eTwinning in Language Learning: The Perspectives of Successful Teachers[*]

Ahmet Selçuk Akdemir

Faculty of Science and Letters, Ağrı İbrahim Çeçen University, PO box 04100, Ağrı, Turkey

E-mail: aselcukakdemir@gmail.com

Abstract

This study aims at investigating the effect of eTwinning, an innovative way of cooperative learning, on language teaching. A qualitative research design is preferred in order to explore the experiences of language teachers who have completed successful eTwinning projects. To this end, 7 ELT professionals (4 female, 3 male) from different cities of Turkey have been contacted on the Internet to share their experiences in a semi structured interview. The data was analysed descriptively to identify a) a general conceptualization of eTwinning in language learning and teaching settings, b) the advantages and c) the disadvantages of eTwinning from teachers' perspective. The results have been discussed in the light of relevant literature. The paper ends with practical recommendations for teachers and researchers.

Keywords: eTwinning, language learning, cooperative learning, ICT.

1. Introduction

Learning a foreign language is no more seen as barely mastery of language skills. Contemporary approach entails intercultural competence which enables language learners become 'intercultural speakers' (Müller & Schmenk, 2017; Pin□, 2017; Tudini, 2016). Communicative competence, includin□development of personal and social competences, forms pedagogical implication of contemporary language learning perspective regarding the status of English as a lingua franca or an international language (Bayyurt, 2013). This paradigm has also been main focus of language learning for European countries as stated in the commitments of European Union (EU) (North, 2007). Several studies have shown that learners benefit from social interaction with others (Gillies & Boyle, 2008; Jil□& South□ate, 2017).

The advances in technology have changed the quality and nature of language learning considerably. Today, Information Communication Technology (ICT) provides rich opportunities for language classroom reaching beyond merely use of offline computer devices or programs. School partnership projects and online collaboration activities are among novel opportunities of e-learning.

This study aims at investigating the effect of eTwinning, an innovative way of cooperative learning, on language teaching. A qualitative research design is preferred in order to explore the experiences of language teachers who have completed successful eTwinning projects.

1.1 ICT in Language Learning

The need for enhanced learning environment for especially young learners who are fully immersed in internet and computer technologies in daily life requires more input which cannot be provided with stereotypical classroom materials. As it is considered to be a change and innovation in education, ICT is a key concept for this purpose (Hlásná & Klímová, 2017; Tezci, 2009). Today the expansion of □CT in education is so common that 'there can hardly be a country in the world which is not currently engaged in the process of introducing ICT into its education system' (Tsitouridou & Vryzas, 2004).

There are several ways of using ICT in language learning such as blogging (Bakar & İsmail, 2009), collaborative writin□ in wikis (Jimoyiannis & Roussinos, 2017), social networkin□ (Aydın, 2012; Blattner & Fiori, 2009), mobile assisted language learning applications (Godwin-Jones, 2011; Kukulska-Hulme, 2009; Yang, 2013), virtual learning environments (Colomar & Guzman, 2009).

ICT is in positive relation with learner autonomy (Klimova & Semradova, 2012), motivation (Bianchetti, Bocconi & Sarti, 2000) lifelong learning principles and diversity in learning process (Klimova &

---

[*] The initial version of this study was presented at the 2nd International Congress on Education, Distance Education and Educational Technology- ICDET on 05- 06 February, 2016 Antalya- Turkey.

Semradova, 2012). Several studies point changing roles of teachers and learners with ICT integrated learning process in which learner has the opportunity of constructing the patterns to be acquired while teacher takes the role of guide and facilitator of the process (Loveless & Ellis, 2001; Zepp, 2005). As it enables learners have more control over their learning process, ICT supports literacy skills with more input, enhances interactive learning, develops cognitive skills and raises exposure to the target language. These are critical advantages of ICT especially for those learning environments where English is only a foreign language and learners have little or no chance of using language skills in authentic settings. Andreea-Diana (2014) has investigated the progress and importance of using ICT skills and tools for pupils from the rural areas in Romania.

1.2 Cooperative Learning

Cooperative learning (CL), as one of the most contemporary examples of teamwork, is defined as 'the instructional use of small groups so that students work together to maximize their own and each other's learning ' (Johnson & Johnson, 2001). It is a type of learning where a group of learners cooperate to support each other's learning to complete a task (Siegel, 2005). The key concept for CL is interaction of partners as it allows constructing, sharing and using knowledge from different perspectives. In CL, the work is splitted into sub-tasks to be solved by individuals and then the output is re-assembled into the final output (Dillenbourg, 1999). CL found its way into educational settings through the research on educational leadership (Sharan & Sharan, 1987, 1989; Slavin, 1987, 1989). Several studies have investigated the role of CL in language education (Johnson & Johnson, 1994; Gagné & Parks, 2016). The relevant literature provides abundant data on the positive relationship between CL and writing (Mahmoud & Mahmoud, 2014), reading (Farzaneh & Nejadansari, 2014; Pan & Wu, 2013), speaking (Gagné, 2009), language learning strategies (Abdullah & Jacobs, 2004; Gagné & Parks, 2013) and motivation (Dörnyei, 1997). Basic features of CL are as follow:

- it gives the students a sense of responsibility to other members of the group (Frey, Fisher & Everlove 2009),
- the success is based on the group effort,
- each student in the group respect the other members' abilities and contributions,
- it reduces the anxiety (McCafferty, Jacobs & Iddings, 2006).

School partnerships in eTwinning form the example of CL activities in which at least each classroom of the participant schools come together through online settings to learn together.

1.3 eTwinning: an innovative type of e-Learning

eTwinning is a part of the EU's main support scheme in the field of education, the Lifelong Learning Programme (Comenius sub-programme). eTwinning focuses on taking advantage of information and communication technology (ICT) to enhance cooperation between all kinds of schools, through internet-based twinning links to develop joint projects using the tools and the secure internet spaces made available for them through the European eTwinning portal. eTwinning also provides other services to teachers, including the search for partners for Comenius school partnerships, the possibility of taking part in communities of practice, professional development workshops and online learning events. (European Comission Impact Report, 2013). eTwinning platform can be used by teachers, students and librarians of public and private schools to find partners from European countries for educational purposes. According to Turkey's National Support Service (NSS) of eTwinning, currently eTwinning project is supervised by Central Support Service (CSS), an international cooperation platform, while the local coordination is conducted by 37 NSS at 31 European ministries of education. eTwinning encourages school teachers to work together informally across Europe in joint pedagogical projects using the Internet since it started in 2004 (Gilleran, 2007).

In spite of its practical extensiveness, eTwinning has not been studied extensively in terms of its effects on language learning as well as professional development. Holmes (2013) investigated the importance of eTwinning in continuous professional development for teachers. He concluded that eTwinning offers a valuable alternative to traditional teacher training as it supports teachers to learn with collaboration and reflection on their experience with peers across regions and countries.

Another research on the practical benefits of eTwinning was conducted by da Silva (2011) to explore its integration with intercultural language teaching approaches. Her research findings support the idea that eTwinning is one of the most important ICT applications for intercultural language learning/teaching settings.

2. Data Collection and Procedures

2.1 Methods and procedures

This study aims at investigating the effect of eTwinning, an innovative way of cooperative learning, on language teaching. A qualitative research design is preferred in order to explore the experiences of language teachers who have completed successful eTwinning projects. To this end, 7 ELT professionals (4 female, 3 male) from different cities of Turkey have been contacted on the Internet to share their experiences in a semi structured interview (Appendix 1). The data was analysed descriptively to identify a) a general conceptualization of eTwinning in language learning and teaching settings, b) the advantages and c) the disadvantages of eTwinning from teachers' perspective.

2.2 Participants

The participants of this study are selected according to their eTwinning project background. Each of the participants had successfully completed at least 3 eTwinning projects and had Quality Labels which is a certificate given by CSS or NSS to successful eTwinning teachers indicating that their projects had been successfully completed. The researcher gave a pseudonym for each participant teacher in order to ensure the confidentiality. The demographic variables of the participants are shown in Table 1.

Table 1. The demographic variables of the participants

Pseudonym	Age	Experience (year)	Number of eTwinning projects completed	Quality Labels
Deniz	32	6	3	2
Ahmet	44	17	4	2
Burcu	26	2	3	2
Can	34	9	4	3
Erhan	41	15	4	2
Eda	29	5	3	2
Ayşe	48	23	5	3

2.3 Data Analysis

The data notes collected through semi-structured interview were contextualized in lines. Then, the researcher conducted a couple scanning on the text to have an overall understanding of the content. The data was analysed by the researcher in a descriptive manner to create concept maps derived by the researcher's overall assessments on the responses of the participants. Main advantages and disadvantages are grouped under specific themes to obtain an overall assessment of the topic. Based on the initial assessment of the texts, the concept map was created as follow:
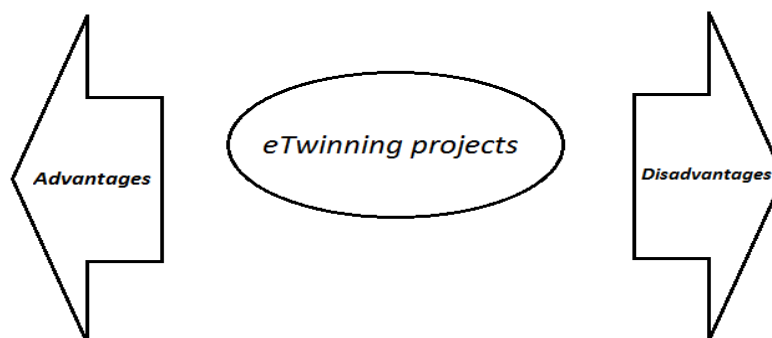

Figure 1. Initial concept map

3. Results and Discussion

When they are asked to tell their experiences on eTwinning projects, nearly all of the participants reported both the advantages and disadvantages of involving in eTwinning projects (Figure 2).
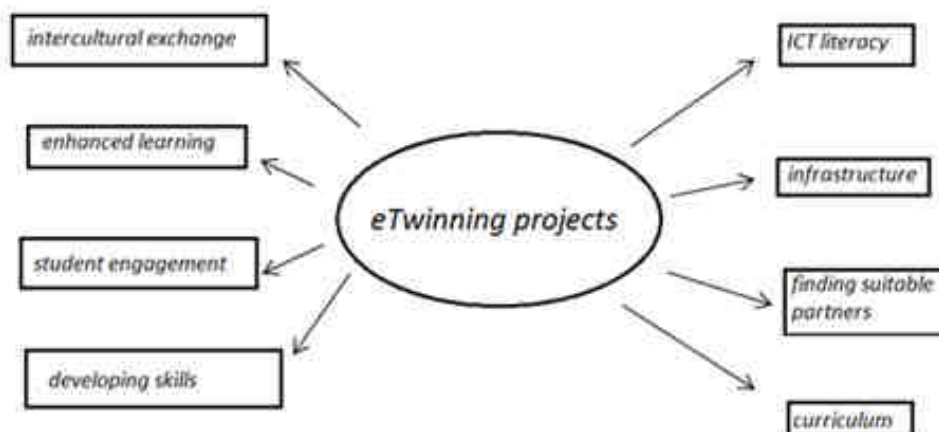

Figure 2. The conceptualization of eTwinning for language teachers

While talking about the advantages or disadvantages of eTwinning, they generally referred their previous projects. The main advantages have been reported as follow:

- enabling intercultural exchange

- enhancing learning/teaching

- raising student engagement

- developing language skills

When they are asked to talk about the disadvantages of eTwinning, the participants reported following drawbacks:

- lack of ICT literacy (both students and teachers)

- infrastructural drawbacks

- difficulty in finding a suitable partner

- the need to follow the curriculum

3.1 Advantages of eTwinning as reported by the participants

The main advantage of eTwinning, as reported by the teachers, is the opportunity of intercultural exchange for learners. eTwinning provides EFL learners a great opportunity of learning a foreign culture in its context. One of the participants reported as follow:

"In our first project, we prepared presentations with our partners from Finland. The topic was seasons. My students astonished when they learnt how their partners conceptualize the winter. Our region is rather cold. The winter means difficulty for my students. However they learnt that those new friends regard the winter as a season of many indoor activities." (Burcu)

Burcu mentioned their eTwinning project on seasons. She found a partner teacher and classroom from eTwinning network and they decided to prepare classroom activities for seasons. Each class prepared presentations on seasons. Then they exchanged their presentation through the Internet. She highlighted that the students learnt new vocabulary and idioms during the preparation and presentation periods. Miguela (2007), referring this process as 'telecollaboration', points the importance of cultural exchange in a virtual collaborative language class. The learners also benefit from language patterns they encounter during their communication as they benefit from peer feedback (Lee & Markey, 2014). When they are involved in real-time speaking and listening activities, the learners break the psychological barriers as one of the participant reported:

"When I give feedback to my students during a classroom activity, they get embarrassed and this decreases their participation. However, surprisingly, they do not feel the same when their partners give feedback to their errors during virtual collaboration." (Erhan)

Another advantage of eTwinning is enhancing learning and teaching environment through different materials or activities prepared by learners from different cultural backgrounds. All of the participants agreed that an eTwinning project enhances learning/teaching process much more than using video/audio or visuals in the classroom. Experienced teachers seem to found this quite surprising:

"I used to start my class with a short video, sometimes a short camera prank that will energize my students or an excerpt of a comedy film. In our last eTwinning activity we studied hard during two weeks, I did not need any warm-up video or visuals as they (the students) were very willing ..." (Ahmet)

"My students prepared season cards and wrote the definitions for each season. They did not get bored of this. They were enthusiastic about sharing them with new friends." (Burcu)

Gouseti (2013) stated that web based school collaboration is far more than merely a collaboration opportunity but a way of creating a playing environment for learners in which they will reveal their creative ideas.

Like all other e-learning applications, eTwinning has a positive role on increasing student engagement (Davies & Graff, 2005; Liaw, 2008; Wong, 2013). It is not difficult to imagine a group of students trying to create their own project materials or presentation to show their friends at partner schools when they have virtual meetings:

"Certainly, it (eTwinning) effects their engagement in positive way. They do not miss the classes." (Can)

"Their (the students') engagement and attendance is higher compared to my previous classes. When we have a partner school, they do not miss the classes." (Ayşe)

3.2 Advantages of eTwinning as reported by the participants

Though the participants reported several benefits of eTwinning in language classroom, they mentioned the disadvantages of this e-learning partnership platform. These drawbacks of eTwinning are caused by a) teacher, b) student c) external factors such as school, curriculum etc.

The most frequently reported drawback of eTwinning is that students and/or teacher lack ICT competences to use the interactive eTwinning platforms. They reported as follow:

"The eTwinning online platform is not user friendly. I need technical assistance from my children to upload some files." (Erhan)

"I think the Ministry of Education should help more to develop teachers' and learners' ICT skills. We learn this interface but it gets difficult if there is a problem in the connection" (Eda)

"It is not so easy. Sign up and connect! My students also have problems with ICT sometimes. My husband helps me solve the problems." (Deniz)

Language teachers' ICT skills are of crucial importance considering contemporary ICT opportunities to be used in language teaching. However, several research findings and needs analysis reports show that language teachers' ICT skills are relatively low and what is worse they are not so willing to learn new ICT and related tools (Correos, 2014; Gajek, 2015; Williams, Coles, Wilson, Richardson & Tuson, 2000).

The second most frequent drawback teachers face in eTwinning activities is the lack of technical infrastructure at some schools or classrooms. The Internet connection, computer labs, smartboards, overhead projectors are all standard technical equipment expected to exist at schools. However, there are some schools, though few in number, which lacks this basic and minimum equipment. Teachers find it difficult to move their own laptops, or finding a suitable classroom to have a virtual meeting with their partners.

"I was working at a different school. We had all technical devices there. When I moved to this school I saw that there is only one classroom with overhead projector. We already started one more project however it is difficult to find internet access in a silent room to complete the procedures of our project." (Burcu)

"I bring my own laptop and we need to connect it to the overhead projector in the main conference room of the school. The classroom is not well equipped. I can not set a virtual meeting for my project." (Can)

Sometimes school directors seem too conservative to 'protect' the technical devices from students or teachers. Besides, in southern and eastern regions of Turkey (where the research has been conducted) there are

some underdeveloped or ignored parts where schools lack even basic technologies. As it seems from the responses of the participants, access to technology is of great importance as well as ICT literacy.

Another problem teachers face while trying to start a new eTwinning project is the difficulty of finding a suitable partner. Though the CSS and NSS provide a large partner pool for partner-seekers, teachers should be careful to find the most suitable partner for them regarding their students' social, cultural and economic status. The difficulty in finding a suitable partner is reported by only one participant as follow:

"Before I started my first eTwinning project, I tried to find a suitable partner for 4 months. I shared the topic of my project on some Facebook groups. I wanted to find a partner from Western Europe." (Can)

While they try hard to take part in virtual partnerships to enhance the teaching in their classrooms, teachers have to cope with the needs of curriculum. They can not miss the national exams and high-stakes testing chains their students take at the end of the school year. This is the most arduous task for teachers: They have to enhance their teaching and set partnerships to conduct eTwinning projects; besides, they have to follow the curriculum implied by the authorities. Most teachers think that they would feel free if they had the chance of manipulating the curriculum they should follow:

"I have several project ideas in my mind, however this year I am teaching 4th grades and they will have an important exam at the end of the year. I do not want to miss the curriculum." (Deniz)

"The Ministry of Education should allow us organize and balance our teaching between classroom activities that we can design and curriculum that we should follow." (Ahmet)

This problem can be solved if the project topics are adapted to curriculum or the policy-makers integrate teachers to policy making procedure more. Otherwise teachers will be confused whether to follow their independent teaching ideas or be bound to the requirements of the curriculum which in turn may decrease their eTwinning participation.

4. Conclusion

This study aims at investigating the advantages and disadvantages of eTwinning, a virtual school partnership program supported by EU and Erasmus, from the perspectives of language teachers who have conducted and completed successful eTwinning projects. The data was collected through semi-structured interview with 7 language teachers from Turkey. The data was analysed descriptively.

The results show that eTwinning projects are valuable opportunities for both language teachers and students in terms of enhancing learning ant teaching process, enabling intercultural exchange, student engagement and developing language skills. On the other hand, teachers and students experience some difficulties while conducting eTwinning projects. Most of these problems are caused by technical deficiencies of schools, lack of ICT skills and the discrepancies between eTwinning applications and curriculum.

As a pedagogical implication, it should be noted that contemporary language teaching should not be restricted to classroom. Even the Internet itself is not sufficient for today's learning goals. Language teachers are expected to integrate the technology and human resources to create virtual partnership to improve their teaching and develop students' language skills.

Finally, it should be noted that more research is needed to have a better conceptualization of the effects of eTwinning on language learning, motivation, attitude and the overall language teaching process.

References

Abdullah, M., & Jacobs, G. (2004). Promoting cooperative learning at primary school. *TESL-EJ*, *7*(4).

Andreea-Diana, S. (2014). The importance of involving pupils from the rural area in using ICT skills and tools–a milestone. *Procedia-Social and Behavioral Sciences*, *128*, 36-43.

Andreea-Diana, S. (2014). The importance of involving pupils from the rural area in using ICT skills and tools–a milestone. *Procedia-Social and Behavioral Sciences*, *128*, 36-43.

Aydın, S. (2012). A review of research on Facebook as an educational environment. *Educational Technology Research and Development, 60*(6), 1093-1106.

Bakar, N. A., & Ismail, K. (2009). Using Blogs to Encourage ESL Students to write constructively in English. *AJTLHE: ASEAN Journal of Teaching and Learning in Higher Education, 1*(1), 45-57.

Bayyurt, Y. (2013). Current perspectives on sociolinguistics and English language education. *The Journal of Language Teaching and Learning*, *3*(1), 69-78.

Bianchetti, P., Bocconi, S., & Sarti, L. (2000). A methodology for joint design, co-operation and decision-

making for on-line collaborative learning. *Digital Education Review*, (1), 1-10.

Blattner, G., & Fiori, M. (2009). Facebook in the language classroom: Promises and possibilities. *International Journal of Instructional Technology and Distance Learning*, *6*(1), 17-28.

Camilleri, R. A. (2016). Global education and intercultural awareness in eTwinning. *Cogent Education*, *3*(1).

Colomar, M. P. A., & Guzmán, E. G. (2009). ICT-SUSTOUR and MARKETOUR: Two second language acquisition projects through a virtual learning environment. *Computers & Education*, *52*(3), 581-587.

Correos C. (2014), Teachers' ICT literacy and utilization in English language teaching. *ICT & Innovations in Education International Electronic Journal, 2* (1), 1-25.

da Silva, M. D. P. C. (June, 2011). *The "Sign up and Connect" eTwinning project: an intercultural approach to teaching English as a foreign Language*. International Conference the Future of Education. Florence, Italy.

Davies, J., & Graff, M. (2005). Performance in e-learning: online participation and student grades. *British Journal of Educational Technology*, *36*(4), 657-663.

Dillenbourg, P. (1999). What do you mean by collaborative learning. *Collaborative-learning: Cognitive and computational approaches, 1*, 1-15.

Dörnyei, Z. (1997). Psychological processes in cooperative language learning: Group dynamics and motivation. *The Modern Language Journal*, *81*(4), 482-493.

European Commission (c) /Education for Change (2013). *Study of the impact of eTwinning on participating pupils, teachers and schools.* Luxembourg: Publications Office of the European Union. Accessible online here: http://ec.europa.eu/education/news/2013/20130215_en.htm

Farzaneh, N., & Nejadansari, D. (2014). Students' attitude towards using cooperative learning for teaching reading comprehension. *Theory and Practice in Language Studies*, *4*(2), 287.

Frey, N., Fisher, D. & Everlove, S. (2009). *Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding.* Alexandria, Virgina: ASCD.

Gagné N. (2009). *Cooperative learning and oral interaction activities in an intensive Grade 6 ESL program in Quebec*. Unpublished master's thesis, Université Laval, Quebec City, Canada.

Gagné, N., & Parks, S. (2013). Cooperative learning tasks in a Grade 6 intensive ESL class: Role of scaffolding. *Language Teaching Research*, *17*(2), 188-209.

Gagné, N., & Parks, S. (2016). Cooperative learning tasks in a Grade 6 intensive English as a second language class: turn-taking and degree of participation. *The Language Learning Journal*, *44*(2), 169-180.

Gajek, E. (2015). Implications from the Use of ICT by Language Teachers--Participants of International Projects. *Universal Journal of Educational Research*, *3*(1), 1-7.

Gilleran, A. (2007). eTwinning for Beginners. *eTwinning, Learning with eTwinning. A Handbook for Teachers*, 4-5.

Gillies, R. M., & Boyle, M. (2008). Teachers' discourse during cooperative learning and their perceptions of this pedagogical practice. *Teaching and Teacher Education, 24*, 1333–1348.

Godwin-Jones, R. (2011). Emerging technologies: Mobile apps for language learning. *Language Learning & Technology*, *15*(2), 2-11.

Gouseti, A. (2013). An overview of web-based school collaboration: a history of success or failure?. *Cambridge Journal of Education*, *43*(3), 377-390.

Hlásná, P., & Klímová, B. (2017). Use of Information and Communication Technologies in Primary Education-A Case Study of the Czech Republic. *International Electronic Journal of Elementary Education*, *9*(3).

Holmes, B. (2013). School teachers' continuous professional development in an online learning community: Lessons from a case study of an eTwinning learning event. *European Journal of Education*, *48*(1), 97-112.

Jilg, T., & Southgate, M. (2017). Students helping students: A learning partnership initiative for distance language learners. *The Language Learning Journal*, *45*(2), 245-262.

Jimoyiannis, A., & Roussinos, D. (2017). Students' collaborative patterns in a wiki authoring project: Towards a theoretical and analysis framework. *Journal of Applied Research in Higher Education*, *9*(1).

Johnson, D.W. & Johnson, R.T. (1994). *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*. Massachusetts: Allyn and Bacon

Johnson, D.W., & Johnson, R.T. (2009). An Educational Psychology Success Story: Social Interdependence

Theory and Cooperative Learning. *Educational Researcher 38*(5), 365-379.

Johnson, D.   W. and Johnson, R. 2001. *Cooperative   learning   methods: A   meta-analysis*, Minneapolis: University of Minnesota, Cooperative Learning Center. Research Report.

Klimova, B. F., & Semradova, I. (2012). The teaching of foreign languages and ICT. *Procedia Technology*, *1*, 89-93.

Kukulska-Hulme, A. (2009). Will mobile learning change language learning?. *ReCALL*, *21*(02), 157-165.

Lee, L., & Markey, A. (2014). A study of learners' perceptions of online intercultural exchange through Web 2.0 technologies. *ReCALL*, *26*(03), 281-297.

Liaw, S. S. (2008). Investigating students' perceived satisfaction, behavioral intention, and effectiveness of e-learning: A case study of the blackboard system. *Computers & Education*, *51*(2), 864-873.

Loveless, A., & Ellis, V. (2001). ICT. *Pedagogy and the Curriculum, Routledge Falmer*.

Mahmoud, M. M. A., & Mahmoud, A. (2014). The effectiveness of using the cooperative language learning approach to enhance EFL writing skills among Saudi University students. *Journal of Language Teaching and Research*, *5*(3), 616-625.

McCafferty, S. G., Jacobs, G. M., & Iddings, A. C. (2006). Cooperative learning and second language classrooms. *Cooperative learning and second language teaching*, 3-8.

Miguela, A.D. (2007). Models of Telecollaboration (3): ETwinning. In R. O'Dowd (Ed.), *Online intercultural exchange: An introduction for foreign language teachers,* (pp. 85– 104). Clevedon; Multilingual Matters.

Müller, M., & Schmenk, B. (2017). Conceptualizations, images, and evaluations of culture in study abroad students. *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée*, *19*(2), 128-150.

North, B. (2007). The CEFR illustrative descriptor scales. *The Modern Language Journal*, *91*(4), 656-659.

Pan, C. Y., & Wu, H. Y. (2013). The cooperative learning effects on English reading comprehension and learning motivation of EFL freshmen. *English Language Teaching*, *6*(5).

Ping, W. (2017). Understanding bilingual education: an overview of key notions in the literature and the implications for Chinese university EFL education. *Cambridge Journal of Education*, *47*(1), 85-102.

Sharan, S., & Sharan, Y. (1987). Training teachers for cooperative learning. *Educational Leadership, 45*(3), 20-26.

Sharan, Y. & Sharan, S. (1989). Group investigation expands cooperative learning, *Educational Leadership, 47*, 17-21.

Siegel, C. (2005). Implementing a research-based model of cooperative learning. *The Journal of Educational Research*, *98*(6), 339-349.

Slavin, R. E. (1987). Cooperative learning and the cooperative school. *Educational Leadership, 45*(11), 7-13.

Slavin, R. E. (1989). Research on cooperative learning: Consensus and controversy, *Educational Leadership, 47* (4), 52-54.

Tezci, E. (2009). Teachers' effect on ICT use in education: the Turkey sample. *Procedia Social and Behavioral Sciences*, 1, 1285-1294.

Tsitouridou, M., & Vryzas, K. (2004). The prospect of integrating ICT into the education of young children: The views of Greek early childhood teachers. *European Journal of Teacher Education, 27*(1), 29-45.

Tudini, V. (2016). Repair and codeswitching for learning in online intercultural talk. *System*, *62*, 15-25.

Williams, D., Coles, L., Wilson, K., Richardson, A., & Tuson, J. (2000). Teachers and ICT: Current use and future needs. *British Journal of Educational Technology*, *31*(4), 307-320.

Wong, L. (2013). Student engagement with online resources and its impact on learning outcomes. *Journal of Information Technology Education*, *12*.

Yang, J. (2013). Mobile assisted language learning: review of the recent applications of emerging mobile technologies. *English Language Teaching, 6*(7), 19.

Zepp, R. A. (2005). Teachers' Perceptions on the Roles on Educational Technology. *Educational Technology & Society*, *8*(2), 102-106.

Appendix 1.
Interview form

Dear Colleague,

This study aims at investigating your experiences in order to explore the advantages and disadvantages of eTwinning, an ICT project tool for language learning/teaching procedures. Please read the following questions and reply as detailed as possible. Please note that all your personal info will be confidential. You are invited to take part in this study in a volunteer basis.

I. **Personal & Professional Info**

Age	*Experience (year)*	*Number of eTwinning projects completed*	*Quality Labels*

II. **The questions:**

1. What do you think about your experiences of eTwinning?
2. What are the advantages of eTwinning in terms of your students' language learning process?
3. What are the disadvantages of eTwinning in terms of your students' language learning process?
4. What are the advantages of eTwinning in terms of your language teaching process?
5. What are the disadvantages of eTwinning in terms of your language teaching process?
6. What would you like to suggest to improve eTwinning?

III. **Closure**

Thank you very much for your participation. Please feel free to contact me at aselcukakdemir@gmail.com if you'd like to add & suggest.