eTWINNING AS A COLLABORATION PLATFORM IN EDUCATION: eTWINNING PROJECTS IN LANGUAGE EDUCATION IN THE CONTEXT OF TEACHERS' VIEWS

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Abstract

The eTwinning activities carried out through the European School Education Platform are an exemplary model of integrating technology and curriculum in education. This platform, which the European Commission supports, fosters collaboration between educators and students at both national and international levels. Through this platform, students encounter diverse cultures and enhance their language skills. Using project-based learning in this context fosters the acquisition of 21st-century skills, including critical thinking, creativity, collaboration, and communication. However, research focusing on the role of eTwinning projects in language education is limited. The present study aims to examine the effects of eTwinning projects (a network-based learning environment supported by the European Union) on language education, based on teachers' views. The research utilised the case study method, a qualitative research design. The study's participants included 48 English language educators working within the city center of Bayburt. The study's findings were collected using semi-structured interviews, providing a comprehensive overview of the participants' perceptions. The analysis of the findings showed that most respondents found eTwinning projects to be effective in the context of language education. Consequently, the study findings suggested organizing seminars on new research and regulations, coordinating eTwinning projects, making planning announcements, and ensuring curricula compliance.

Keywords: European Union, eTwinning, language education, teacher.

INTRODUCTION

Today, the rapid advancement of technology has caused fundamental changes in the field of education and reshaped the learning-teaching processes. Many variables affect educational systems and teaching practices. Technology has a special place among these. Technological developments affect human life entirely and change every element of the education ecosystem. The speed of technology has caused radical changes in every field, from educational programs to materials, from environment design to teacher training, and has reshaped the learning-teaching processes. With the change experienced, different approaches and methods were needed in educational environments. As a result of this need, traditional education methods have been replaced by innovative teaching methods where technology can be used actively. According to Gündüz-Çetin and Gündoğdu (2022), considering the rapidly increasing technological innovations in the age we live in, it is a necessity for education to adapt to these innovations. With these innovative teaching methods, education has become more interactive and accessible. Heafner (2004) emphasized that technology empowers students by involving them in learning. According to Külekçi (2023), teachers must have the necessary knowledge and skills to introduce students to current educational tools properly.

Literature Review

As in every field of education, language teaching also experiences technological integration. The use of digital tools in teaching mother tongue and foreign languages is rapidly becoming widespread. In the context of distance learning, Web 2.0 tools, and artificial intelligence applications, there is an integration in language education (Maden & Önal, 2020; Maden & Önal, 2022; Maden, Avşar, & Misir, 2024; Maden & Yetişensoy, 2024). Technology's innovative tools and applications have made learning more accessible, personalized, and fun in language education. According to Demirekin (2023), educational technology tools contribute to increasing the active participation of language learners and maximizing positive language learning results. Again, according to Demirekin (2023), thanks to technology-supported educational applications, students can focus more on learning a specific language skill. The digital tools and platforms used in this process make it easier for students to access information while offering teachers more creative and flexible teaching methods. The technological transformation in education has also affected the policies and practices of international institutions and organizations. The European Union has taken important steps in this regard. The European Union has established a network that includes the Ministries of Education in its member and candidate countries to ensure standardization and cooperation in education. The name of this network is European Schoolnet. This formation provides technical and operational support for projects carried out in member countries' schools and other educational institutions. In addition, European Schoolnet manages cooperation activities for the cooperation between schools and the professional development of teachers. One of the most prominent of these activities is the eTwinning projects.

eTwinning events, which have been carried out since 2022 through the European School Education Platform (ESEP), are an important example of the effective use of technology in education. eTwinning is an educational community and collaborative learning platform for teachers and students in Europe, launched by the European Commission in 2005, and is an action for schools funded by the European Commission within the scope of Erasmus + (Ministry of National Education [MNE], 2023). eTwinning is a secure internet platform that offers a range of activities for schools at national and international levels, such as joint projects, collaboration spaces, and professional development opportunities for teachers (Kearney, 2016). This platform provides online tools for teachers to find partners, create projects, share ideas, exchange best practices, and start working together immediately using various customized tools in the system (MNE, 2025). eTwinning is supported by the European Commission and brings teachers and students together. This platform aims for students to meet different cultures, develop their language skills, and gain 21st-century skills such as critical thinking, creativity, collaboration, and communication through project-based learning. According to the eTwinning Activity Booklet (MNE, 2019, p. 10), eTwinning activities are Europe's largest eTwinning platform where teachers work on projects with their students, increase their personal and professional development, and share knowledge and skills by working collaboratively. eTwinning projects allow students to develop not only their academic knowledge but also their social and cultural skills.

In Turkey, eTwinning activities have been carried out under the Ministry of National Education's Directorate General of Innovation and Educational Technologies since 2009. Under the coordination of this unit, teachers all over the country, together with their students, carry out projects with domestic and international partners and increase their personal and professional development. The most important elements of eTwinning projects include teachers, students, and schools. While teachers work on projects for their students, they also have the opportunity to see the work of other colleagues in Europe (Çınar, Avaroğlu, Tunç, & Taşkaya, 2024). In addition, eTwinning projects provide a substantial communication opportunity between partners, encouraging creativity and entrepreneurship (Gençtürk-Erdem et al., 2021). eTwinning improves the use of information technologies by teachers and students, ensures technology integration in education, uses innovative teaching methods and techniques, and increases education quality by benefiting from national and international examples.
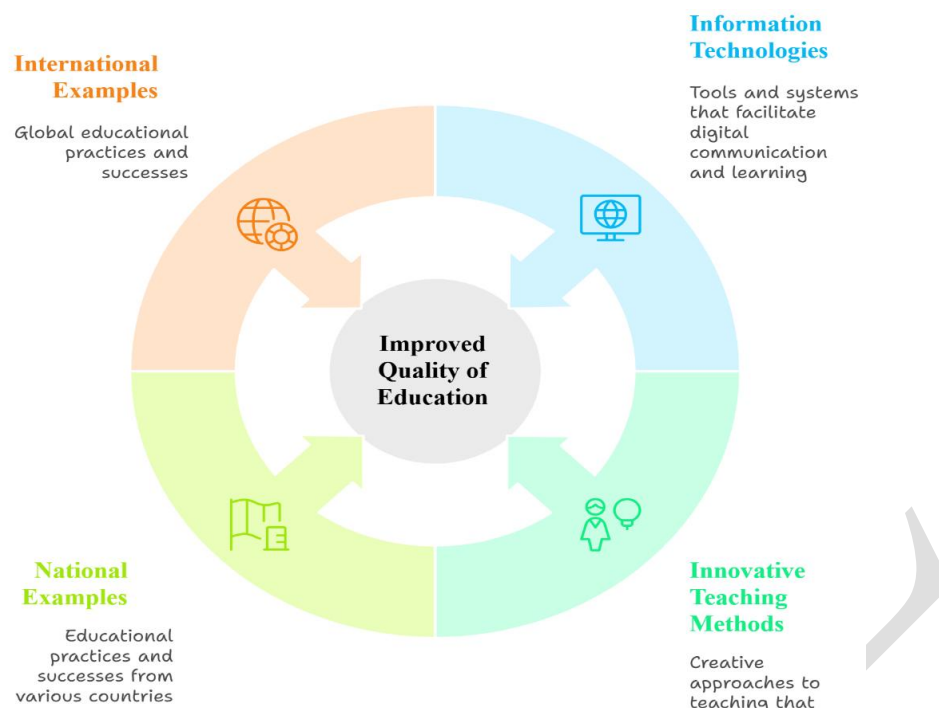
Figure 1. eTwinning educational enhancement cycle.

In 2022, eTwinning was integrated with the School Education Gateway and Teacher Academy under the European School Education Platform (ESEP) umbrella. The EU Login portal, the European Commission's electronic identity authentication service, allows access to platforms managed by the European Commission using a single email address and password (MNE, 2023). The eTwinning process starts with a project idea. In this process, which starts with a project idea, teachers first register on this platform and search for partners by presenting their project ideas through the tools and forums offered on the platform. For the projects to be realized, at least two teachers prepare a draft project and volunteer teachers who want to participate in the project are brought together through the partner-finding forums on the portal (Karataş & Öztay, 2023). After establishing the project partnership, students must also be added to the system in line with e-security measures. Digital literacy and e-security are important criteria in eTwinning projects (Gençtürk-Erdem et al., 2021). In the project workspace called TwinSpace, permission must be obtained from parents before sharing information about students, and the necessary e-security measures must be taken to share (MNE, 2023). In this way, partners can carry out their projects as student-teacher collaboration with the help of various web tools. Students communicate with both Turkish and foreign peers.

eTwinning from Student and Teacher Perspectives

eTwinning projects are that they encourage students to produce solutions to basic academic subjects and real-life problems. For this purpose, they adopt an interdisciplinary and collaborative approach. According to Uslu-Kaplan and Alkan (2023), although eTwinning has advantages in many different areas, its most significant impact is the adaptation of information technologies to courses and the interdisciplinary approach to education. In addition to their primary purpose, these projects improve students' communication skills in foreign and native languages, increasing their digital literacy and technology use competencies. For example, within the scope of an eTwinning project, students from different countries collaborate on a common digital platform to research a specific subject and share their findings. This process contributes to both students' academic competencies and language and digital skills development.

eTwinning projects also have many benefits for teachers. They provide important opportunities for teachers' professional development. Teachers discover innovative teaching methods through these

projects and increase their technology use competence. In addition, eTwinning projects allow teachers to participate in international collaboration networks, expand this network, and learn about different education systems. Teachers actively use various Web (2.0) tools while carrying out their projects on the platform. This increases teachers' professional motivation and makes bringing innovative educational practices to their classes easier. Teachers stand out from their colleagues thanks to the student-centered, active, and collaborative methods and web tools they use. In this way, they increase both their individual development and the quality of teaching in the classroom.

When the relevant literature is examined, it is revealed that eTwinning projects improve the skills of teachers and students in using foreign languages, information technologies, and Web 2.0 tools in addition to academic development. In his study on the subject, Gajek (2018) emphasizes that eTwinning applications have an integrative role in ensuring curriculum integration at the international level. Camilleri (2016) stated that these projects effectively teach students 21st-century skills. In his research, Crisan (2014) identified that eTwinning projects contribute to students' use of ICT in teaching and learning, socio-constructivism, establishing interdisciplinary connections, student-centeredness, and introducing new methods and strategies. In the Karataş and Öztay (2023) study, teachers stated that participation in eTwinning projects also contributes to students' foreign language development. Again, in the same study, it was observed that students socialized by meeting different cultures and that their academic success increased. In Fazlı, Köse, and Fazlı (2024) research, eTwinning projects also improve students' collaborative learning, digital, and modeling skills. In their research, Çetin-Cengiz and İzci (2021) agreed that eTwinning projects raise students' awareness of every subject, offer the opportunity to learn with fun, and increase their interest in technology. Demir et al. (2023) also believed these projects provide teachers with innovation, experience, and a different perspective. Huertas-Abril and Muszynska (2022) also determined in their research that eTwinning tools provide multimodal communication and the development of new social applications and social learning strategies between them. eTwinning projects significantly benefit students in 21st-century multicultural Europe by improving language skills, enhancing digital competencies, providing active practical experience and exposing them to different educational and cultural contexts (Çetin & Gündoğdu, 2022; Şahin et al., 2024; İnce & Çelik, 2024). In addition to these academic benefits, eTwinning projects can provide a multicultural and disciplined educational environment for students and teachers. They also promote individual and institutional engagement, tolerance, and responsibility. eTwinning projects are also considered to strengthen teachers' professional competencies (Huertas-Abril et al., 2025; Uslu-Kaplan & Alkan, 2023). It is anticipated that the research will enhance awareness of eTwinning projects among teacher training institutions and educators. It is also anticipated that these projects will be given greater importance and that these platforms will be utilised more widely across disciplines for various purposes. In addition, eTwinning projects have been demonstrated to be effective in developing individuals who are well-equipped and active in the skills required for the 21st century. It is imperative to acknowledge the significance of this feature within the context of school culture, and to direct attention towards its effective integration and utilisation. On the other hand, it is seen that research focusing on the role of eTwinning projects in language education is limited. In this direction, it is envisaged that a study evaluating the effects of eTwinning projects in the context of language education from the perspective of students and teachers will be useful in filling the gap in the field.

The research examines the effects of eTwinning projects, which are network-based learning environments implemented and supported by the European Union, on language education based on teachers' views. In line with this purpose, the following sub-problems were sought in the research:

1. Are eTwinning projects effective in language teaching?
2. Which language skills (listening, speaking, reading, writing) of teachers and students are developed more through eTwinning projects?
3. Are the language education projects on the eTwinning portal followed?
4. Are Web 2.0 tools utilised in eTwinning projects?

METHOD

Research Design

A qualitative research approach was adopted in this study, which examines the effectiveness of eTwinning projects in language education. The research is a descriptive case study. Merriam (2013) defines a case study as an in-depth description and examination of a limited system. In addition, Creswell (2007) explains a case study as a researcher's in-depth examination of one or several situations limited in time using data collection tools (observations, interviews, audiovisuals, documents, reports) containing multiple sources. Accordingly, in the study, the opinions of language teachers who participated in eTwinning projects on the effectiveness of these activities in language teaching were sought, and in line with their opinions, the process was tried to be evaluated comprehensively in terms of impact aspects, awareness, and use of technology.

Working Group

The research study group consists of 48 English teachers working in the central district of Bayburt province. The study group consisted of 38 female and 10 male teachers. Thirty-five of the participating teachers had over 10 years of experience, 10 had 7-9 years, and 3 had 1-5 years. Since eTwinning projects are mostly carried out with international groups, it aimed to obtain teachers' opinions in the context of foreign language education. For this reason, English teachers from branches that are commonly involved in projects in the country were selected for the study group. Since the research group included teachers working in different schools, it was decided to choose the purposive sampling method.

Data Collection Tools

The study data was collected using the Teacher Interview Form for eTwinning Projects. The semi-structured interview form was applied with two short-answer questions about personal information and four open-ended questions about the research purpose. To ensure the validity of the interview form, the opinions of Educational Sciences field experts (n=3) and English teachers (n=2) were sought. In line with the opinions of the experts and teachers, the form was subjected to a pilot application (on 10 English teachers). The draft interview form was created with 6 questions. After the pilot application, it was decided to apply it with 4 questions by removing 2 questions due to similarity in terms of scope. The interview form created in this direction was delivered to the teachers in the study group who voluntarily participated in the research via electronic media (Google forms), email, social media tools, WhatsApp, etc. Similarly, a one-week response time was allocated, and responses were to be submitted digitally.

Data Analysis

Qualitative data analysis techniques were used to analyze the data. In this context, descriptive and content analysis were used together to analyze the study data. The descriptive analysis process uses coding, classification, and definition processes (Glesne, 2012). The content analysis process includes the processes of bringing together similar data/data sets under certain concepts, categories, and themes and interpreting the data in a way that the reader can understand (Yıldırım & Şimşek, 2013). In this context, in the research, firstly, the teachers' opinions about the effects of eTwinning projects on language education were classified in a general framework with descriptive analysis. Content analysis was used to examine the described opinion themes, coding them and dividing them into subcategories. The effectiveness of eTwinning projects was analysed, with opinions being categorised as *positive* or negative. In addition, data on contributions to language skills was analysed under the themes of *listening, speaking, reading, writing*, and *all skills*. Furthermore, the responses pertaining to the utilisation of Web 2.0 tools were categorised into binary themes of *positive* and *negative* responses. In addition, the frequencies of the opinions obtained during the coding process were determined, and numerical data supported the categories created in this way.

Reliability

A series of procedures were carried out to ensure the reliability of the findings obtained in the research. The reliability of a research is possible by ensuring its invariance over time, agreement between independent experts or raters, and internal consistency (Baxter & Jack, 2008). In this context, how consistently the categories were coded during the research process was examined, and whether any data was overlooked over time. To determine this, the teacher opinions obtained in the research were read and coded twice by 2 different coders 2 weeks apart. In addition, the researchers checked whether the coding made in different periods was consistent. In addition, coding was done with the help of an expert during the data analysis process. It was determined that the consistency between the codings was .90 according to the reliability formula of Miles and Huberman (1994, p. 64). To ensure the internal reliability of the research, the English teachers in the study group were coded as T1, T2, and T3… and direct transfers were made in addition to indirect transfers. Attention was paid to the transparency of the research by realistically and in detail explaining how the data set was created and what the processes were in the data analysis process. In addition, tables/visuals were included to make the presentation of the research findings understandable, and sample views and frequency values were used.

RESULTS

eTwinning projects in language education are shown below in Table 1, Table 2, Table 3, and Table 4 and with sample opinions.

Teachers' Views on the Effectiveness of eTwinning Projects in Language Teaching
English teachers' opinions on the effectiveness of eTwinning projects in language education are shown in Table 1.

Table 1. Findings on the effectiveness of eTwinning projects in language education.

Category	Code	f	Participants	Opinions
Positive Aspects	Communication Skills-Practice-Active Use	22	T5, T6, T7, T10, T16, T17, T18, T19, T20, T22, T25, T26, T27, T30, T31, T33, T38, T39, T40, T43, T45, T46	"It is effective and helps to establish and develop the ability to communicate with foreign partners in the target language." (T6) eTwinning project carried out with partners from abroad is effective in language teaching as it provides students with natural speaking environments." (T20)
	Development of Language Skills	14	T1, T4, T11, T13, T14, T15, T19, T23, T24, T29, T34, T41, T42, T48	" Students' communication with each other in projects with foreign partners improves their four language skills. " (T41)
	Affective Elements (Love of language-self-confidence-attitude-awareness-motivation)	11	T1, T2, T3, T8, T12, T16, T19, T21, T32, T34, T37	"… I must say that students have a different perspective towards both the mother tongue and the foreign language and that these projects contribute to language teaching." (T34) "… students' motivation increases as they explore different cultures and perspectives." (T1)
	Cultural Interaction	3	T1, T17, T19,	"Meeting different cultures and being able to communicate encourages students to learn languages." (T19)
Negative Aspects	Time and Planning Issues	7	T1, T22, T28, T35, T44, T45, T47	"Yes, according to the project content. Especially with the last change, one of the founding partners will not be able to get a label unless it is from a different country, which has increased this situation." (T22) "eTwinning projects also have some negative aspects. Project management and communication can sometimes be difficult, especially between partners located in different time zones. There are also risks that projects sometimes do not proceed as planned and the targeted learning outcomes are not achieved. " (T1)

Category	Code	f	Participants	Opinions
	Technological Barriers	2	T27, T43	"…currently, the use of artificial intelligence translation tools may hinder necessary progress." (T43)
	Administrative / Career Barriers	1	T27,	"… the effort and work you put in is not seen by the administration and the Ministry of Education. After a while, it feels empty. (T27)
	Language Difference	2	T30, T44	" The negative aspect is that if your foreign partner uses their language instead of English, you may have problems with communication. You may have problems finding the exact foreign language equivalent of the subject you want to talk about in the activity you are doing or the application you are using." (S30) "They use the language in a foreign language depending on the subject and level, but I do not think they learn anything new in terms of the foreign language." (T44)

Table 1 shows that teachers expressed their views that the activities carried out within the scope of the eTwinning project have both positive and negative effects on language education. According to the findings, it was determined that most of the teachers thought that eTwinning projects have positive effects on language education (f=25), while some of them expressed their views that they will have negative effects (f=12).

eTwinning projects are examined, a comprehensive picture is formed in which the communication skills of students and teachers can be improved with exercises and active participation in language use, basic language skills can be developed with the activities in these projects, emotional awareness can be gained regarding the language and cultural interaction can be achieved. According to the table, 22 of the teachers in the study group think that eTwinning projects have a positive effect in terms of communication skills, exercises, and active language use; 14 in terms of the development of language skills; 11 in terms of gaining emotional awareness regarding the language and 3 in terms of cultural interaction. This finding shows that eTwinning projects have a positive effect on language education. It also indicates that these projects can provide more qualified learning environments thanks to the interaction with individuals from different language and cultural environments.

When the data regarding the opinions shared by teachers within the scope of negative impact are examined, it is understood that situations based on the organization, planning, success, and disruptions experienced in the process of eTwinning projects are shared. However, negativities related to language differences are among the issues that will directly affect the language education process of the project. On the other hand, opinions regarding planning, management, career, and the effects of technological developments can prevent the projects in question from achieving their goals in general.

Teachers' Views on the Contribution of eTwinning Projects to Language Skills
English teachers' views on which language skills eTwinning projects contribute most to the development are shown in Table 2.

Table 2. Findings regarding which language skills eTwinning projects contribute the most.

Category	Code	f	Participants	Opinions
All Language Skills	Supporting the Development of Language Skills	16	T1, T3, T6, T7, T8, T14, T15, T16, T18, T19, T22, T23, T25, T30, T35, T42	"1. Listening: During the project process, students can improve their understanding of different accents and language structures by listening to other students' presentations, videos, and audio recordings. 2. Speaking: Students improve their speaking skills while communicating with project partners and other students. They experience the practical use of the language by communicating with people from

Category	Code	*f*	Participants	Opinions
				different cultures. 3. Reading: Reading materials such as sharing, blog posts, and presentations made within the project's scope can improve students' reading skills. In addition, conducting research during the project supports reading skills. 4. Writing: Students develop their writing skills by writing various texts such as messages, reports, and Blog posts during the project process. In addition, they reinforce their writing skills by providing written feedback to other students and teachers." (T1) "This may vary depending on the design of the project. For example, while writing and reading skills develop in a Pen Pal project, speaking and listening skills may also develop in meetings held according to the project's purpose." (T3) "All of them develop. Listening and speaking skills develop in online meetings, writing and reading skills develop while doing the given tasks." (T14)
Speech	Supporting Speaking Skills	26	T2, T5, T9, T10, T12, T13, T14, T17, T20, T21, T24, T25, T26, T27, T28, T29, T34, T36, T37, T38, T39, T40, T45, T46, T47, T48	"Since there is constant communication with project partners, it enables the development of four basic language skills, especially speaking." (T25)
Writing	Supporting Writing Skills	16	T4, T11, T12, T13, T14, T24, T29, T31, T32, T37, T39, T41, T43, T44, T45, T48	"Writing because sharing is mostly done through writing." (T43)
Listening	Supporting Listening Skills	12	T5, T7, T14, T17, T20, T26, T33, T37, T38, T40, T46, T47	"It especially supports speaking and listening skills. Students communicate by hearing and speaking during the project process." (T5)
Reading	Supporting Reading Skills	8	T2, T4, T11, T14, T31, T32, T41, T48	"Since it comes to producing product reviews, reading and writing skills are neglected more." (T31)

Table 2 shows which language skills teachers think eTwinning projects contribute most to. According to the table, the activities carried out in eTwinning projects have a multifaceted contribution to foreign language education. As can be seen in Table 2, it is understood from the teachers' views that these projects contribute to the development of speaking (f=26), writing (f =16), listening f =12) and reading (f =8) skills. On the other hand, when the teachers' opinions about eTwinning projects are examined, it is thought that all language skills, regardless of language skill, are positively affected by these activities, and development is achieved in different ways. The opinions of the teachers who participated in the research that eTwinning projects contribute to developing all language skills (f =16) are also considerable. This finding shows that the teachers have positive thoughts and motivation that their and the students' language skills will develop in these projects. Again, according to the findings, it is noteworthy that the teachers think that eTwinning projects contribute more to speaking than writing skills. However, a speaking and writing-focused view may dominate since eTwinning activities are carried out digitally and with visual and audio materials via various web tools. This is not the case for reading. When the environment and tools used in eTwinning activities are considered, there is a suitable environment for reading skills. On the other hand, the fact that teachers share few views on reading skills necessitates the analysis of this finding with different variables.

Teachers' Views on Following eTwinning Projects for Language Education

English teachers' views on following language education projects on the eTwinning portal are shown in Table 3.

Table 3. Findings regarding the status of the following language education projects on the eTwinning portal.

Category	Code	ƒ	Participants	Opinions
Yes, I'm following	Having information about projects	25	T1, T2, T4, T5, T6, T7, T8, T14, T15, T17, T21, T22, T23, T24, T25, T26, T29, T31, T32, T36, T39, T40, T42, T45, T48	"eTwinning There are language education projects on the portal, especially projects that improve English speaking skills." (T1)
	Project examples	14	T1, T2, T4, T5, T6, T14, T15, T17, T22, T23, T29, T31, T39, T42	"L@ngu@ges4all!" (T4) "Bridging language and culture bridges, Word Hunt: Discovering the Treasure of Our Language, The wealth of Our Language" (T5) "English 4U" (T14) "English to Gather and Get eTwinning called Better project." (T42)
	Can't remember the project name	11	T7, T8, T21, T24, T25, T26, T32, T36, T40, T45, T48	" There are. But I can't remember their names." (T7) "I am not sure because I did not do any projects this year" (T48)
No, I don't follow	Lack of project knowledge	21	T3, T9, T11, T12, T16, T18, T19, T20, T27, T28, T30, T33, T34, T35, T37, T38, T41, T43, T44, T46, T47	"I have no idea." (T9) "I have no information about current projects" (T20) "I do not know about this." (T34)

Table 3 shows teachers' opinions on the extent to which they follow projects on language education on the eTwinning portal. According to the table, most teachers (*ƒ*=36) are informed about projects on language education on the eTwinning portal. Some teachers (*ƒ=14)* who follow the eTwinning portal are informed about language education projects and are aware of sample projects. In addition, it was observed that some followed the portal but could not give an example of a language education project or remember it (*ƒ*=11). However, a significant portion (*ƒ*=21) do not follow and are not informed.

As shown in Table 3, the teachers participating in the study were asked to follow projects related to language education on the eTwinning portal and to list sample projects from the portal along with their own projects. Considering that all teachers who shared their opinions participated in eTwinning projects, the data has striking findings. Because some of the teachers participating in the study must not follow the eTwinning portal and are unaware of the language education projects on this portal. This finding can be explained as a significant portion of the teachers participating in eTwinning projects not internalizing the process or not having enough information. It can also be added that the sustainability of eTwinning projects is weak.

Teachers' Views on The Use of Web 2.0 Tools in eTwinning Projects
English teachers' views on using Web 2.0 tools in eTwinning projects are shown in Table 4.

Table 4. Findings on the use of Web 2.0 tools in eTwinning projects.

Category	Code	ƒ	Participants	Opinions
Yes, I use it	Writing	19	T1, T3, T7, T11, T12, T14, T18, T19, T23, T26, T27, T29, T32, T33, T37, T41, T42, T47, T48	"Blogger or WordPress: Provides students with the opportunity to blog to improve their writing skills." (T1) "Padlet and Storyjumper help students improve their writing skills." (T24)
	Speaking	17	T1, T2, T5, T6, T11, T12, T14, T15, T19, T26, T28, T29, T41, T42, T43, T44, T47	"Flipgrid or Vocaroo: Provides students with the opportunity to leave voice messages or make short presentations to improve their speaking skills." (T1)

Category	Code	*f*	Participants	Opinions
	Listening	4	T2, T7, T39, T42	"Voki contributes to the development of speaking skills." (T11) "Tools like Voki and Flipgrid are effective in improving speaking skills." (T19) "LyricsTraining: listening." (T7)
	Reading	8	T3, T7, T15, T19, T33, T34, T44, T48	"Zumpad Web 2.0 tool can serve writing and reading skills. A user creating an original story and other users continuing it is effective in developing reading and writing skills." (T3) "Storyjumper and BookCreator contribute to the development of reading skills." (T30)
	Vocabulary	6	T1, T7, T9, T18, T43, T48	"Quizlet is a great tool to increase students' vocabulary skills." (T1) "Mentimeter: word cloud, word learning" (T7) "Padlet, Canva, Story Camp applications develop their vocabulary through menus." (T9)
	Grammar	2	T1, T43	"Kahoot or Quizizz: Provides interactive quizzes to test grammar and vocabulary." (T1)
	Tools That Contribute to All Language Skills	13	T4, T5, T8, T13, T17, T20, T21, T24, T30, T31, T35, T36, T38, T39, T40, T45	"Kahoot, Quizzes, Storyjumper, Socrative, Storybird, Blogspot" (T5) "Quizizz, Padlet, Wordwall are effective Web 2.0 tools that can be used to help students gain the desired skills." (T8) "Tools like Kahoot, Mentimeter, and Wordwall can be used to improve all language skills." (T24)
No, I don't use it.	Lack of knowledge of Web 2.0 tools	4	T10, T16, T22, T46	"I don't know." (T10) "I haven't used it for a long time" (T16)

Table 4 shows the opinions of teachers regarding the use of Web 2.0 tools in eTwinning projects. According to the findings, it is seen that most teachers use Web 2.0 tools in eTwinning projects. 13 of the teachers prefer to use Web 2.0 tools for all language skills in eTwinning projects. Again, 19 of the teachers use Web 2.0 zero tools that will contribute to the writing, 17 to speaking, 8 to reading, and 4 to listening skills. In addition, it was also shared that teachers attach importance to developing vocabulary and teaching grammar in language activities in eTwinning projects and use Web 2.0 tools accordingly.

Some of the teachers who participated in the study (*f*=4) stated that they did not use Web 2.0 tools in eTwinning project activities and that they did not know about them. Based on the findings in Table 4, it is understood that almost all of the language teachers who participated in eTwinning projects used Web 2.0 tools and could use these tools in activities according to different language skills and subjects. This finding shows that teachers have a competence appropriate to the nature of the mentioned projects and the implementation process. The Web 2.0 tools preferred and presented as examples by teachers who participate in eTwinning projects and use Web 2.0 tools in their activities can be listed as follows: Blogger, Book Creator, Canva, Flipgrid, Kahoot, LyricsTraining,

Mentimeter, Padlet, Quizizz, Quizlet, Socrative Storybird, Storyjumper, Vocaroo, Voki, WordPress, Wordwall, and Zumpad.
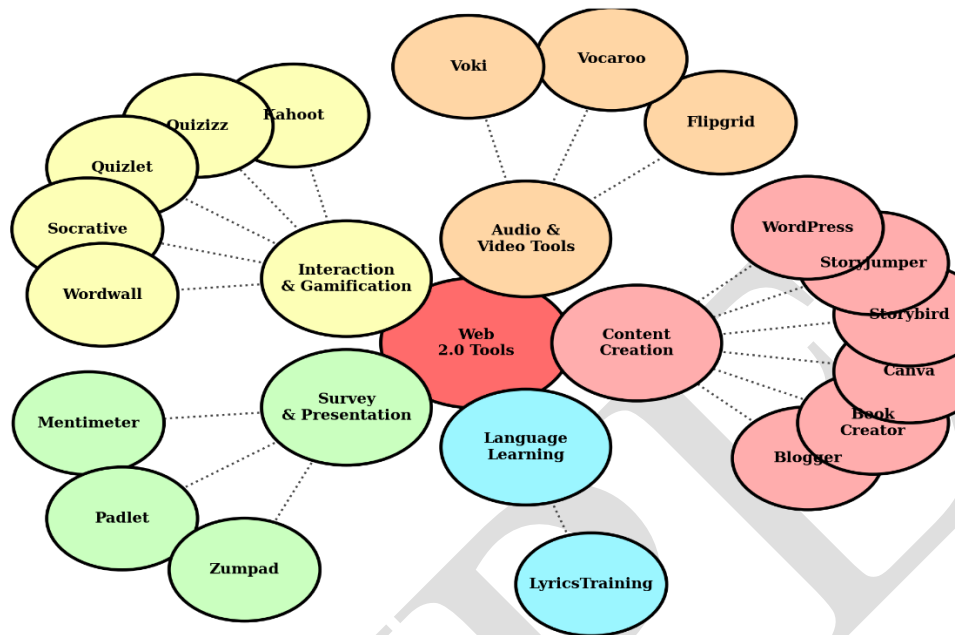

Figure 2. Web 2.0 tools used in eTwinning projects.

The finding in Figure 2 reveals that the Web 2.0 tools used more in eTwinning activities depend on preferences such as language, content creation, audio and video production, gaming, research, and presentation.

DISCUSSION, CONCLUSION and SUGGESTIONS

eTwinning projects on language education based on teachers' opinions, has reached the following conclusions:

In the study, it was determined that most of the teachers think that eTwinning projects have a positive effect on language education. It was observed that the teachers in the study group have the opinion that eTwinning projects will have positive effects in terms of improving communication skills in language education with practice and active participation, developing basic language skills, gaining emotional awareness about the language, and being in cultural interaction. In the research of Karataş and Öztay (2023) on eTwinning projects; it was reached that students contribute to digital development, language-communication, cooperation, self-confidence, and self-expression skills, and teachers make great differences in their profession. In the study of Erzurum et al. (2023), it was seen that students have skills and abilities under the themes of communication, cooperation, personal development, and teachers have gains under the themes of digital skills, communication and cooperation, professional development and leadership. According to Çavuş, Balçın and Yılmaz (2021), eTwinning projects arouse curiosity in students and offer the opportunity for active participation and concretization. Gündüz-Çetin and Gündoğdu (2022) found that these projects had positive effects on students, similar to the research, in the form of increasing motivation for learning. In the study by Fazlı, Köse, and Fazlı (2024), it was seen that eTwinning projects had positive effects on students in terms of collaborative learning, digital skills and modeling skills. In the metaphorical examination of the subject by Demir et al. (2023) from the teachers' perspective, it was determined that eTwinning projects provide teachers with innovation, experience and different perspectives, and increase their cooperation and communication skills. This result can be explained as eTwinning projects can create more qualified learning environments thanks to the interaction with individuals

from different language and cultural environments. On the other hand, some of the teachers who participated in the research think that eTwinning projects will have more negative effects than positive ones. When the views shared by the teachers within the scope of negative effects are evaluated, views were obtained based on the disruptions experienced in the process such as organization, planning, and the success of the projects in reaching their goals. In addition, views on the negativities that the language difference will create also show that the project will have a direct negative effect on the language education process. In the research of Çavuş et al. (2021), the suggestions of the teachers that the time allocated for the project should be longer, more activities should be included and communication between colleagues should be stronger in the process support the findings regarding the negative effects. In addition, Avcı (2021) obtained teachers' views in his study that the eTwinning platform was not usable and was not easy to operate and use. Among the findings regarding the negative effects, planning, technology, administrative, and career-oriented views have the potential to prevent eTwinning projects from achieving their goals in general. Avcı (2021) also made suggestions in his research regarding disseminating eTwinning projects, providing in-service training, registering projects in MEBBİS, and increasing information and announcements to support these activities by school administrators and parents.

The study found that eTwinning projects have multifaceted contributions in terms of language skills within the scope of language education. Teachers in the study group think that these projects contribute more to speaking skills. Then, it is understood from the teachers' views that they contribute to developing writing, listening and reading skills. In addition, many teachers think that eTwinning projects contribute to language education regardless of language skills. Huertas-Arigil and Muszynska (2022) also concluded in their study that these projects provide students with multifaceted communication skills. This result shows that eTwinning projects can improve students' and teachers' language skills in language education and that they will acquire a positive attitude in terms of communication thanks to the projects. The findings in the studies of Karataş and Öztay (2023) and Erzurum et al. (2023) are consistent with this result. On the other hand, in the study by Demirci-Özer and Çalık-Uzun (2024) examining postgraduate theses related to eTwinning projects, the fact that the prepared theses are gathered under such purposes as the effect on students' skills, the contribution to the professional and personal development of teachers, and the contribution to school culture increases the value of the results achieved in language education.

eTwinning projects contribute more to speaking and writing skills because the activities are carried out in a digital environment and with visual and auditory materials via various web tools. In the same environment, a similar reading development is expected. However, the results obtained are in the opposite direction. When the environment and tools used in eTwinning activities are considered, it can be seen that there is a suitable environment in terms of reading skills. Therefore, the fact that teachers express that they make a limited contribution to reading skills indicates that this finding needs to be analyzed with different variables.

In the research, it has been determined that teachers largely follow projects on language education on the eTwinning portal and that most of them are aware of the projects on this platform. In addition, some of the teachers who follow the eTwinning portal have also stated sample projects. The projects that teachers follow on the eTwinning portal and present as examples are: English 4U, Gentle Grammar with Gentle Kids, We Feel Well with English, Effective English, Believe in Yourself and Just Speak, Happy Free Day Happy Kids, Focus on English, English Club, Friendship Academy, Same World Same Aim, Sustainable Poetry, English to Gather and Get Better.

On the other hand, almost half of the teachers stated that they were unaware of the projects on this portal regarding language education and that there were no projects they were aware of. However, all teachers in the sample received training on the eTwinning process or had project experience. Therefore, it is noteworthy that there is a group that is not aware of the projects. This result shows that the organization of eTwinning projects and the process follow-up are not going well and that the participating teachers cannot internalize the process. In addition, this result can be interpreted as the

sustainability of quality education activities regarding eTwinning projects is weak. However, in studies on eTwinning (Demirci-Özer & Çalık-Uzun, 2024), the examination of the issues of students' development, teachers' contribution to their professional and personal development, and contribution to school culture also shows that awareness of these projects in terms of language education is low. The findings suggest that while school administrators and teachers have become acquainted with eTwinning, their awareness and support remains inadequate. It is evident that there is a necessity for more systematic information and planned efforts regarding eTwinning projects at all levels of education.

In the research, it was determined that almost all teachers in eTwinning projects prefer to use Web 2.0 tools. Some prefer to use Web 2.0 tools to develop all language skills in eTwinning projects. It was also observed that some use Web 2.0 tools that will contribute to writing, speaking, reading and listening skills. In addition to language skills, Web 2.0 tools are used to increase vocabulary and grammar success. This result shows that teachers can use Web 2.0 tools in the project process according to different language skills and subjects, and that teachers have a competence appropriate to the nature of the projects and the implementation process. Crisan (2014) also concluded the research on the subject that these projects support the skills of using information and communication technologies. Examples of Web 2.0 tools that teachers prefer to use in eTwinning projects are as following: Blogger, Book Creator, Canva, Flipgrid, Kahoot, LyricsTraining, Mentimeter, Padlet, Quizizz, Quizlet, Socrative Storybird, Storyjumper, Vocaroo, Voki, WordPress, Wordwall, and Zumpad. In the metaphorical study of Demir et al. (2023) on the subject, it was concluded that using Web 2.0 tools in eTwinning projects provides convenience and application opportunities. In the study of Çetin-Cengiz and İzci (2021) on the technological competencies of students participating in eTwinning projects, it was stated that these projects contributed to the development of teachers and students in many subjects and also improved the level of technology use and competence. In addition, it was also reached that 4 participants in the study group did not use Web 2.0 tools in eTwinning projects and did not know. This result can be explained by the teachers' sensitivity, competence, and resistance to technology. However, in the study of İnci and Çelik (2024) on eTwinning projects, it was emphasized that these projects aimed to provide students with digital competence and offered the opportunity to use digital tools and information communication technologies effectively.

As a result, it was determined in the research that the majority of teachers found eTwinning projects effective in language education and thought that they would be useful in the development of language skills, vocabulary, and grammar. For this reason, it was concluded that teachers preferred to use Web 2.0 tools to develop different skills in the eTwinning process and that they also followed the project portal intensively. On the other hand, it was also stated that the planning and time management of eTwinning projects, administrative processes, and language differences would hurt the success of language education.

Suggestions

Based on the research findings, the following recommendations can be made to researchers and educator politicians:

Suggestions for researchers

✓ The contributions of eTwinning projects across different subject areas can be identified. However, it is crucial to identify the needs these projects will address in advance. Therefore, needs analysis research is crucial.
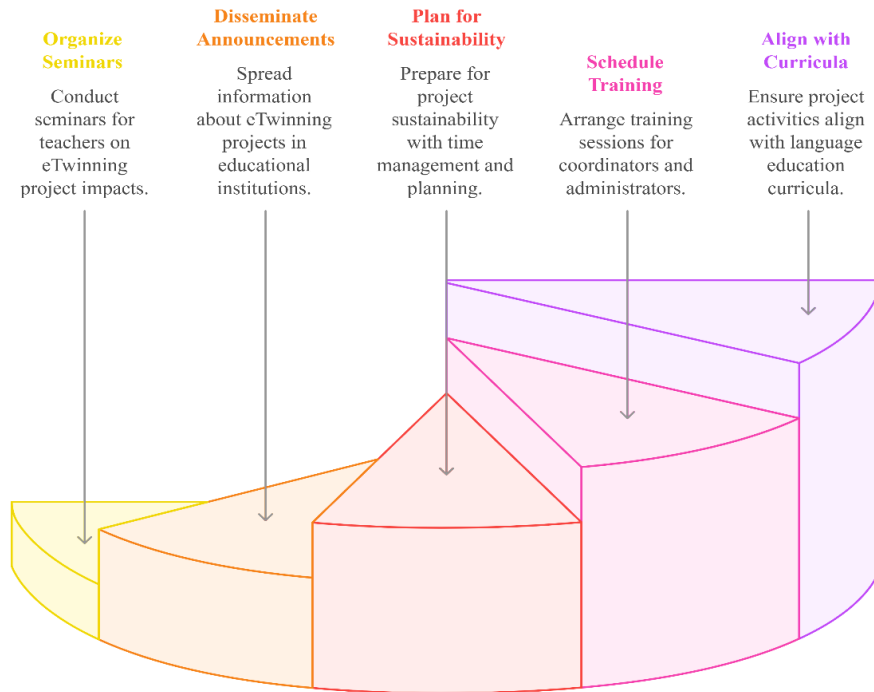
Figure 3. Recommendations.

Suggestions for practitioners

✓ Seminars on the effects of eTwinning projects on language education can be organized for mother-tongue and foreign language teachers.

✓ Furthermore, announcements can be disseminated in educational institutions and other media to facilitate the ongoing monitoring of eTwinning projects.

✓ To increase the sustainability of eTwinning projects, preparations can be made taking into account issues such as time management, administrative planning, and language differences. To this end, training sessions should be scheduled for eTwinning coordinators and school administrators.

✓ Finally, it is possible to ensure that the activities carried out in eTwinning projects are compatible with language education curricula. This ensures the positive effects of the projects on language education can be made sustainable.

Ethics and Conflict of Interest

All the rules in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed in this study. None of the actions specified in the second section of the relevant directive titled "Actions Contrary to Scientific Research and Publication Ethics" were taken. Ethical approval was given for the research by the Bayburt University Ethics Committee with the decision number 125 dated 09.04.2025 [The research was approved by the Scientific Research Ethics Committee of Bayburt University (E-79126184-050.99-268315)]. The authors declare that they acted in accordance with ethical rules in all processes of the research. The authors declare that they have no conflict of interest.

Author Contribution

All authors contributed equally to the research.

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Data availability

The data that support the findings of this study are available on request from the corresponding author.

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