1
they really capture my attention	1

S1 states that he/she finds extracurricular activities more interesting because he/she find them enjoyable and intriguing. They do fun and engaging activities in this project. Having fun increases their motivation for learning English. S2 expresses that he/she finds extracurricular activities more interesting because they are more enjoyable and informative. Being enjoyable and informative provides them gaining an interest to this kind of activities and projects. It triggers their motivation.

S3 states that he/she finds extracurricular activities more interesting, because they get to try a different kind of entertainment. Extracurricular activities affect their morale and increase their enjoyment. It builds their motivation up. S4 expresses that he/she finds extracurricular activities more interesting because he/she finds them interesting because most of our time is spent in the classroom. When they engage in extracurricular activities, it makes them happy and brings a change. Getting rid of the borders of the classroom thanks to the extracurricular activities makes them motivated. S5 expresses that he/she finds extracurricular activities more interesting and has more fun doing activities. Having enjoyment when learning language increase their desire to learn. So it is clear that motivation increases. S6 states that she was more interested in extracurricular activities; they boosted his/her morale. Having a good morale makes them motivated to learn. S7 expresses that he/she finds extracurricular activities more interesting, they make his/her have more fun. Having fun triggers their desire and they become adhered to learn more. So motivation is clear. S8 thinks that he/she finds extracurricular activities more interesting as she had not participated in such activities before, and after joining, he/she started enjoying them. Extracurricular activities in school makes them have more fun and increase their desire to attend the courses. Motivation is obvious. S9 expresses that thanks to the activities we did throughout the project, he/she had a lot of fun. Doing enjoyable activities cause their feeling happy. When they learn they have fun. So motivation is explicit. S10 thinks that he/she does not find them interesting, they really capture his/her attention. Extracurricular activities makes them fell curious about learning. Motivation goes up.

In brief, the extracurricular activities increases students motivation. They become more motivated to learn thanks to having fun when learning. They have a good morale to learn English.

7.What might be your reason for participating in the project? Reward or having fun?

S4: "One of the main reasons I participated in the project was to have fun. It was very enjoyable; being together with classmates and spending time with them was a lot of fun."

S5: "I joined for the purpose of having fun."

S7: "I participated with the goal of having fun."

Table 13: Students Answers to Q7

Categories	Frequency
Having fun	10

In summary, all of the students state that they participate the project for having fun. Having fun during the project motivated them to learning English and other foreign languages.

Autonomy

In the following section, we explore the concept of autonomy among students who participated in the eTwinning 64roject. Autonomy in language learning is a crucial skill, fostering self-directed and independent learning. Through insightful interviews with our participants, we aim to unveil their experiences and insights into how the project may have influenced their capacity to act more independently in their learning journey. Their reflections provide valuable glimpses into the potential for eTwinning projects to nurture students' autonomy and self-guided learning skills.

8. Do you think the project has had a positive impact on your ability to act more independently (your autonomy)? Explain.

S1: "I think so. It allowed me to make my own decisions in the learning process."

S4: "Yes, because they say a language is a person. When I can speak this language, I become more confident, in other words, more self-confident."

S5: "Yes, I think so. My self-confidence increased, and I was able to take responsibility for my own decisions."

Table 14: Students Answers to Q8

Categories	Frequency
It allowed me to make my own decisions in the learning process	3
Moving together with friends is more cautious	1
Feel more more confident /self-confident	2
It helped me make quicker decisions	2
It led me to make faster and more effective decisions.	1
Make quick decisions and make my own decisions.	1

S1 thinks that it allowed me to make his/her own decisions in the learning process. It provide students taking their own responsibility in their learning period. It increases their autonomy. S2 thinks it allowed him/her to make my own decisions. In learning period they decide on their own how to learn. S3 thinks that moving together with friends is more cautious. Collaboration makes them feel self confident. S4 thinks that they say a language is a person. When he/she can speak this language, he/she become more confident, in other words, more self-confident. Thanks to the project, they become more independent and self-confident. Rising autonomy is clear. S5 thinks his/her self-confidence increased, and he/she was able to take responsibility for his/her own decisions. Rising self-confidence and taking responsibility for their decision makes them more autonomous. S6 thinks that it helped him make quicker decisions, so it led to that. Their ability to make decision quicky develops and improves. This cause increasing in their autonomy S7 thinks that it led me to make faster and more effective decisions. Taking effective decisions and deciding quickly increase their autonomy to learn more. S8 thinks it allowed him/her to make quick

decisions and make his/her own decisions. They decide on their own and take its responsibility. S9 thinks that it allowed him/her to make his/her decisions more quickly. S10 thinks that he/she can move more easily.

In summary, it is clear that eTwinning project increases their autonomy.

9. Do you believe that your sense of taking responsibility in the learning process has increased after this project? If so, how?

S1: "Yes, I believe that by consistently participating in activities, my sense of responsibility has increased."

S2: "I gained self-confidence. As I gained self-confidence, I became more responsible."

S4: "Yes, I believe so. This project gave us specific tasks to complete and we needed to deliver them on time. This had a significant impact on my social life as well; I now do everything in its proper place and time."

Table 15: Students Answers to Q9

Categories	Frequency
My sense of responsibility has increased	8
I want to engage in more activities like this	1
Had a significant impact on my social life and I now do everything in its proper place and time	1

S1 believes that by consistently participating in activities, his/her sense of responsibility has increased. S2 thinks that he/she gained self-confidence. As I gained self-confidence, I became more responsible. S3 thinks that he/she want to engage in more activities like this. S4 thinks this project gave them specific tasks to complete and they needed to deliver them on time. This had a significant impact on his/her social life as well; he/she now do everything in its proper place and time. S5 thinks that as he/she completed the activities in this project, he/she became a more responsible individual. S6 thinks that as I engaged in the activities, his/her sense of responsibility increased even more. S7 thinks that he/she now takes on more responsibilities. S8 thinks it led me to be more responsible and become an individual who fulfills their own responsibilities. S9 thinks that his/her sense of responsibility increased. By doing the activities, he/she improved himself/herself. S10 thinks that he/she is now paying more attention to my responsibilities.

In brief, the project increased their self-confidence. Being more self-confident increased their sense of responsibility in learning process. They are more eager for activities like in the project. It affect their social life and they become punctual about activities in learning period.

10. Did this project help you become a more independent individual than your previous state? How?

S2: *“Yes, it did. As I systematically engaged in the activities, I became a more independent individual.”*

S4: *“Yes, it did. As I mentioned before, and I’ll say it again, knowing a language really boosts a person’s self-confidence, making them much more comfortable.”*

S5: *“Yes, it did. Speaking with foreigners made me more confident.”*

Table 16: Students Answers to Q10

Categories	Frequency
As I participated in the activities, I became more independent	5
Being able to do things on my own brought me joy	1
Knowing a language really boosts a person’s self-confidence	2
Speaking with foreigners made me more confident	1
I became much more responsible	1

S1 states that as he/she participated in the activities, he/she became more independent. S2 thinks that as he/she systematically engaged in the activities, he/she became a more independent individual. S3 thinks that being able to do things on my own brought him/her joy. S4 thinks that as he/she mentioned before, and he/she will say it again, knowing a language really boosts a person’s self-confidence, making them much more comfortable. S5 thinks that speaking with foreigners made him/her more confident. S6 thinks that he/she felt more like an independent individual. S7 thinks that as he/she did the activities, he/she became a more independent individual. S8 thinks I was not really that responsible before, but after this project, I became much more responsible. S9 thinks that he/she realized that he/she an independent individual. S10 thinks it made him/her more sure of myself, significantly boosting his/her self-confidence.

It is clear that the activities that they joined during the project help them become more independent. Being successful in on their own makes them happy. Knowing a language and speaking with foreigners improve their self-confidence. They become more responsible than before. In summary, it is obvious that students become more independent than their previous state thanks to the project. Their autonomy increases.

11. Do you see yourself as a more confident person after the project?

S3: *“Yes, absolutely.”*

S4: *“Absolutely, I see myself as more confident, and I can comfortably speak English, with improved grammar, as I interact with others and communicate.”*

S8: "Yes, I do."

Table 17: Students Answers to Q11

Categories	Frequency
see yourself as a more confident person after the project	10

All of the students see themselves as a more confident person after the project. S4 thinks that he, /she see himself/herself as more confident, and he/she can comfortably speak English, with improved grammar, as he/she interacts with others and communicate.

In brief, it is clear that students become more confident after the project. This increases their autonomy.

12. How did the project contribute to your self-efficacy or language skills?

S2: "The project helped me become more self-sufficient."

S5: "Yes, it contributed to my self-improvement. It helped me develop the foreign language."

S9: "My language skills and grammar knowledge improved, and I could construct better sentences."

Table 18: Students Answers to Q12

Categories	Frequency
It allowed me to speak more fluently	1
The project helped me become more self-sufficient	1
I learned more new words and my ability to form sentences improved	1
Practicing is very important, and I found it very beneficial	1
The project helped me become more self-sufficient and it helped me develop the foreign language	1
It helped me develop the foreign language	2
I was able to chart my own path	1
I became more fluent in speaking	1
My language skills and grammar knowledge	1

S1 thinks that it allowed him/her to speak more fluently. S2 thinks the project helped his/her become more self-sufficient. S3 thinks that he/she learned more new words and his/her ability to form sentences improved. S4 thinks that it made a completely positive contribution, I'm very pleased. He/she is glad he/she participated in such a project. As he/she mentioned, practicing is very important, and he/she found it very beneficial. S5 thinks that it contributed to my self-improvement. It helped me develop the foreign language. S6 thinks that in the language learning process, he/she was able to chart his/her own path. S7 thinks that him/her self-sufficiency increased, and he/she became more fluent in speaking. S8 thinks that it had very beneficial

contributions, especially in terms of language. He/she believes he/she has improved significantly. S9 thinks that his/her language skills and grammar knowledge improved, and he/she could construct better sentences. S10 thinks that his/her language skills improved even further, and he/she became more self-sufficient.

In summary, The project increases their speaking fluently and they become self-sufficient. Their vocabulary enlarges and their forming sentences ability improved. Making practice develops their self-confidence and self-efficacy. In learning period they take their own responsibility. Their language skills and grammar knowledge developed. It is evident that the project developed their language skills and increase their self-efficacy.

13. Do you think you became more disciplined after the project? Explain.

S1: "Through the activities and collaboration, I became more discipline."

S2: "As I did the activities, I became more disciplined"

S4: "Yes, I believe I became more disciplined by doing these activities. Inevitably, a sense of responsibility developed within me."

Table 19: Students answers to Q13

Categories	Frequency
Through the activities and collaboration, I became more disciplined.	5
I work more attentively and systematically now	1
Through the activities and collaboration, I became more disciplined and a sense of responsibility developed within me	1
becoming more responsible made me more disciplined	1
I was not disciplined before, but later on, I truly became disciplined.	1
I do things more properly now	1

S1 expresses that through the activities and collaboration, he/she became more disciplined. S2 thinks that as he/she did the activities, he/she became more disciplined. S3 expresses that he/she work more attentively and systematically now. S4 states that he/she believe he/she became more disciplined by doing these activities. Inevitably, a sense of responsibility developed within him/her. S5 thinks that he/she think becoming more responsible made him/her more disciplined. S6 expresses that engaging in the activities made him/her more disciplined. S7 states that he/she think the activities they did made him/her more disciplined. S8 thinks that he/she was not disciplined before, but later on, he/she truly became disciplined. S9 states that collaborating made him/her more disciplined. S10 expresses that he/she does things more properly now.

In brief, the project provided students to become more disciplined thanks to activities and collaboration. They become more responsible and more disciplined.

14. Do you take the initiative to start a conversation when communicating with other students?

S1: "Yes, absolutely, I do."

S4: "Yes, I do. I never expect the other side to initiate, I always take the first step."

S8: "Yes, I do. I enjoy chatting with my friends."

Table 20: Students Answers to Q14

Categories	Frequency
Take the initiative to start a conversation when communicating with other students	10

In brief, all of the students states that they take initiative when communicating with other students. The project developed their autonomy.

Intercultural Awareness

In the upcoming section, we explore the dimension of intercultural awareness, a fundamental component of global education. Intercultural awareness involves the development of a deeper understanding and appreciation of different cultures and perspectives. Through interviews with our participants, we aim to uncover their personal experiences and reflections on whether and how the eTwinning project has enriched their intercultural awareness. These insights shed light on the project's potential to foster cross-cultural understanding and promote global citizenship among students.

15. Do you think the project increased your intercultural awareness? Explain.

S2: "I believe it did. I'm curious about other cultures, and my curiosity keeps growing. It also helps me respect the characteristics of different cultures."

S4: "Yes, I think so. I look at other cultures with respect and love."

S5: "Yes, as I met new cultures, I developed respect for both their differences and similarities."

Table 21: Students Answers to Q15

Categories	Frequency
Cultural differences	2
New /different cultures /countries	4
New people	1
New /different cultures /countries and new people	2
Cultural differences and new/different cultures/countries	1

S1 expresses that his/her curiosity about cultural differences has increased. S2 thinks that he/she is curious about other cultures, and his/her curiosity keeps growing. It also helps him/her respect the characteristics of different cultures. S3 states that getting to know people from new cultures and talking to them is wonderful. S4 thinks he/she thinks that look at other cultures with respect and love. S5 expresses that as he/she met new cultures, he/she developed respect for both their differences and similarities. S6 states he/she became curious about different cultures. S7 states that I think that talking to friends from other countries made him/her curious about their cultures. S8 thinks that he/she is curious about other countries, he/she respect them, and he/she is interested in them. S9 expresses that he/she started to be curious about different cultures. S10 states that meeting foreign people increased his/her intercultural awareness.

In short, the project increased their intercultural awareness. They learn new cultures, countries and people. Interacting with foreign cultures goes up their intercultural awareness.

16.How do you find other cultures compared to your own culture?

S7: "I find them different and intriguing, and I'm curious about their traditions and differences."

S8: "Well, in this way, from each person's perspective, different cultures are unique and beautiful. I'm curious and find them appealing."

S9: "I find other cultures very different and I appreciate their traditions."

Table 22: Students Answers to Q16

Categories	Frequency
Find them intriguing and different	1
Find them interesting, intriguing, and different	1
They're welcoming	1
Find them quite pleasant and many things in other cultures that catch my interest.	1
Find them more interesting and curious	1
Find every culture different and beautiful	1
Find them different and intriguing and curious about their traditions	1
Different cultures are unique and beautiful and I'm curious and find them appealing.	1
Find other cultures very different and appreciate their traditions	1
Other cultures have unique qualities specific to their people and I like all cultures	1

S1 thinks that he/she find them intriguing and different. S2 express he/she find them interesting, intriguing, and different. S3 states that there's a lot of variety, and they're welcoming. S4 thinks that he/she finds them quite pleasant, and there are many things in other cultures that catch his/her interest. S5 expresses that he/she find them more interesting and curious. S6 states that he/she finds every culture different and beautiful. S7 thinks that he/she finds them different and

intriguing, and he/she is curious about their traditions and differences. S8 states that from each person's perspective, different cultures are unique and beautiful. He/she is curious and find them appealing. S9 thinks that he/she finds other cultures very different and he/she appreciates their traditions. S10 expresses that other cultures have unique qualities specific to their people, and I like all cultures.

In brief, they found new cultures intriguing, interesting, different and pleasant. They are curious about different cultures. They respect and appreciate different cultures. So it is clear that the project increased their intercultural awareness and they behave towards other cultures with tolerance and interest.

17. Can you welcome cultures that are different from your own culture with tolerance?

S4: *"Absolutely, I can welcome every culture. I believe that respect should be given to every culture."*

S5: *"Yes, I can welcome them with tolerance".*

S8: *"Yes, I have endless respect for everyone and every nation."*

Table 23: Students Answers to Q17

Categories	Frequency
Yes, I can /yes	3
Absolutely	1
Absolutely I can welcome them every culture	3
Yes, I can /yes I can welcome them/every culture	1
Absolutely I can welcome and respect should be given to every culture	1
I have endless respect for everyone and every nation	1

All of the students think that they welcome cultures that are different from their own culture with tolerance. S4 states that he/she can welcome every culture. He/she believes that respect should be given to every culture. S5 expresses that he/she can welcome them with tolerance. S6, S7 and S9 think that he/she can welcome them. S8 states that he/she has endless respect for everyone and every nation.

18. Do you think that communicating with people from around the world has changed your vision and perspective?

S3: *"Yes, they all taught us new things."*

S4: *"Yes, I think so. This way, I develop a preliminary understanding about people I meet."*

S6: *"Yes, I can say that communicating with different cultures has developed my vision."*

Table 24: Students Answers to Q18

Categories	Frequency
Yes/I think so	6
Yes/I think so they all taught us new things	1
Yes/I think so, I develop a preliminary understanding about people I meet	1
Yes/I think so, communicating with different different cultures has developed my vision	1
Yes/I think so, it has changed my vision and perspective	1

All of the students thinks that communicating with people from around the world has changed their vision and perspective S3 expresses that they all taught us new things. S4 thinks that this way, he/she develops a preliminary understanding about people I meet. S6 states that he/she can say that communicating with different cultures has developed my vision. S7 thinks that he/she believes it has changed his/her vision and perspective.

In summary, all of the students thinks that interacting with different cultures developed their vision and perspective to foreign cultures.

19. Does communicating with foreigners make you more eager in the process of learning a foreign language?

S2: "It does. I become more eager."

S3: "Yes, because it's exciting, I want to do more of such things."

S8: "Yes, after seeing their way of speaking and their accents, I became more interested and eager."

Table 25: Students Answers to Q19

Categories	Frequency
Yes/yes it does	5
Yes/yes it does, I become more eager	1
Yes/yes it does, because it's exciting, I want to do more of such things.	2
Yes/yes it does, I want to chat more	1
Yes/yes it does, after seeing their way of speaking and their accents, I became more interested and eager	1

All of the students think that communicating with foreigners make them more eager in the process of learning a foreign language. S2 states that he/she becomes more eager. S3thinks that because it's exciting, he/she wants to do more of such things. S4 states that every time he/she talks, he/she wants to talk more, he/she wants to chat more. S5 thinks that it makes him/her more eager. S8 expresses after seeing their way of speaking and their accents, I became more interested and eager.

In brief, all of the students become more eager in the process of learning English thanks to the project. Being more eager about communicating with foreigners increases their intercultural awareness.

20. Do you have prejudices against other cultures or have you overcome them? How?

S1: "No, I did not have any prejudices. I always show understanding towards differences."

S2: "I used to have prejudices before, but I've overcome them."

S4: "I never had any prejudice against any culture, I always had a welcoming and affectionate perspective."

Table 26: Students Answers to Q20

Categories	Frequency
I did not have any prejudices	6
I used to have prejudices before, but I've overcome them	1
I did not have any prejudices I always had a welcoming and affectionate perspective	1
I did not have any prejudices when I got to know them, I started to like them even more.	1
I did not have any prejudices, I liked them and respected them from the beginning	1

S1, S3, S4, S5, S6, S7, S8, S9 and S10 states that they have no prejudice against other cultures. Only S2 expresses that he/she used to have prejudices before, but he/she has overcome them. S1 states that he/she did not have any prejudices. He/she always show understanding towards differences. S4 thinks that he/she never had any prejudice against any culture, he/she always had a welcoming and affectionate perspective. S5 thinks that he/she did not have prejudices, and when he/she got to know them, he/she started to like them even more.

To sum up, most of the students have no prejudice against other cultures. It is obvious that the project increases their intercultural awareness and they learn to respect the differences.

21. In what aspects do you think different cultures and your own culture converge on a common ground? How?

S1: "They show similarities in behaviors like respect, tolerance, and empathy."

S4: "Respect is emphasized in most cultures, and I consider this to be a common ground among them."

S10: "Through mutual respect, the similarities and differences in different cultures can unite on a common ground."

Table 27: Students Answers to Q21

Categories	Frequency
Respect	6
Respect and tolerance	1
Respect, tolerance and empathy	1
we understand each other	1
Sincerity and forming close bonds quickly	1

S1 states that they show similarities in behaviors like respect, tolerance, and empathy. S2 expresses that both cultures have common traits and differences, yet they understand each other, which leads to finding a common ground. S3 states that thanks to sincerity and forming close bonds quickly, they think different cultures and their own culture converge on a common ground. S4 states that respect is emphasized in most cultures, and he/she consider this to be a common ground among them. S5thinks that he/she believes that they come together on a common ground through mutual respect. S6 states that he/she believes that respecting differences brings them together on a common ground. S7 states that there are similar traits in all cultures, and he/she thinks that we can unite on a common ground by respecting each other. S8 thinks that while each country has its unique cultures, he/she believes that everyone comes together under a framework of respect and a common ground. S9 states that he/she believes they can find a common ground in concepts like respect and tolerance. S10 thinks that through mutual respect, the similarities and differences in different cultures can unite on a common ground.

In short, it is clear that respect, empathy and tolerance improved thanks to the project. It increases their intercultural awareness.

General Questions

In this next section, we turn our attention to a set of general questions that encompass a wide range of topics related to the eTwinning project. These open-ended queries provide a holistic view of the students' experiences, addressing any challenges or issues they encountered during their project engagement. By exploring the problems faced by the participants, we gain valuable insights into the practical aspects of collaborative online learning and the potential obstacles that may arise. These responses offer a comprehensive perspective on the overall project experience, complementing the specific themes of motivation, autonomy, and intercultural awareness previously examined.

22.What problems did you experience during the project?

S2: "We had internet problems and occasional power outages."

S3: “Some parts of the design did not turn out as I wanted, and I had to try again.”

S8: “The project was sometimes a lot of fun, but dividing tasks among our friends became challenging. Everyone wanted the same task, but we eventually agreed. Sometimes we had power outages, and sometimes our internet was down.”

S9: “I did not encounter any problems.”

Table 28: Students Answers to Q22

Categories	Frequency
Internet outage/problems	1
Internet outage/problems and Electricity power cut out	5
Internet outage/problems and Electricity power cut out and dividing tasks among our friends became challenging.	1
Some parts of the design did not turn out as I wanted, and I had to try again.	1
I did not face any problems at all.	2

S1 states that they have internet outage. S2, S4, S5, S7, S10 states that they had internet problems and electricity power outages. S3 expresses that some parts of the design did not turn out as he/she wanted, and he/she had to try again. S6 and S9 did not encounter any problem. S8 states that the project was sometimes a lot of fun, but dividing tasks among our friends became challenging. Everyone wanted the same task, but we eventually agreed. Sometimes we had power outages, and sometimes our internet was down.

In brief, it is obvious that students have internet and electricity problems. They had difficulties in dividing tasks and they sometimes tried to do activities again as they did not approve them. These problems interrupted their learning period.

23. What benefits do you think eTwinning projects have?

S1: “I believe it improves my language skills and arouses curiosity about different cultures.”

S2: “It helped me improve my language skills even more, increased my motivation, and boosted my self-confidence.”

S4: “It has a lot of social benefits, in my opinion. We socialized with our friends, got to know people from other countries, and learned about different cultures.”

Table 29: Students Answers to Q23

Categories	Frequency
It improves my language skills/English and arouses curiosity about different cultures	1
It improves my language skills/English and Increased/boosted my motivation and boosted my self-confidence	1
It improves my language skills/English and I got to meet and chat with new /foreign people.	1
I got to meet and chat with new /foreign people and We socialized with our friends and learned about different cultures	1
It improves my language skills/English and arouses curiosity	1
I got to meet and chat with new /foreign people	2
Increased/boosted my motivation and It enriched my vocabulary and increased my interest in foreign languages	1
It improves my language skills/English and facilitating collaboration with our friends and the eTwinning project helped us have a lot of fun	1
Boosted my self-confidence and helping us manage responsibilities	1

S1 thinks that he/she believes it improves his/her language skills and arouses curiosity about different cultures. S2 expresses that it helped him/her improve his/her language skills even more, increased his/her motivation, and boosted his/her self-confidence. S3 states that his/her English improved, and he/she got to meet and chat with new people. S4 thinks that it has a lot of social benefits, in his/her opinion. They socialized with their friends, got to know people from other countries, and learned about different cultures. S5 states that its benefits are meeting and talking with foreigners. S6 expresses that it enriched his/her vocabulary, increased his/her interest in foreign languages, and boosted his/her motivation. S7 thinks that they got to meet foreign people and had the opportunity to speak. S8 states that the eTwinning project helped them have a lot of fun, and its benefits include enhancing their English skills and facilitating collaboration with their friends. S9 expresses that it improved his/her language skills and increased his/her curiosity about different cultures. S10 states that eTwinning projects provide benefits like boosting self-confidence and helping them manage responsibilities.

In short, their language skills improved and they become more curious about different cultures. Their motivation and self confidence is increased. They socialized with talking foreign students. They enlarged their vocabulary. It increased their interest to foreign languages. They have chance to use English in their daily life. They have fun thanks to the project. They learn collaboration and cooperation. They can manage their responsibilities easier than before. When we look at the general framework, it is clear that their intercultural awareness, motivation and autonomy are increased thanks to this project.

24. Which web 2.0 tools did you use?

S1: "Picsart, Canva, Wordart, Linoit, Padlet, Kahoot, Wordwall, Bitmoji."

S4: " We used Picsart, Wordart, Padlet, created games on Kahoot, and designed characters with Bitmoji".

S5: "Kahoot, Padlet, Picsart, Wordwall, Linoit, Bitmoji, and Wordart."

Table 30: Students Answers to Q24

Categories	Frequency
Picsart, canva, linoit, padlet, bitmoji, wordart, Kahoot, Wordwall	3
Picsart, linoit, padlet, bitmoji, wordart, Kahoot, Wordwall	3
Picsart, Kahoot, Wordwall	1
Picsart, padlet, wordart, kahoot	1
Picsart, linoit, padlet, wordart, Kahoot, Wordwall	1
Picsart, linoit, bitmoji, wordart, Kahoot, Wordwall	1

In summary, they used Picsart, Canva, Linoit, Padlet, Bitmoji, Wordart, Kahoot, Wordwall. Using web 2.0 tools improves their motivation because it makes their learning period fun.

Information and Communication Technologies (ICT)

In this upcoming section, we explore the perceived benefits of utilizing Information and Communication Technologies (ICT) as reported by the students. ICT has become an integral component of modern education, offering diverse tools and platforms to enhance learning experiences. Through insightful interviews, we aim to uncover the students' perspectives on the advantages afforded by ICT in the context of the eTwinning project. Their reflections provide valuable insights into how technology can contribute to motivation, collaboration, and intercultural learning. These responses may provide insights into the multifaceted role of ICT in facilitating engaging and effective online educational experiences

25. What do you think are the benefits of using Information and Communication Technologies (ICT)?

S1: "We can access current information more quickly and easily."

S6: "It enables easy communication and accelerated foreign language learning, I would say."

S7: "It enables us to communicate more easily and quickly."

Table 31: Students Answers to Q25

Categories	Frequency
Access current information more quickly and easily	1
Access current information more quickly and easily and become essential in our daily lives	1
It accelerates the process of learning anything	1
Access current information more quickly and easily	1
It's a fast tool for communication	1
Access current information more quickly and easily and it enables easy/quick communication	1
It enables easy/quick communication	1
Access current information more quickly and easily and faster and easier learning	1
Accelerated foreign language learning	1
I now use it more consciously	1

S1 thinks that they can access current information more quickly and easily. S2 states that it has become essential in their daily lives, enabling them to access everything more quickly and easily. S3 expresses that it accelerates the process of learning anything. S4 states that it has many benefits, allowing them to access information more quickly and easily. S5 thinks that it's a fast tool for communication. S6 states that it enables easy communication and accelerated foreign language learning. S7 expresses that it enables them to communicate more easily and quickly. S8 thinks that using web 2.0 tools on phones or computers, they achieved faster and easier learning, and quick access to information. S9 states that it facilitates and accelerates language learning. S10 states that he/she now uses it more consciously.

To sum up, they have faster and easier access to current information. Using ICT has become indispensable in their everyday life, allowing them faster and easier access to everything. It speeds up the learning process for anything. ICT offers several advantages, including the ability to retrieve information more quickly and conveniently. ICT is a quick communication tool. ICT allows for simple communication and faster foreign language acquisition. ICT makes it easier and faster for them to converse. They obtained faster and easier learning, as well as quick access to information, by using web 2.0 technologies on phones or PCs. ICT makes language learning easier and faster. He or she is now using ICT more deliberately. It is obvious that using ICT motivates them.

26. Do you think that the use of Information and Communication Technologies (ICT) has increased your motivation for learning a foreign language?

S2: "I think so. I feel that my motivation for learning a foreign language has increased through the use of web 2.0 tools."

S4: "Yes, I believe so, because I can easily access what I want, which makes me feel more at ease and motivated."

S8: "Yes, I believe it has increased my motivation for learning a foreign language."

Table 32: Students answers to Q26

Categories	Frequency
Yes/I think so	7
Yes/I think so, my motivation for learning a foreign language has increased through the use of web 2.0 tools	1
Yes/I think so, I can easily access what I want, which makes me feel more at ease and motivated	1
Yes/I think so, it has increased my motivation for learning a foreign language	1

All of the students thinks that the use of Information and Communication Technologies (ICT) has increased their motivation for learning a foreign language. S2 expresses that he/she feels that his/her motivation for learning a foreign language has increased through the use of web 2.0 tools. S4 thinks that because he/she can easily access what he/she wants, which makes him/her feel more at ease and motivated. S8 thinks that it has increased his/her motivation for learning a foreign language.

In short, using Information and Communication Technologies (ICT) provides them fun and this increases their motivation. Using ICT makes learning easier for them.

3.3. Teacher Interview

This section deals with the perspective of the teacher who played a pivotal role in guiding and facilitating the eTwinning project. Teachers hold a unique vantage point, providing a holistic view of the project's design, implementation, and outcomes. Through a comprehensive interview, we aim to tap into the teacher's expertise and experiences, shedding light on their instructional strategies, motivations, and observations throughout the project's duration. These insights provide a complementary perspective to the students' accounts and offer a deeper understanding of the project's dynamics and impact from an educator's standpoint.

Motivation

In this section, similar questions are directed to the teacher. The effects of eTwinning projects can be seen in teacher's perspective. In foreign language education, motivation is significant for students learning experience. It affects both student's learning speed and student's success.

1. Do you think this project increased your students' motivation to learn a foreign language (English)? How? Please explain.

“Yes, of course, it has increased because the opportunity to communicate with students from different nationalities has also positively affected the students' perspective on the lesson, and the motivation of the students has increased in this regard.”

In brief, project provided students the chance to talk with foreign students, it changed their viewpoint about lesson. The project increased their motivation.

2. Did this project help your students overcome anxiety, hesitation and other negative emotions? How?

Of course, the biggest problem of our students is anxiety and hesitation, that is, the fear of expressing themselves in English or whether I have used the right words or expressed myself with the right words. Therefore, students have hesitations about expressing themselves correctly, but they say that students from other nationalities also experience the same hesitation. The realization made them a little more comfortable.

In brief, students overcame their anxiety, hesitation and negative emotions thanks to the project. Getting rid of these negative feelings, they feel more self confident and motivated. It is clear that motivation increases.

3. How did this project contribute to your students' sense of curiosity and discovery?

"Our students, in fact, were always curious about different states, different nations, and different students before this project."

The students curiosity were always high before the project. But it is implied that thanks to the project their curiosity and discovery about different cultures and students increased during and after the project.

4. Have you observed that your students feel more enthusiastic about the target language and culture? How?

"In fact, the students were shy at first, but later on, as they progressed, our lessons started to become more assertive and enthusiastic."

In brief, the project increased their enthusiasm for the target language and culture. It is clear that the motivation for learning a foreign language and its culture increased.

5. Did your students' attitudes towards language learning change after the project? How?

At first, as I mentioned above, they were more shy because they were more afraid, but over time, when they realized that they should not be afraid, they did not need to know much, but when they saw that they could express themselves even with a few words, this time they became more relaxed and eager to continue.

In short, they get rid of being shy and be afraid of communicating with foreigners. They become more self-confident with time. It is clear that their motivation increased.

6. Do you think your students find extracurricular activities more interesting? So why?

“Do students feel more confident outside of the classroom or, of course, because they feel more comfortable, they are more curious and more willing outside of the classroom.”

In brief, it is clear that they found extracurricular activities enjoyable. These activities increased their motivation.

7. Which could be the reason for your students to take part in the project? Reward or having fun?

In fact, I do not think they look at the reward dimension that much. Children are more focused on having fun, I think they are more focused on having fun, since the lessons with these activities cause them to spend more time having fun.”

To sum up, the students attend the project for having fun. Having fun during the project motivates them to learn more.

Autonomy (Able to act independently)

In this part, the effects of eTwinning to autonomy can be seen the lens of teachers. Being autonomous and taking their learning responsibility are very important in today's education system.

1. Do you think that the project has a positive effect on your students' ability to act more independently (autonomy)? Please explain.

“As their motivation increased, the student began to feel more self-confident and self-confident, and this enabled them to take more successful steps in making their own decisions.”

In brief, the students become more independent with the project and their autonomy increased.

2. After this project, do you think that your students' awareness of taking responsibility in their learning process has increased? So how?

“Yes, children's successive activities are the best proof of this.”

With doing activities their taking responsibility increased so it increases their autonomy.

3. Did this project help you become a more independent individual than your previous situation? How?

“A new knowledge, a new skill helped them increase their self-confidence and make more independent decisions.”

In brief, the project increased their self confidence and maket hem more independent.

4. Do you think your students see themselves as a more confident person after the project?

“As I just mentioned above, their knowledge and skills helped them to experience a sense of success and naturally increase their self-confidence.”

Thanks to the project they feel more self-confident and their autonomy increased as a result of this.

5. Explain how the project contributed to your students' self-efficacy or language skills.

With each new knowledge and each new skill, it is a very important step in their development and that they are disciplined by taking their responsibilities as well, thus enabling them to set sail for new successes and self-confidence.

The students became more disciplined by taking responsibilities and self confident. Their language skills improved and self-efficacy developed. Autonomy of them increased.

6. Do you think your students have become more disciplined after the project? Please explain.

Of course, taking responsibility is equivalent to being disciplined, and when this is the case, our students have made important steps in being disciplined by doing these stages or these activities well.

Taking responsibility made them more disciplined. This increases their autonomy.

7. Do your students become more enthusiastic and assertive after the project when communicating with other students and taking steps to start the conversation?

In fact, at first, the students were hesitant to speak, then when they saw that the students from other nationalities were also embarrassed and tried to express themselves in the simplest

way, they started to reflect their success or their enthusiasm by greeting them or making small efforts to communicate.

They tried to get rid of anxiety for speaking. As they become successful, they can communicate in a simple way. They become more enthusiastic and assertive. Their autonomy increased.

Intercultural Awareness

In this section, questions were asked to the teacher to measure the intercultural effects of eTwinning. In today's world, it is important to approach different cultures with respect and understanding.

1. Do you think that the project increased the intercultural awareness of your students? Please explain.

When they communicated with students from other nationalities, they discovered their similar and different aspects naturally, and with this discovery, it aroused their awareness in different national situations.

Thanks to the communicating with other cultures, they respect the differences and their intercultural awareness increased.

2. How do your students find other cultures compared to their own?

Of course, they look at their positive and negative aspects, in fact, I do not think it is right to distinguish them completely as good or bad. When they see their differences according to their living conditions, of course, they develop a perspective by accepting their differences and not saying negative by taking their positive aspects, but by applying different aspects to themselves.

They learn to respect other cultures or differences. Their intercultural awareness increased.

3. Can your students tolerate cultures that are different from their own?

With the changing and changing world, the children were already ready for this before starting this activity, they could observe the differences in the world with different communication and technological tools, whether it was television or the internet, and of course, they were able to tolerate it in this communication situation.

The project increased their respect and tolerance to different cultures.

4. Do you think that communicating with other people around the world changes your students' vision and perspective?

Until this event, the children were able to watch or observe from the outside, but they did not communicate much until we helped the students, thanks to us, that is, their communication with different cultures thanks to this activity changed their perspective to a great extent, because they realized that they could make better choices when they compared those who were with them and those who did not. And naturally, when they saw that the world was not just like those around them, but there were also differences, their horizons also expanded.

Their visions and perspectives enlarged thanks to the communicating with other cultures. It is clear that their intercultural awareness increased.

5. Does communicating with foreigners make your students more willing to learn a foreign language?

“In addition to the demand, I think the biggest advantage is that it makes it curious.”

They become more willing to communicate with different cultures and their curiosity increased for different cultures. It is clear that their intercultural awareness increased.

6. Do your students have prejudices against other cultures or have they destroyed them? How?

Let's not say prejudice, they actually had prejudices against self-expression, they had shyness, but as I mentioned before, the important thing is to express oneself while searching for the right words. They realized the beauty of being able to communicate, even if only with a single word.

They get rid of prejudice against other cultures. Their self confidence is increased thanks to interacting with foreign cultures. Their intercultural awareness increased.

7. In what ways do you think your students integrate other cultures and their own cultures on a common ground? How?

“I appreciate our students in this regard, when they saw that we are all human and they also had hesitations, they became moderate and when they approached them in a relaxed way and willingly, they came together at a common point.”

The students integrated other cultures and their own cultures on a common ground via respecting other cultures and differences.

General Questions

In this section general questions are asked to the teacher about the eTwinning project. The difficulties encountered, the benefits provided, the web 2.0 tools used, the benefits of ICT use and the effects of ICT on motivation are discussed.

1. What problems did you experience during the project?

The biggest problem we experienced was the disconnections or connection problems we experienced in the internet connection, and the time difference of course caused us to have problems in arranging a common time.

The internet connection problems and time difference make difficult connecting with other cultures.

1. What kind of benefits do you think there are of doing an eTwinning project?

First of all, it contributed to our students' vocabulary skills, but besides, I think the more important thing is that seeing different cultures and communicating with different people increases their motivation and enthusiasm.

Their vocabulary enlarged. their motivation and enthusiasm increased communicating with different cultures.

3. Which web 2.0 tools did you use?

"I have used many Web 2 tools, the main ones are Kahoot, Padlet, Linoit Picsart, Bitmoji, Wordart, Wordwall we did our activities using tools".

They used Kahoot, Padlet, Linoit, Picsart, Bitmoji, Wordart, Wordwall as Web 2.0 tools.

4. What kind of benefits do you think the use of information and communication technologies (ICT) has?

"In today's conditions, technology is indispensable if it is inevitable in today's world. Therefore, we have broadened our students' horizons with new applications."

It enlarges students perspectives via new applications.

5. Do you think that the use of information and communication technologies (ICT) increases your students' motivation to learn foreign languages?

Of course, since technology is an indispensable part of our students, technology is an indispensable part of every moment in a world where they have phones in their hands, computers in front of them, television in front of them, although this use of them does not become beneficial, but supporting them with new skills along with applications has also helped to increase their motivation.

It increased their motivation to learn foreign languages.

3.4. Twinspace Materials

Students write to Padlet to introduce themselves and they also share their excitement for the project. They mention themselves and what they want to be. They also share their love for learning English.

S1: "...I want to be an interpreter. Nice to meet you! "

S2: "...I love English ...I want to be an English teacher..."

S3: "...I want to be a Korean teacher. My motto: Never give up..."

S4: "...I love English very much"

S6: "...I want to be a hostess".

S7: "...I love English. I want to be English teacher..."

S8: "...I want to be interpreter. Nice to meet you! "

S9: "...I want to be English teacher or interpreter. Because I like English and I want to learn English..."

S10: "...I want to be an English teacher or a tourism guider..."

When we look at these sentences that they introduce themselves it is clear that they are eager to meet with friends and they are motivated to start to the project.

To celebrating eTwinning day they write e-letters the friends they reported some sentences:

S1: "We earned so much things from this project. We learned new activities . We also met new friends. We making funny events, I loved friends that I met .very nice project.I liked it. it is good that we meeting nice friends.this project helped me so much for doing activities easily.I celebrate eTwinning day whit this letter..."

S2: "I liked the project very much because I meet different people.We are in good interection. We get new information. We are doing good activities together.I am happy to be in this project."

S3: "...I am a student at Araklı and it is great to be a part of eTwinning."

We earned so much things from this project. We learned new activities. We also met new friends. We making funny events, I loved friends that I met. Very nice project. I liked it. it is good

that we meeting nice friends. this project helped me so much for doing activities easily. I celebrate eTwinning day whit this letter...

Hello dear friends. I want to say a few things. I had a lot of fun and had a good time during the project. I made new friends and improved my design skills. I hope everyone enjoyed it as much as I did. I hope we can meet again at events like this one day. I Celebrate eTwinning day with this letter.

I liked the project very much because I met different people. We are in good interaction. We get new information. We are doing good activities together. I am happy to be in this project. I celebrate eTwinning day with this letter.

It is clear that they have fun during the project. They interact with other cultures. So it is clear that their motivation and intercultural awareness increase.

CHAPTER FOUR

4. DISCUSSIONS AND CONCLUSION

This chapter discusses the findings from the study of qualitative data. The results are interpreted in connection to each study topic and are based on the appropriate literature. The findings from previous research and related studies are used to assess the practical implications.

4.1. Discussion of Findings

The aim of this research is to investigate the effects of eTwinning project on learners autonomy, motivation and intercultural awareness in EFL through the Word Counter eTwinning project in an Highschool in Araklı, Trabzon, Türkiye. It also aims to search whether eTwinning motivates foreign language learners or not. It investigates which problems they experience during the project and what are the benefits of the project. It also examines whether the usage of ICT increases motivation for eTwinning or not. As a result a case study is adopted and qualitative method is applied to support the data gathered from qualitative instruments. The conclusions drawn from the data that are from students' project diaries, student and teacher interviews and twinspace materials which is formed by students are mentioned in this section depend on the research question and relevant subthemes outlined. The section that follows includes an explanation of the results for each research topic, in addition to references to related researches.

4.1.1. RQ1: What are the Effects of eTwinning Project on Learner Autonomy, Motivation And Intercultural Awareness?

The primary aim of this study was to investigate the multifaceted effects of the eTwinning project on learner autonomy, motivation, and intercultural awareness. The findings, drawn from the analysis of students' project diaries, interviews with both students and teachers, as well as an examination of project materials on Twinspace through content analysis, reveal significant insights into the transformative impact of collaborative online learning. The eTwinning project emerged as a catalyst for enhancing learner autonomy among participants. Notably, students exhibited a heightened sense of independence in their learning journeys. They actively engaged in self-directed exploration of learning resources, made informed decisions about their educational pathways, and took ownership of setting and pursuing their personal learning goals. This newfound autonomy

empowered them to navigate their language learning experiences with a greater sense of agency and self-efficacy.

The surge in motivation observed among students participating in the eTwinning project can be attributed to several key factors. Collaborating with international peers proved to be a motivating force, as it not only diversified their learning experiences but also fostered a sense of camaraderie and shared purpose. The project's activities, characterized by their interactive and engaging nature, further fueled students' intrinsic motivation to learn. Interviews and diaries revealed instances where students eagerly embraced challenges, viewed setbacks as opportunities for growth, and expressed a genuine enthusiasm for their language learning journey.

The findings unequivocally affirm that eTwinning serves as a potent motivator for foreign language learners. The evidence gleaned from students' project diaries and interviews reveals a resounding enthusiasm and heightened engagement among participants. As students embarked on collaborative online endeavors, they were not merely passive recipients of language instruction; rather, they became active and eager contributors to their own learning journey. This transformative shift in their orientation toward learning can be attributed to the motivational forces inherent in eTwinning. Collaboration with international peers emerged as a powerful motivational driver. Students experienced a deep sense of connectedness as they interacted with peers from different corners of the world. This intercultural exchange not only enriched their linguistic proficiency but also fostered a genuine curiosity about different cultures. The engaging nature of the project's activities, coupled with the opportunity to apply their language skills in real-world contexts, ignited their intrinsic motivation. Despite being situated in a relatively underprivileged area, students wholeheartedly embraced challenges, demonstrated unwavering resilience in the face of obstacles, and cultivated a profound sense of ownership over their language learning experiences. These findings carry profound implications for foreign language education. They stress the transformative potential of technology-mediated collaborative platforms such as eTwinning in reigniting learners' motivation. By offering students a sense of purpose, intercultural connections, and opportunities for authentic language use, eTwinning rekindles the flame of motivation that is essential for sustained language learning.

In conclusion, the resounding affirmation that eTwinning motivates foreign language learners reaffirms its status as a powerful tool in the arsenal of language educators. This study contributes valuable insights to the discourse on motivation in language learning and emphasizes the need to harness technology to inspire and invigorate learners on their linguistic journeys. As language educators and institutions chart the course for the future of language education, they can draw upon these findings to integrate collaborative online platforms and nurture a new generation of motivated and culturally sensitive language learners.

When it comes to intercultural Awareness, the eTwinning project served as a potent vehicle for the development of intercultural awareness. Through sustained interactions with peers from different cultural backgrounds, students demonstrated a growing capacity for cultural empathy and a deepening understanding of global perspectives. They shared experiences of transcending cultural boundaries, breaking down stereotypes, and gaining a newfound appreciation for the rich tapestry of human diversity. This, in turn, expanded their worldviews and nurtured a heightened sense of intercultural sensitivity.

As for long-term Implications, the positive effects observed in learner autonomy, motivation, and intercultural awareness extend beyond the confines of this project. These acquired skills and perspectives hold significant promise for students' future language learning endeavors and personal growth. As they continue their language education journeys, they are likely to carry forward the habits of self-directed learning, intrinsic motivation, and an open-minded embrace of diverse cultures. These findings carry valuable pedagogical implications for language educators. The eTwinning project serves as a compelling model for harnessing technology and collaborative online learning to foster learner autonomy, motivation, and intercultural awareness. Educators can draw upon these insights to design language learning experiences that not only equip students with language skills but also empower them as independent, motivated, and culturally sensitive learners.

4.1.2. RQ2: Which Problems Did They Experience During the Project?

It is obvious that the eTwinning Project was not free from problems. The challenges provide a subtle perspective on the real-world dynamics of online collaborative learning, offering valuable insights into the intricacies of the project's implementation. Our analysis, as presented in Table 28, distills students' responses to the question, "What problems did you experience during the project?" into distinct categories. The responses encompass a spectrum of experiences, reflecting the diverse nature of challenges faced by participants. Firstly, it becomes evident that issues related to internet connectivity and power supply were a recurring concern. One instance involved an internet outage, while several participants faced connectivity issues, which were at times worsened by electricity power interruptions. These technical challenges, though beyond their control, posed disruptions to their project engagement.

Moreover, when it came to the creative part of the project, there were some challenges. For instance, some design elements did not turn out as expected for some participants, like S3. They had to try multiple times to get the result they wanted. This highlights that the creative process often involves experimenting and making improvements to succeed. Moreover, one group faced difficulties in assigning tasks among its members. This shows that collaboration can be complex, requiring discussions and agreements to determine who does what, highlighting the teamwork and decision-making involved.

In sum, this comprehensive exploration of the challenges encountered by students during the eTwinning project reveals a multifaceted landscape. Technical issues related to internet and power supply, creative intricacies, and group dynamics emerged as prominent themes. These challenges, while occasionally disruptive, also offered opportunities for problem-solving, teamwork, and resilience. As educators and institutions continue to embrace online collaborative learning, it is imperative to acknowledge and address these real-world challenges, fostering a supportive environment that empowers students to navigate and overcome obstacles.

4.1.3. RQ3: What are the Benefits of the Project?

The fourth research questions aim is to discover what the benefits of the project are. In order to answer the fourth research question students project diaries, students and teachers interviews and project materials on Twinspace were analyzed via content analysis.

Our exploration of the benefits of eTwinning projects on learner autonomy, motivation, and intercultural awareness has yielded valuable insights. The evidence gleaned from students' project diaries, interviews with both students and teachers, and the analysis of project materials on Twinspace indicate the transformative potential of eTwinning in foreign language education.

First and foremost, eTwinning serves, as indicated earlier, as a catalyst for the development of learner autonomy. By engaging in collaborative online projects, students assume active roles in their language learning journey, taking ownership of their progress. They become motivated self-learners, driven by the intrinsic desire to connect with peers from diverse cultures and engage in authentic language use. This newfound autonomy empowers them to navigate challenges, make decisions, and chart their own paths toward language proficiency. Motivation, a cornerstone of effective language learning, flourishes within the eTwinning environment. The allure of real-world communication with international peers, coupled with engaging project activities, rekindles students' enthusiasm for language study. Their intrinsic motivation is noticed as they eagerly embrace challenges, persevere in the face of obstacles, and relish the sense of accomplishment that accompanies successful collaboration.

Intercultural awareness, another vital component of global education, blossoms as students interact with peers from diverse backgrounds. The project's intercultural dimension fosters genuine curiosity about different cultures, enriching students' linguistic and cultural competence. They transcend mere language acquisition to develop a deeper appreciation for the world's diversity, promoting tolerance, empathy, and cross-cultural understanding.

In summary, the benefits of eTwinning on learner autonomy, motivation, and intercultural awareness are manifold. It empowers students to become autonomous, motivated language

learners, while simultaneously nurturing their intercultural sensitivity. As language educators and institutions continue to explore innovative approaches to language education, eTwinning stands as a beacon of collaborative learning, inspiring a new generation of culturally aware, motivated, and self-directed language learners.

4.1.4. RQ4: Does the Usage of ICT Increase Motivation For eTwinning?

The usage of Information and Communication Technologies (ICT) has a demonstrable effect on increasing motivation for eTwinning. Through an analysis of students' project diaries, interviews with both students and teachers, and the examination of project materials on Twinspace, it becomes evident that ICT plays a pivotal role in enhancing motivation within the eTwinning context. The immersive nature of online collaborative projects, facilitated by ICT tools, serves as a powerful motivator. Students are not merely passive recipients of language instruction but active participants who utilize digital tools for real-world communication with international peers. This interactive and dynamic environment captivates their interest, as they engage in engaging project activities and connect with students from diverse cultures.

Moreover, the use of ICT amplifies the sense of purpose and relevance in language learning. Students perceive language acquisition as a means to achieve concrete goals within the eTwinning project, whether it be collaborating on a shared task, solving a problem, or communicating effectively with peers. This intrinsic motivation is further reinforced by the exciting and technologically enriched activities, such as Bitmoji and Padlet, Logos Design, Snapwords, Wordwall, Kahoot, and Singing and Reading Book.

The utilization of ICT in eTwinning projects undeniably enhances motivation among participants. It imbues language learning with purpose, interactivity, and real-world applicability, fostering an environment where students are not only motivated but also inspired to actively participate, collaborate, and excel in their language learning journey.

Our study builds upon the extensive body of prior research on eTwinning projects, affirming their positive effects and offering deeper insights into their implementation. Akdemir (2017) previously highlighted the potential advantages of eTwinning in terms of intercultural exchange, enriched learning experiences, and enhanced language skills. Our research echoes these benefits by illustrating how eTwinning significantly impacts learner autonomy, motivation, and intercultural awareness, further supporting its positive influence on foreign language education. Similarly, Akıncı & Sağ (2019) emphasized the positive influence of eTwinning on foreign language teaching processes and student motivation, a perspective our study reinforces by shedding light on its profound impact on learner engagement, autonomy, and motivation.

Similarly, Velea's work (2011) focused on the role of eTwinning in enhancing student motivation for learning assignments, and our findings corroborate this assertion, highlighting how eTwinning projects boost motivation while fostering learner autonomy and intercultural awareness. Additionally, Başaran et al., (2020) delved into how eTwinning projects affect teachers' professional development. Our research complements this perspective, emphasizing that eTwinning benefits both teachers and students alike.

Demir & Kayaoğlu (2021) previously noted improvements in language proficiency and motivation through eTwinning, which our findings further substantiate. Papadakis (2016) illuminated the collaborative aspects of eTwinning, promoting interactions among European schools. Our research agrees with this by showing how students actively engage with peers from different countries, fostering cross-cultural contacts. Coutinho & Rocha (2007) highlighted the promotion of responsibility, independence, and creativity through eTwinning, a perspective complemented by our research, which demonstrates how eTwinning fosters learner autonomy and creativity. the context of foreign language education.

Our findings corroborate the perspective presented by Jelihovschii and Jelihovschii (2020), who emphasized the development of digital and communication skills through eTwinning projects. Our research illustrates how eTwinning effectively leverages technology to enhance learner autonomy, motivation, and intercultural awareness. Coutinho & Rocha (2007) highlighted the promotion of responsibility, independence, and creativity through eTwinning. Our research complements this view, demonstrating how eTwinning fosters learner autonomy and creativity. Camilleri (2016) stressed the significance of cross-cultural contact and global education facilitated by eTwinning. Our research substantiates this perspective, highlighting how eTwinning enhances intercultural awareness and global competence

In conclusion, our research contributes to the existing body of knowledge by reaffirming the positive impact of eTwinning on learner autonomy, motivation, and intercultural awareness while delving deeper into the intricacies of its implementation. As eTwinning continues to play a pivotal role in foreign language education, our findings provide valuable insights for educators, policymakers, and researchers seeking to harness the full potential of this innovative platform.

In eTwinning projects, various challenges may arise. One prominent issue is the limited proficiency of both teachers and students in essential ICT skills required to effectively use the interactive eTwinning platform.. There are occasionally issues with the technical infrastructure of schools or classrooms. Ideally, educational institutions should be equipped with standard technical resources, such as computer labs, overhead projectors, smartboards, and reliable internet connections. However, the lack of computers and smart boards in some schools made the operation

of the project difficult. Electricity and internet outages sometimes negatively affected the operation of the project.

The study is confined to a small sample size of 10 students and one teacher, posing a limitation in extrapolating the case study findings to a broader Turkish context. In my role as the project founder, it is evident that coordinating multiple schools, particularly for coordinator schools like mine and the Croatian school (the two founding schools), can be challenging. Establishing a unified inter-school project schedule proves to be a demanding task, given the diverse dynamics and schedules of the participating schools.

Planning events by determining a common project calendar between schools has been difficult due to the time zone difference between countries. When all students doing project activities, there can be some students that are not interested in project activities. They get distracted by other things. Students sometimes do not like the project products that they create and request time to redo them and this is time-consuming. It is also difficult and time consuming for teachers to check the work done by each student one by one. Despite all these difficulties, the project was completed appropriate to project calendar and in harmony with the partner schools.

Considering the results and discussions from this study, there are several directions for future research to explore. Firstly, longitudinal studies could be more informative to see the enduring effects of eTwinning projects on learner autonomy, motivation, and intercultural awareness, offering insights into the sustainability of these impacts over time. It would be very meaningful to have comparative cross-cultural analyses that would explore how the benefits and challenges of eTwinning may vary across different cultural contexts. Investigating the professional development experiences of teachers who engage in eTwinning projects and how these experiences affect their teaching practices could provide valuable insights. Additionally, exploring the development of soft skills, such as communication and teamwork, within eTwinning projects may shed light on the broader personal and academic growth of participants. Regional studies and examinations of eTwinning's impact on subjects beyond foreign language education could deepen our understanding. Incorporating student perspectives and voices into research can provide a more comprehensive view of the student experience in eTwinning projects. Finally, examining the role of parental involvement and strategies for sustainable and scalable eTwinning implementation represent promising directions for future investigations.

As both a teacher and researcher actively involved in the eTwinning project, I've navigated the delicate balance between these roles. This dual positionality offers unique advantages, such as an in-depth understanding of the project dynamics, direct access to participants, and the ability to tailor the research process to the educational context. These insights have undoubtedly enriched the study and facilitated a deeper understanding of the intricacies at play.

However, it's essential to remain acutely aware of the potential areas where biases may creep in and threaten the integrity of the research. The risk of confirmation bias, where my role as a teacher-researcher might influence the interpretation of findings to go along with personal beliefs or preferences, is ever-present. Similarly, the desire to portray the project in a positive light, given my involvement, could inadvertently compromise objectivity.

To mitigate these risks, rigorous research methodologies were employed, including triangulation of data sources (students' project diaries, students and teacher interviews, and Twinspace materials) and expert opinion validation. Moreover, self-reflection and constant reflexivity have been pivotal in maintaining a balanced and unbiased stance throughout the research process.

Acknowledging these potential pitfalls and actively working to counteract them has been essential in preserving the reliability and validity of this research. By embracing transparency, self-awareness, and methodological rigor, I have strived to ensure that the insights presented in this study offer a true reflection of the eTwinning project's impact on learner autonomy, motivation, and intercultural awareness.

As a researcher, this journey has been not only about shedding light on the benefits and challenges of eTwinning but also about personal growth and learning. Collaborating with my esteemed supervisor, I have had the privilege of honing my research skills and expanding my capacity to conduct rigorous, meaningful inquiries.

Throughout this journey, I've learned the value of methodological precision, the art of crafting research questions that drive inquiry. My supervisor's guidance, expertise, and unwavering commitment to maintaining the highest standards in research have been invaluable.

This collaborative partnership has not only enriched the quality of this study but has also left an indelible mark on my own development as a researcher. It stresses the importance of mentorship and the power of collaborative learning in the academic realm. I am immensely grateful for the opportunity to work in harmony with my supervisor, whose guidance and mentorship have been instrumental in shaping my research journey.

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APPENDICES

Appendix 1. Research Ethics Committee Approval



GİZLİ

T.C.

KARADENİZ TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Hukuk Müşavirliği



Sayı : E-82554930-050.01.04-395349/1403
Konu : Esra BALÇIN'ın Etik Kurul Kararı

18.07.2023

Sn. Esra BALÇIN

İlgi : 17.07.2023 tarihli ve E-26014373-050.01.04-394504 sayılı yazı.

KTÜ-Sosyal Bilimler Enstitüsü Batı Dilleri Edebiyatı Uygulamalı Dil Bilimi Tezli Yüksek Lisans Programı öğrencisi Esra BALÇIN'ın "The Effects of eTwinning Projects' on Learner Autonomy, Motivation and Intercultural Awareness in EFL / e-Twinning Projelerinin Yabancı Dil Olarak İngilizcede Öğrenci Özerkliği, Motivasyonu ve Kültürlerarası Farkındalık Üzerindeki Etkileri" adlı yüksek lisans tezi çalışması için gerekli olan Etik Kurul incelemesi yapılmış ve başvurunuz onay verilmiştir.
Bilgilerinize ve gereğini rica ederim.

Prof. Dr. Akif CİNEL
Rektör Yardımcısı

Ek: Esra BALÇIN'ın Etik Kurul Kararı

Bu belge güvenli elektronik imza ile imzalanmıştır.
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Belgin ŞEN
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Sayfa
1 / 1



Appendix 2. Research Permission



T.C.
TRABZON VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-82438636-605.99-81548747
Konu : Araştırma İzni
(Esra BALÇIN)

16.08.2023

DAĞITIM YERLERİNE

İlgi: Karadeniz Teknik Üniversitesi Rektörlüğünün 25.07.2023 tarihli ve 5164 sayılı yazısı.

Karadeniz Teknik Üniversitesi Batı Dilleri ve Edebiyatı Ana Bilim Dalı Yüksek Lisans Programı öğrencisi Esra BALÇIN'ın "**The Effects of eTwinning Projects' On Learner Autonomy, Motivation and Intercultural Awareness in EFL-eTwinning Projelerinin Yabancı Dil Olarak İngilizcede Öğrenci Özerkliği, Motivasyonu ve Kültürlerarası Farkındalık Üzerindeki Etkileri**" isimli çalışması kapsamında İlimiz Araklı ilçesine bağlı Lisesinde görev yapan 1 öğretmen ve 12 öğrenci ile çalışma yapma isteği Müdürlüğümüzce uygun görülmüş olup, olur ve ölçeklerin üniversite tarafından çıktı alınıp araştırmacıya verilmesi, ilçe milli eğitim müdürlüklerince ilgili okullara duyuru yapılması hususunda;

Bilgilerinizi ve gereğini rica ederim.

Ahmet BEKTAŞ
Vali a.
Millî Eğitim Müdürü

Ek:
1-Valilik Oluru (1 sayfa)
2-Mühürlü Örnekler (8 sayfa)

DAĞITIM:
- Karadeniz Teknik Üniversitesi Rektörlüğüne
(Öğrenci İşleri Daire Başkanlığı)
- Araklı Kaymakamlığına
(İlçe Millî Eğitim Müdürlüğü)

Bu belge güvenli elektronik imza ile imzalanmıştır.

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T.C.
TRABZON VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-82438636-605.99-81024147
Konu : Bilimsel Araştırma İzni
(Esra BALÇIN)

07/08/2023

VALİLİK MAKAMINA

Karadeniz Teknik Üniversitesi Batı Dilleri ve Edebiyatı Ana Bilim Dalı Yüksek Lisans Programı öğrencisi Esra BALÇIN'ın "**The Effects of eTwinning Projects' On Lerarner Autonomy, Motivation and Intercultural Awareness in EFL-eTwinning Projelerinin Yabancı Dil Olarak İngilizcede Öğrenci Özerkliği, Motivasyonu ve Kültürlerarası Farkındalık Üzerindeki Etkileri**" isimli çalışması kapsamında İlimiz Araklı ilçesine bağlı Lisesinde görev yapan 1 öğretmen ve 12 öğrenci ile çalışma yapma isteği Müdürlüğümüz Araştırma İzinleri Değerlendirme Komisyonu tarafından incelenmiştir.

Bahsi geçen çalışmanın 2022-2023 eğitim öğretim yılında yapılması gerekmektedir.

Araştırmacının 2020/2 sayılı genelge doğrultusunda hareket etmesi, **izinsiz herhangi bir ses ve görüntü kaydı yapılmasına kesinlikle izin verilmemesi**, elde edilen verilerin çalışma kapsamı dışında kullanılmaması, **mühürlü anket ve ölçeklerin kullanılması** ve sonuçların bir örneğinin Ar-Ge birimine teslim edilmesi kaydıyla, çalışmanın okul müdürlerinin de uygun göreceği zamanlarda ve kontrolünde uygulanması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Ahmet BEKTAŞ
Millî Eğitim Müdürü

OLUR

Ömer ŞAHİN
Vali a.
Vali Yardımcısı

Adres : Trabzon İl Millî Eğitim Müdürlüğü
Strateji Geliştirme Şubesi (Ar-Ge Birimi)
Telefon No : 0 (462) 223 55 52
E-Posta: argetrabzon@gmail.com
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Unvan : Öğretmen

İnternet Adresi: trabzonarge.meb.gov.tr

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Appendix 2. Parent Consent Form

Veli Onam Formu

Sayın Veli;

Çocuğunuzun katılacağı bu çalışma, “eTwinning projelerinin Yabancı Dil Olarak İngilizcede Öğrenci Özerkliği, Motivasyonu ve Kültürlerarası Farkındalık Üzerindeki Etkileri”adıyla, 15.07.2023-30.07.2023 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: Word Counter adlı eTwinning projesinin öğrencilerin motivasyon, bağımsız hareket edebilme ve kültürlerarası farkındalıkları üzerindeki etkileri nelerdir, eTwinning Öğrencileri nasıl yabancı dil öğrenmeye motive eder, eTwinning projelerinin faydaları nelerdir, eTwinning projelerinde BIT kullanımı motivasyonu artırır mı, öğrenci ve öğretmenler proje esnasında ne gibi problemler yaşadılar sorularına cevap bulmaktır.

Araştırma Uygulaması: Mülakat şeklindedir.

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

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

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

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

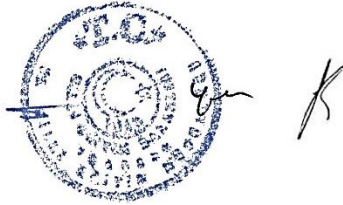
Araştırmacı :Esra BALÇIN

İletişim bilgileri : [Redacted]

Evet

Hayır

Velisi bulunduğum öğrencinin ses kayıtlarının alınmasına izin veriyorum.

☐☐

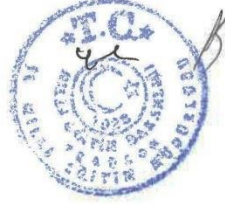
Veli Onam Formu

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

...../...../.....

İsim-Soyisim İmza:

Veli Adı-Soyadı :



Appendix 2. Volunteer Participant Form

GÖNÜLLÜ KATILIMCI ONAM FORMU

Esra BALÇIN tarafından yürütülen “The Effects Of eTwinning Projects' On Learner Autonomy, Motivation and Intercultural Awareness in EFL- eTwinning Projelerinin Yabancı Dil Olarak İngilizcede Öğrenci Özerkliği, Motivasyonu ve Kültürlerarası Farkındalık Üzerindeki Etkileri” başlıklı araştırmaya davet edilmiş bulunuyorsunuz. Bu araştırmaya katılıp katılmama kararını vermeden önce, araştırmanın neden ve nasıl yapılacağını bilmeniz gerekmektedir. Bu nedenle bu formun okunup anlaşılması büyük önem taşımaktadır. Eğer anlayamadığınız ve sizin için açık olmayan şeyler varsa, ya da daha fazla bilgi isterseniz sorabilirsiniz. Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmadan çıkma hakkında sahipsiniz. Çalışmayı yanıtlamanız, araştırmaya katılım için onam verdiğiniz biçiminde yorumlanacaktır. Size verilen formlardaki soruları yanıtlarken kimsenin baskısı veya telkini altında olmayın. Bu formlardan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacaktır.

Araştırmayla İlgili Bilgiler:

- Araştırmanın Amacı: Bu araştırmanın amacı Araklı Anadolu Lisesi 12-E sınıfında Word Counter(Kelime Sayacı)adlı eTwinning projesine katılan öğrencilerin motivasyon, bağımsız hareket edebilme ve kültürlerarası farkındalıkları üzerinde ne gibi etkilere sahip olduğunu açığa çıkarmaktır. Bu çalışma ayrıca eTwinning öğrencileri nasıl yabancı dil öğrenmeye motive eder bunu araştırmaktadır. Bu çalışmada eTwinning projelerinin faydaları nelerdir, eTwinning projelerinde BIT kullanımı motivasyonu arttırır mı ve öğrenci ve öğretmenler proje esnasında ne gibi sorunlar yaşadılar gibi konular araştırılmaktadır. Araştırmanın amacı alana katkı sağlamaktır.
- Araştırmanın Nedeni: Tez çalışması
- Araştırmanın Öngörülen Süresi: 15.07.2023-30.07.2023
- Araştırmaya Katılması Beklenen Katılımcı/Gönüllü Sayısı:13
- Araştırmanın Yapılacağı Yer(ler):Araklı Anadolu Lisesi

Çalışmaya Katılım Onayı:

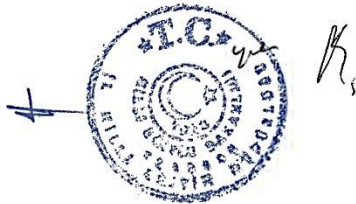
“Yukarıda yer alan ve araştırmadan önce gönüllüye / katılımcıya verilmesi gereken bilgileri gösteren Aydınlatılmış Onam Formu adlı metni kendi anadilimde okudum ya da bana okunmasını sağladım. Bu bilgilerin içeriği ve anlamı, yazılı ve sözlü olarak açıklandı. Aklıma gelen bütün soruları sorma olanağı tanındı ve sorularıma doyurucu cevaplar aldım. Çalışmaya katılmadığım ya da katıldıktan sonra çekildiğim durumda, hiçbir yasal hakkımdan vazgeçmiş olmayacağım. Bu koşullarla, söz konusu araştırmaya hiçbir baskı ve zorlama olmaksızın gönüllü olarak katılmayı kabul ediyorum. Bu metnin imzalı bir kopyasını aldım.”

Katılımcının (Kendi el yazısı ile)

Adı-

Soyadı:.....

İmzası:



(Varsa) Velayet veya Vesayet Altında Bulunanlar İçin:

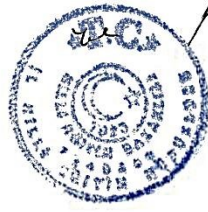
Veli veya Vasisinin (kendi el yazısı ile)

Adı-

Soyadı:.....

İmzası:

Not: Bu form, iki nüsha halinde düzenlenir. Bu nüshalardan biri imza karşılığında gönüllü kişiye verilir, diğeri araştırmacı tarafından saklanır.



Appendix 2. The Students Interview Questions

Öğrenci Mülakat Soruları

Motivasyon

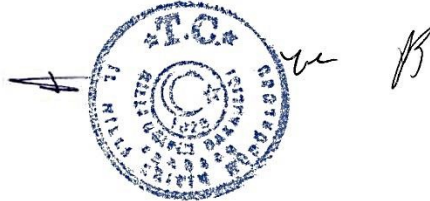
1. Bu projenin yabancı dil(İngilizce) öğrenme motivasyonunuzu arttırdığını düşünüyor musunuz? Açıklayınız.
2. Bu proje kaygı, tereddüt ve diğer olumsuz duygularınızın üstesinden gelmenize yardımcı oldu mu? Nasıl?
3. Bu projenin merak ve keşfetme duygunuza nasıl bir katkısı oldu?
4. Hedef dil ve kültür konusunda kendinizi daha hevesli hissettiniz mi? Nasıl?
5. Projeden sonra dil öğrenimine yönelik tutumlarınız değişti mi? Nasıl?
6. Sınıf dışı etkinlikleri daha ilginç buluyor musunuz? Öyleyse neden?
7. Hangisi projede yer alma nedeniniz olabilir? Ödül ya da eğlenmek?

Özerklik(Bağımsız hareket edebilme)

1. Projenin daha bağımsız hareket edebilmeniz(özerkliğiniz) üzerinde olumlu etkiye sahip olduğunu düşünüyor musunuz? Açıklayınız.
2. Bu projeden sonra öğrenme sürecinizde sorumluluk alma bilincinizin arttığını düşünüyor musunuz ? Öyleyse nasıl?
3. Bu proje sizin önceki durumunuzdan daha bağımsız bir birey olmanıza yardımcı oldu mu ? Nasıl?
4. Projeden sonra kendinizi daha özgüvenli biri olarak görüyor musunuz?
5. Proje öz yeterliğinize veya dil becerilerinize nasıl katkıda bulundu?
6. Projeden sonra daha disiplinli hale geldiğinizi düşünüyor musunuz? Açıklayınız.
7. Diğer öğrencilerle iletişim kurarken sohbeti başlatmak için adım atar mısınız?

Kültürlerarası Farkındalık

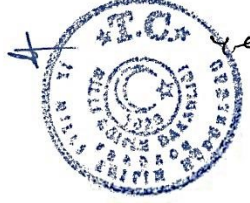
1. Projenin Kültürlerarası farkındalığınızı arttırdığını düşünüyor musunuz? Açıklayınız.
2. Kendi kültürünüze kıyasla diğer kültürleri nasıl buluyorsunuz?
3. Sizin kültürünüzden farklı olan kültürleri hoşgörüyle karşılayabiliyor musunuz ?
4. Dünyadaki diğer insanlarla iletişim kurmanın vizyonunuzu ve bakış açınızı değiştirdiğini düşünüyor musunuz?



5. Yabancılarla iletişim kurmak sizi yabancı dil öğrenme sürecine daha istekli hale getiriyor mu?
6. Diğer kültürlerle karşı önyargılarınız var mı yoksa onları yaktınız mı? Nasıl
7. Diğer kültürlerin ve kendi kültürünüzün hangi açılardan ortak bir paydada bütünleştiğini düşünüyorsunuz? Nasıl?

Genel Sorular

1. Proje esnasında hangi problemleri yaşadınız?
2. eTwinning projesi yapmanın ne gibi faydalarının olduğunu düşünüyorsunuz?
3. Hangi web 2.0 araçlarını kullandınız?
4. Bilgi ve iletişim teknolojileri (BIT) kullanımının ne gibi faydaları olduğunu düşünüyorsunuz?
5. Bilgi ve iletişim teknolojileri (BIT) kullanımının yabancı dil öğrenme motivasyonunuzu arttırdığını düşünüyor musunuz?



Appendix 3. The Teacher Interview Questions

Motivasyon

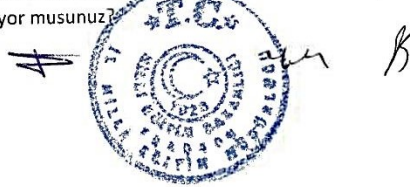
1. Bu projenin öğrencilerinizin yabancı dil(İngilizce) öğrenme motivasyonunuzu arttırdığını düşünüyor musunuz?Nasıl?Açıklayınız.
2. Bu proje öğrencilerinizin kaygı, tereddüt ve diğer olumsuz duygularının üstesinden gelmesine yardımcı oldu mu?Nasıl?
3. Bu projenin öğrencilerinizin merak ve keşfetme duygusuna nasıl bir katkısı oldu?
4. Hedef dil ve kültür konusunda öğrencilerinizin kendilerini daha hevesli hissettiğini gözlemlediniz mi?Nasıl?
5. Projeden sonra öğrencilerinizin dil öğrenimine yönelik tutumları değişti mi?Nasıl?
6. Öğrencilerinizin Sınıf dışı etkinlikleri daha ilginç bulduğunu düşünüyor musunuz? Öyleyse neden?
7. Hangisi öğrencilerinizin projede yer alma nedeni olabilir?Ödül ya da eğlenmek?

Özerklik(Bağımsız hareket edebilme)

1. Projenin öğrencilerinizin daha bağımsız hareket edebilmesi(özerkliği) üzerinde olumlu etkiye sahip olduğunu düşünüyor musunuz?Açıklayınız.
2. Bu projeden sonra öğrencilerinizin öğrenme sürecinizde sorumluluk alma bilincinin arttığını düşünüyor musunuz ? Öyleyse nasıl?
3. Bu proje sizin önceki durumunuzdan daha bağımsız bir birey olmanıza yardımcı oldu mu ?Nasıl?
4. Projeden sonra öğrencilerinizin kendinizi daha özgüvenli biri olarak gördüğünü düşünüyor musunuz?
5. Projenin öğrencilerinizin öz yeterliliğine veya dil becerilerine nasıl katkıda bulunduğunu açıklayınız.
6. Projeden sonra öğrencilerinizin daha disiplinli hale geldiğini düşünüyor musunuz?Açıklayınız.
7. Öğrencileriniz projeden sonra diğer öğrencilerle iletişim kurarken sohbeti başlatmak için adım atarken daha istekli ve girişken oluyor mu?

Kültürlerarası Farkındalık

1. Projenin öğrencilerinizin kültürlerarası farkındalığını arttırdığını düşünüyor musunuz?Açıklayınız.
2. Öğrencileriniz kendi kültürlerine kıyasla diğer kültürleri nasıl buluyor?
3. Öğrencileriniz kendi kültürlerinden farklı olan kültürleri hoşgörüyle karşılayabiliyor mu?
4. Dünyadaki diğer insanlarla iletişim kurmanın öğrencilerinizin vizyonunu ve bakış açısını değiştirdiğini düşünüyor musunuz?



5. Yabancılarla iletişim kurmak öğrencilerinizi yabancı dil öğrenme sürecine daha istekli hale getiriyor mu?

6. Öğrencilerinizin diğer kültürlerle karşı önyargıları var mı yoksa onları yıktılar mı?Nasıl?

7. Öğrencilerinizin Diğer kültürleri ve kendi kültürlerini hangi açılardan ortak bir paydada bütünleştirdiğini düşünüyorsunuz?Nasıl?

Genel Sorular

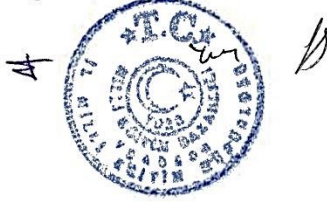
1.Proje esnasında hangi problemleri yaşadınız?

2.eTwinning projesi yapmanın ne gibi faydalarının olduğunu düşünüyorsunuz?

3.Hangi web 2.0 araçlarını kullandınız?

4.Bilgi ve iletişim teknolojileri(BIT) kullanımının ne gibi faydaları olduğunu düşünüyorsunuz?

5. Bilgi ve iletişim teknolojileri(BIT) kullanımının öğrencilerinizin yabancı dil öğrenme motivasyonunuzu arttırdığını düşünüyor musunuz?



CURRICULUM VITAE

She graduated from Cumhuriyet Primary School in 1998 in Araklı and Cumhuriyet Secondary School in 2001 in Araklı. She graduated from Affan Kitapçıoğlu Foreign Language Intensive High School in 2005. She studied English Language Teaching in 19 Mayıs University between 2008-2012. In university, she went to Italy Macerata University as an Erasmus student and studied there one term in her last year at the university. She did several eTwinning projects and become founder and coordinator of the projects. She get National and European Quality Label in 2019 with “Beyond the Borders” eTwinning project. She started her Master’s Degree in Applied Linguistics in Karadeniz Technical University in 2020. In 2022, she went to Colegio El Buen Pastor in Murcia, Spain via Erasmus accreditation as a teacher for jobshadowing within Ministry of National Education.

Balçın is single and she knows two additional foreign languages, German and Italian. She is learning Spanish nowadays. She has worked for 10 years as a teacher. She became expert teacher on 24th November 2023. Currently, she is working as an English language teacher in a public high school in Araklı, Trabzon.