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# From Training to Practice: The Effect of eTwinning Platform on EFL Teachers

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**Abstract**
This study investigated the effect of an eTwinning teacher training program on eighth-grade teachers' instructional practices. It involved 15 in-service EFL teachers from seven public schools in Al-Korah Directorate. On the eTwinning platform, a three-day in-person and ten-hour online training program was attended by the teachers. Questionnaires, classroom observation checklist and interviews were used to evaluate the effect of training on teachers' practices. Findings reported that the program considerably improved teachers' instructional practices, resulting in effective teaching methods, assessment strategies, technology integration and classroom management. Continuous professional development for teachers, employing communicative language teaching approaches, allocating resources were recommended.

**Keywords**: EFL Setting**;** eTwinning Platform; Instructional Practices.

## Introduction

Training programs are vital for improving teachers' practices and keeping them familiar about present practises. Effective training means that teachers are equipped with a scheduled plan for lessons, integrated applicable new technologies, and meets the needs of learners in today's classrooms. (Amara, 2020). Research indicates that eTwinning improves the enthusiasm and competence of teachers in learning based on projects, highlighting its meaning in contemporary education (Kizilaslan & Baskan, 2023).

More crucially, the EU-funded eTwinning program may help Jordanian in-service EFL teachers develop professionally (Le, Janssen & Wubbels, 2018). The focus is on the importance of effective instruction and training in institutional and pedagogical settings (Akıncı & Sağ, 2019). It also emphasizes the necessity for teacher training to improve students' involvement and collaboration (AL-Wreikat & Bin Abdullah, 2010). For the eTwinning training program, the National Support Service (NSS) and National Support Organizations (NSOs) guide, support, and coordinate teachers and schools. They offer training, resources, assistance, partner discovery, database maintenance and project quality. NSOs discuss project successes and promote the program, boosting community and cultural interchange (Demir & Kayaolu, 2022; Gökbulut, 2023; Uršej, 2019).

In 2018, Jordan implemented an eTwinning initiative that involved the engagement of 150 teachers from 50 public schools. This occurrence marked Jordan's first partnership with European Union member states, as well as its position as the second Arab country to participate in the eTwinning community, following Tunisia. Jordan's participation in this educational endeavour signifies a significant achievement in the realm of education (Akıncı & Sağ, 2019). The *purpose* of this study is to investigate the effect of an eTwinning training program on teachers' instructional practices. The present study attempted answering the following questions: To what extent does the eTwinning training program affect the instructional practices of eighth-grade teacher.

## Literature Review

*Teachers' instructional practices*

The internationally recognized educational program eTwinning has significantly influenced teachers' instructional practices (Lantorf, Throne & Poehner, 2015). Schools, teachers and students from other

countries can collaborate on projects through this distinctive platform (Han et al.; 2023). As a result, eTwinning platform has emerged as an effective instrument for enhancing teacher instructional practices (Leto, 2018).

Teachers modify their instructional practices to facilitate experiential, hands-on learning in eTwinning projects (Tonner-Saunders & Shimi, 2021). The influence of eTwinning platform is particularly evident in student-centred learning (Uršej, 2019). To participate in online eTwinning platform, teachers must improve their digital literacy and integrate technology into their courses (Reid, 2023). This has fostered the adoption of technology-based educational methodologies (Kovalchuck & Vorotnykova, 2017).

Global initiatives, such as eTwinning platform, foster intercultural communication in the classroom. Numerous successful educational initiatives that demonstrate enhanced technology in education have been the result of collaborations among EU institutions (Kedia & Mishra, 2023). Collaborations among EU institutions have improved students' participation in inquiry, digital learning, programmed learning, problem-solving, and creative thinking, as well as their cognitive abilities, learning abilities, personalities and behaviours (Milner, 2021).

eTwinning platform frequently utilizes English, necessitating that teachers modify their teaching practices to enhance students' language learning and communication abilities, particularly oral communication (Gökbulut, 2023). eTwinning platform facilitates personalized learning experiences, allowing teachers to customize projects to their curriculum, students and teaching practices (Ureña-Rodríguez, 2017). Teachers are able to enhance their professional development and demonstrate a dedication to the enhancement of instructional practices by teaching innovative practices through eTwinning initiatives, such as psychosocial support, life skills and innovation (Giannis, 2022; Leto, 2018; La Marca & Gulbay, 2021).

In eTwinning platform, at least two partners, such as teachers and schools from different European countries, create a project. There is no restriction on the number of partners, enabling broad participation, idea sharing and cooperative project planning (Bedir, 2019; Gajek, 2018).

Students begin their involvement by communicating with partners in writing and then participating in English-language conversations on the eTwinning platform. Each participant receives an individual login and password to ensure confidentiality and security (Ayçiçek & Yanpar Yelken, 2018). Based on their responsibilities and areas of competence, students and teachers create projects. Madrasati Initiative and the Ministry of Education organize a closing ceremony where experts evaluate the projects, issue grades and announce the winners.

**Empirical studies**

Gouseti (2013) explored the challenges that teachers and students faced in trying to make tech-based eTwinning projects work; it aimed to understand if these technologies can actually transform classroom practices or simply adapt existing methods to a different environment. `Following the examples of the UK and Greece, eTwinning projects have been adopted for purposes such as promoting web-based learning and collaboration among schools. 'The researchers found that 16 teachers and 358 students used various Web 2.0 technologies to engage in scholarly activities ranging from traditional pen-pal correspondence between schools or groups of schools in different countries.

Prieto & Cirugeda (2017) assessed the insights of undergraduate and postgraduate students about eTwinning as a tool for initial teacher training (ITT). Done in Spain, data were gathered via an online questionnaire which 25 students attending an on-campus training course for eTwinning teachers were asked to complete. The researcher obtained many benefits, including motivation for study, better academic results and language ability, and lifelong skills such as teamwork and self-study techniques. The researchers concluded that eTwinning is a helpful tool for improving teacher training but adds that there are also problems in implementation. Suggestions were made for future research.

Akdemir (2017) researched the effect of eTwinning projects on English teaching. Seven language teachers from various cities in Turkey were interviewed in order to share experiences with us. The descriptive curriculum was used to evaluate the results of including e-learning in English learning process. As a result, it has established some advantages and teachers felt more at the time than not, though they did feel themselves faced with problems that need to be addressed or cooperation extension nets in future enterprises with more than one partner involved. The findings indicated that eTwinning projects provide benefits for both language

teachers and their students: Education is improved Dialogue between peoples is unified Greater opportunities for communication in real life contexts are given The learning and teaching process, More accurate information and morphemes reach audiences all over the world..

Amara (2020) researched EFL teachers' attitudes towards in-service training programs and how such training programs affect teachers in Libya. The survey included 59 teachers. Ten more interviews took place. Teachers appreciated extremely the training programs which taught them novel skills for their work Most members had worries about scarce resources and equipment, and this might make all these skills learned so wasted.

Kizilaslan and Baskan (2023) examined the impact of an eTwinning training program on professional development for EFL teachers in Turkey. This qualitative research involved 10 teachers and used methods such as interviews, surveys as well as focus groups. The results show that teachers have a positive attitude towards eTwinning training program. They believe it has contributed to their professional development through building an international network, sharing experiences and developing technological & pedagogical content knowledge. The study also found that eTwinning, based on project-based learning strategies, improved students' abilities in spoken English.

Research on teachers' eTwinning practice Holmes (2013) explores how European school teachers' communication, cooperation, critical thinking and problem-solving transformed after taking an eTwinning training programme. In a study of 120 teachers and 1700 students in Italy, Poland, Romania and Greece the effect of online cooperative learning and social engagement were examined. Results showed that computer skills and online learning enhanced professional growth, in particular communication, inquiry, reflection and ways of thinking.

Çınar, Avaroğlu, Tunç & Taşkaya (2024). investigates the differences in the impact of eTwinning activities on 25 primary school teachers from various departments at Kıyıboyu Primary School in Adana's Seyhan District, Turkey, as well their impact on teacher professional training and students information and communication technology (ICT) skills. On the basis of interviews with teachers, the study found that eTwinning projects greatly assist in the professional development and ICT utilization of teachers and students, enable mutual projects and facilitate electronic communication education as well English skills development within a group-learning environment through networks.

Popova et al. (2022) investigated an in-service teacher training survey instrument aimed at standardizing reporting on teacher professional development (PD) programs in low- and middle-income countries. They proposed the In-Service Teacher Training Survey Instrument and applied it to 33 rigorously evaluated PD programs and 139 government-funded, at-scale programs across 14 countries. The research used qualitative interviews and a survey instrument to evaluate the effectiveness of PD programs. Results showed that PD programs with higher student learning gains had characteristics like career incentives, subject focus, lesson enactment and initial face-to-face training. However, at-scale programs had fewer incentives, practice opportunities and follow-up opportunities.

Researchers have widely discovered the effect of eTwinning platform on teachers' practices, including teaching approaches, assessment methods and technology integration. The platform's components, such as the applications professional development courses, webinars and digital tools used, have also received attention, all of which contribute to the project-based learning process. Overall, the reviewed studies demonstrate the positive impact of the platform on enhancing language skills and fostering intercultural communication among students. These results highpoint the significance of incorporating technology in education to stimulate cooperative learning and global citizenship.

## Method

The quasi-experimental design was used with the pre- and post-designs. The training program was the independent variable, and the teachers' instructional practices are dependent variable.

*Participants*

During the first semester of the academic year 2023-2024, 33 eighth-grade English language teachers worked at the Al-Korah Directorate of Education in Irbid City. Only 15 teachers agreed to participate in the eTwinning training program. There were five males and ten female teachers in seven public schools. Each of

them has a bachelor's degree in English, and their years of teaching experience range from six to twenty-four.

**Table 1: Participants' data**

| *No.* | *Name* | *Age* | *Gender* | *Experience (year)* | *School Category* | *Before- Training* | | *After- Training* | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | *Number of eTwinning projects completed* | *Quality Labels* | *Number of eTwinning projects completed* | *Quality Labels* |
| 1 | Hind | 36 | Female | 11 | Mixed Secondary School | 0 | 0 | 2 | 1 |
| 2 | Eqbal | 40 | Female | 21 | Mixed Secondary School | 0 | 0 | 3 | 1 |
| 3 | Hana | 49 | Female | 17 | Mixed Secondary School | 0 | 0 | 2 | 1 |
| 4 | Maha | 41 | Female | 16 | Secondary School for girls | 0 | 0 | 2 | 1 |
| 5 | Reem | 43 | Female | 15 | Secondary School for girls | 0 | 0 | 2 | 1 |
| 6 | Emtiaz | 32 | Female | 8 | Secondary School for girls | 0 | 0 | 1 | 1 |
| 7 | Rawan | 39 | Female | 14 | Basic School | 0 | 0 | 1 | 1 |
| 8 | Amani | 48 | Female | 18 | Basic School | 0 | 0 | 2 | 1 |
| 9 | Alaa | 30 | Female | 6 | Elementary School | 0 | 0 | 1 | 1 |
| 10 | Sawsan | 41 | Female | 17 | Basic School | 0 | 0 | 1 | 0 |
| 11 | Majed | 37 | Male | 14 | Secondary School for boys | 0 | 0 | 1 | 1 |
| 12 | Ali | 38 | Male | 8 | Basic School | 0 | 0 | 2 | 1 |
| 13 | Naeem | 48 | Male | 24 | Secondary School for boys | 0 | 0 | 1 | 0 |
| 14 | Odai | 43 | Male | 19 | Basic School | 0 | 0 | 1 | 1 |
| 15 | Maen | 38 | Male | 14 | Basic School | 0 | 0 | 1 | 1 |

For the purpose of this study, a What's App group was created for male and female English language teachers working in public schools located within Al-Korah Directorate who teach eighth-grade students. Before participating in the eTwinning platform, participants received an overview of the study's goals and objectives, after which they applied various study tools. Subsequently, they received instructions to conduct student assessments using the tools under study. Prior to implementing the instruments, teachers did not receive any training, participate in educational projects with their students via the eTwinning platform, or establish partnerships with European schools. After applying the instruments, the teachers received instruction, registered on the platform, and engaged in educational projects and activities, utilizing the

platform's features. They implemented modern teaching and assessment practices, using interactive digital technologies and tools within the framework of projects and the eighth-grade curriculum.

Specifically, 15 teachers (M = 5; FM = 10) attended the training, received a *questionnaire* link via Google Forms, and completed it before and after the designated time (four weeks). A checklist was also used to *observe* their classes before and after the training session. Only 12 (M = 2; FM = 10) teachers from the same sample were interviewed before and after the training took place. Responses were recorded verbally and analyzed for further understanding.

The classroom observation tool was implemented by observing a total of 30 classes: 15 classes over a seven-day period preceding the training and 15 classes over an eight-day period following the training. This was accomplished in conjunction with the eTwinning ambassador, *Asma Nimer*, who observed three classes prior to and three subsequent to the training. Asma Nimer applied the classroom observation tool to a group of eight teachers once more, fourteen days later. She attended eight classes and subsequently analyzed and compared the results.

Furthermore, Asma Nimer used the interview tool to interview 12 teachers, documenting their responses in both written and oral form on the same days as the instrument application. Asma Nimer conducted follow-up interviews with six individuals from the sample fourteen days later and analyzed the results. The researcher and a second evaluator maintained recordings of the data they obtained from the participants. The mean scores were computed and demonstrated consistency among the data.

**Table 2**: **Research activities and timeline**

| No | The Action | Duration | Date & Time of the Beginning | Date & Time of the End |
|---|---|---|---|---|
| 1 | Pre-Instruments | 7 days | Wed 1/11/2023 | Thu 9/11/2023 |
| 2 | Creating What's App group on 9/11/2023 | | | |
| 3 | On-site Training | 3 days | Sun 12/11/2023 | Tue 14/11/2023 |
| 4 | Online Training | 3 days | Wed 15/11/2023 | Fri 17/11/2023 |
| 5 | Teachers and students' working process | 30 days | Sat 18/11/2023 | Mon 18/12/2023 |
| 6 | Post-Instruments | 8 days | Tue 19/12/2023 | Thu 28/12/2023 |

**Instruments**

i) The researcher created an online ***survey questionnaire*** for Jordanian in-service EFL teachers (both male and female). The questionnaire asks 53 questions about instructional strategies, assessment strategies, technological use, and classroom management.

ii) Classroom ***observation checklist***: The researcher used the Educational Supervision Department-approved observational tool, which had 25 items, and followed all of its guidelines. The researcher used this tool to evaluate the performance of English language teachers during a classroom session. It includes an examination of their ability to use instructional methodologies, assessment methods and classroom management.

iii) ***Semi-structured interviews***: The researcher carried out individual interviews with the participating teachers, asking ten questions to get more qualitative data regarding their experiences with the eTwinning platform before and after training. Similarly, to learn about participants' opinions of how well the training met their expectations, the participating teachers conducted the ten-question interview tool at their convenience at their respective schools (

A jury comprising five EFL professionals, six English instructors, two English supervisors, and two English language teachers *moderated* all instruments (the questionnaire, the observation checklist, the interview sheet. The researcher is appreciative of the feedback

**Reliability**

***i)Survey questionnaire***

The degree of consistency of the respondents to the survey questionnaire was assessed using the Cronbach's Alpha test, while the degree of reliability was assessed using the Pearson correlation. The results are presented in Table 3 as follows:

**Table 3: Reliability of survey questionnaire**

| Domain | Cronbach's Alpha | Pearson correlation |
|---|---|---|
| Instructional strategies | 0.821 | 0.844 |
| Assessment strategies | 0.856 | 0.865 |
| Using technology | 0.834 | 0.792 |
| Class management | 0.841 | 0.854 |
| Total | 0.898 | 0.888 |

These results imply that the questionnaire accurately reflects respondents' opinions regarding technology use, instructional strategies, assessment strategies, and classroom management. With a Cronbach's Alpha coefficient of 0.898 for the whole questionnaire, all domains together exhibit excellent internal consistency. In a similar vein, the overall Pearson correlation coefficient of 0.888 indicates a high level of response stability.

**ii)*Observation checklist***

The degree of reliability and consistency of the responses to the classroom observation checklist tool were assessed using Pearson correlation and Cronbach's Alpha tests, respectively. Table 4 presents the results.

**Table 4: Reliability of classroom observation checklist tool**

| Domain | Cronbach's Alpha | Pearson correlation |
|---|---|---|
| Teaching and learning | 0.810 | 0.886 |
| Learning environment | 0.821 | 0.855 |
| Learning for life | 0.822 | 0.901 |
| Language | 0.855 | 0.876 |
| Total | 0.887 | 0.921 |

These results suggest that the observation checklist accurately captures a variety of facets of instruction, the classroom setting, lifelong learning, and language use. The checklist's overall Cronbach's Alpha coefficient of 0.887 for all domains shows strong internal consistency. In a similar vein, the 0.921 total Pearson correlation coefficient indicates a high level of reliability in the data.

## Findings

### 1- Survey questionnaire

Means and standard deviations and a paired sample T-test were implemented for the survey questionnaire scores as follows:

**Table 5: Teachers' Response on the Survey Questionnaire**

| | N | Mean | Std. Deviation | Std. Error Mean | t | df | Sig. |
|---|---|---|---|---|---|---|---|
| Instructional strategies Pre test | 15 | 1.88 | 0.59 | 0.08 | -19.548 | 50 | 0.000 |
| Instructional strategies post test | 15 | 4.28 | 0.46 | 0.06 | | | |
| Assessment strategies pre test | 15 | 1.87 | 0.78 | 0.11 | -15.322 | 50 | 0.000 |
| Assessment strategies post test | 15 | 4.35 | 0.53 | 0.07 | | | |
| Using technology pre test | 15 | 1.78 | 0.72 | 0.10 | -16.854 | 50 | 0.000 |
| Using technology post test | 15 | 4.47 | 0.50 | 0.07 | | | |
| Class management pre test | 15 | 1.85 | 0.75 | 0.11 | -14.692 | 50 | 0.000 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Class management post test | 15 | 4.32 | 0.62 | 0.09 | | | |
| Total pre test | 15 | 1.85 | 0.63 | 0.09 | -18.858 | 50 | 0.000 |
| Total post test | 15 | 4.34 | 0.46 | 0.06 | | | |

In the Table, the instructional strategies have a t-value of -19.548. This value is associated with a significance level of 0.000 (α = 0. 05). This indicates that there is a significant difference in the achievement of instructional strategies between the pre- and post-test scores, and the differences were in favour of the post-test achievement of instructional strategies because the mean of the post-test scores is higher than the pre-test scores, which are 1.88. Additionally, the Table demonstrates that the assessment strategies have a t-value of -15.322, which is associated with a significance level of 0.000 at (α = 0, 0 5). This indicates that there is a significant difference in the achievement of teachers' assessment strategies between the pre- and post-test scores, with the differences favouring the post-test achievement of assessment strategies because the mean of the post-test scores is higher at 4.35 than it was at 1.87 in the pre-test.

In the Table, where t equals -16.854 for the using technology variable, there is a statistically significant difference between the pre-test and post-test scores for teachers' using technology. The aforementioned value is associated with the 0.05 level of significance (ϱ = 0.000). The disparities were in favour of the Using Technology achievement post-test, as the average score of 4.47 on the post-test surpasses the mean score of 1.78 on the pre-test.

Furthermore, the class management t-value (-14.692) is associated with a significance level of 0.000 at (α = 0, 0). This indicates that there is a statistically significant difference between the pre-test and post-test scores of teachers' class management achievement (t = -14.692). Furthermore, the differences favored the class management achievement post-test, as the mean of the post-test scores 4.32 is greater than the pre-test scores 1.85.

In conclusion, Table 5 presents the results, indicating that the total achievement **t** for the survey questionnaire is -18.858. This value corresponds to a significance level of 0.000 at (α = 0, 0), suggesting that a notable disparity exists between the pre-test and post-test scores of the teachers' total achievement (as measured by the post-test score mean of 4.34, which surpasses the pre-test score mean.

### *2- Classroom observation checklist tool*

The pre- and post-test results of the classroom observation checklist tool, which are related to the instructional practices prior to and following the teacher training program, were analyzed as follows:

**Table 6: Teachers' Responses on the classroom observation checklist**

| | N | Mean | Std. Deviation | Std. Error Mean | t | df | Sig. |
|---|---|---|---|---|---|---|---|
| Teaching and learning pre test | 15 | 2.17 | 0.25 | 0.04 | -41.222 | 50 | 0.000 |
| Teaching and learning post test | 15 | 4.40 | 0.35 | 0.05 | | | |
| Learning environment pre test | 15 | 2.83 | 0.05 | 0.01 | -24.633 | 50 | 0.000 |
| Learning environment post test | 15 | 4.42 | 0.45 | 0.06 | | | |
| Learning for life pre test | 15 | 2.23 | 0.25 | 0.04 | -28.899 | 50 | 0.000 |
| Learning for life post test | 15 | 4.39 | 0.49 | 0.07 | | | |
| Language pre test | 15 | 2.32 | 0.16 | 0.02 | -43.805 | 50 | 0.000 |
| Language post test | 15 | 4.45 | 0.33 | 0.05 | | | |
| Total pre test | 15 | 2.39 | 0.14 | 0.02 | -43.531 | 50 | 0.000 |
| Total post test | 15 | 4.42 | 0.33 | 0.05 | | | |

In the Table, the **t** value for teaching and learning is -41.222, which corresponds to a significance level of 0.000 at (α = 0, 0). This indicates that there is a significant difference between the pre-test and post-test scores of teachers' teaching and learning achievement, with the differences favoring the teaching and learning achievement post-test, as the mean of the post-test scores (4.40%) is greater than the pre-test scores (2.17%). Also in Table 15, the value of **t** for the learning environment is -24.633. This value corresponds to a significance level of 0.000 at (α = 0, 0), indicating that there is a statistically significant difference between the pre-test and post-test scores of teachers' learning environment achievement. Furthermore, the mean of the post-test scores is 4.42, which is greater than the pre-test scores of 2.83.

Thus, the Table shows that **t** equals -28.899 for the learning for life, and this value is related to the significance level of 0.000 at (α = 0, 0), which means that there is a significant difference in teachers' learning for life achievement between pre- and post-test scores, and the differences were in favour of the learning for life achievement post-test because the mean of the post-test scores of 4.39 is higher than the pre-test scores of 2.23.

Also, **t** equals -43.805 for the language, and this value is related to the significance level of 0.000 at (α = 0, 0 5) which means that there is a significant difference in teachers' language achievement between pre- and post-test scores and the differences were in favor of the language achievement post-test because the mean of the post-test scores of 4.45 is higher than the pre-test scores of 2.32.

In conclusion, the Table presents the results, indicating that t equals -43.531 for the overall achievement of the classroom observation checklist tool. This value corresponds to a significance level of 0.000 at (α = 0, 0), suggesting that a substantial disparity exists between the pre-test and post-test scores of teachers regarding the total achievement of the classroom observation checklist tool. Furthermore, the differences were favorable to the post-test total achievement of the classroom observation checklist tool because the mean of the scores was 0.000.

***3- The interviews***

The impact of the eTwinning teacher training program on the practices of English teachers was investigated through interviews. In the Appendix there is a synopsis of twelve English teachers who participated in the eTwinning teacher training program, ten of them female and two males. The researcher qualitatively analyzed their responses. The female teachers' ages ranged from 32 to 49, and their years of experience ranged from 6 to 21. The male teachers were between 36 and 48, with 8 and 24 years of experience, respectively. Before the study began, none of the teachers had completed any eTwinning projects, and there were no quality labels. A qualitative examination of the teachers' responses to the pre-interview questions is provided below:

**Discussion**

The qualitative findings revealed that despite initial trepidation trainers been relieved with the overall program ‘s merits. They gained more fluent language and communication abilities, saw diverse cultures and became more engaged in studies of all kinds. For instance: 'The training programme at eTwinning has given us very good communication routes. In particular, since we are linked with our partner school we can exchange ideas and co-produce projects efficiently'; Maha says. 'Of course, the engagement effect of the students is marked by the fact that eTwinning platform never misses a beat. They always attend school without any breaks,‘ said Majed. 'The force for teamwork from partner schools, our feelings at its peak. Their energy and willingness to work on these collaborative projects have been a major contribution towards our journey of learning’; Odai comments. The program also improved teachers' skills in classroom language, as well as their ability and effectiveness in using digital tools such as, "Use of technology in the eTwinning training programme is superb. From on-line video conferences to shared documents on-we have greatly enhanced our collaborative learning experience using technology "; remarked Reem.

Another possible cause of teachers' development was that teachers were helped with identifying and implementing effective classroom management methods. This produced a compatible and happy learning environment for students. As a result, these recommendations: we raised our expectations of students, put in place consistent routines and took the time to establish relationships with those in front of us. Thus showing them respect; track students' progress. Here are a few examples: "The exchange of viewpoints," Rawan commented, "eTwinning platform has enabled students to tackle cultural and linguistic differences.

"A set of goals: the eTwinning training plan gives clear direction for our connected projects. With a clear road map, each side's goals are well known by the other and all things will go as planned-in other words everything really comes together. "The cards produced by each of my students were pictures or photo posters commemorating important local sites. They also had a short description for each place. It proved to make learning fun and they were very keen on passing these pictures around their new friends "; said Hind. "Raising such a sense of equality between our school and their partner school systems in turn enhances the sense of the system as a collaborative entity. This balance has not affected its overall integrity and quality as a collaborative learning centre, rather it today is indeed pure sharing," said Amani.

Based on the results of this study and previous related researches, love's eTwTraining for teachers is quite effective in improving the educational practice of eighth grade teachers. In particular it can improve both instruction technique and democratic teachers' style--this is pointed out by a chain of related studies including Camiller's As for its myriad functions: for example, "The golden key communication strategy", by the good cooperation can systematize classroom operations; And Culturally Responsive Teaching development through an international network 21st century knowledge and skills development These results are consistent with the findings of a similar study on the teaching of Greek by Holmes et al. (2012), Gouseti et al. (2012), Akdemir and Acar (2016), Peker (2021) and Giannis (2022) which showed that support of eTwinning and its platform, when grafted onto fourth or sixth graders in certain countries, can enhance lesson productivity for the better.

**Recommendations**

To keep learning, English as a Foreign Language teachers should: keep learning, such as by going to classes and conferences for professional development; improve what they teach; and stay up to date on new ways to teach so that learning doesn't stop. It is also suggested that teachers teach their students to speak fluently and include some interactive tasks in their language lessons. Using technology to teach languages is also suggested, along with personalized lessons that take into account the fact that everyone has a different set of skills and needs when it comes to learning. Lots of different things, like film and online tools, can be used to help students pay attention. Finally, teachers are told to write informative pieces and talk about issues and curriculum crossover ideas in order to build a community of collaborative teaching where everyone shares.

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