

## The Effect of the eTwinning Platform on Eighth-Grade Students' Speaking Skill in English as a Foreign Language

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### Abstract

This study aimed to examine the effect of the eTwinning platform on the speaking performance of eighth-grade students learning English as a foreign language. The sample included 2000 male and female participants from public schools in Al-Kourah Directorate/ Jordan during the first semester of the 2023-2024 academic year. The researcher employed a quasi-experimental approach, conducting both pre- and post-speaking tests with the eighth-grade students. The researcher calculated the means and standard deviations for the performance of the members of the study sample on the pre- and post-speaking test scores that are attributed to their participation before and after. A Paired Samples t-test was applied. The results demonstrated that participation in the eTwinning program had a positive impact on students' English-speaking skills. It is recommended that teachers nationwide receive training on the eTwinning program and that it be effectively integrated into classroom instruction.

**Keywords:** eTwinning Program, Project-based Learning (PBL), Speaking Skill.

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## أثر منصة التوأمة الإلكترونية في أداء طلاب الصف الثامن في التحدث باللغة الإنجليزية كلغة أجنبية

### الملخص باللغة العربية

هدفت هذه الدراسة إلى بيان أثر منصة التوأمة الإلكترونية في أداء طلاب الصف الثامن في التحدث باللغة الإنجليزية كلغة أجنبية. وتكونت عينة الدراسة من 2000 مشارك، من الطلبة الذكور والإناث، في المدارس الحكومية بمديرية التربية والتعليم في لواء الكورة/الأردن خلال الفصل الدراسي الأول للعام 2023-2024، واستخدم الباحث المنهج شبه التجريبي؛ إذ تم إجراء اختبار قبلي وبعدي لمهارة التحدث باللغة الإنجليزية لطلاب الصف الثامن، وقام الباحث بحساب المتوسطات والانحرافات المعيارية لأداء أفراد عينة الدراسة في اختبارات التحدث القبلي والبعدي، المنسوبة إلى قبل مشاركتهم وبعدها. وتم تطبيق اختبار ت للعينات المزدوجة. وقد أظهرت النتائج أن الطلبة الذين شاركوا في برنامج التوأمة الإلكترونية تأثر أداءهم إيجاباً في مهارة التحدث باللغة الإنجليزية. تم تقديم توصية بتدريب المعلمين على هذا البرنامج على المستوى الوطني والتنفيذ الفعال له داخل الفصول الدراسية.

**الكلمات المفتاحية:** التوأمة الإلكترونية، التعلم من خلال المشاريع، مهارة التحدث.

## Introduction

Speaking in a foreign language encompasses the ability to effectively and clearly communicate within diverse cultural settings, enabling language learners to articulate their respective cultural backgrounds and individual viewpoints (Sánchez-Gómez, 2017). It facilitates people located across boundaries and connecting with others from various backgrounds, supporting the growth of understanding and mutual respect in a dialogue (Setiawan, Munir & Suhartono, 2019; Firdaus & Septiady, 2023).

Speaking performance is specifically viewed as a set of sub-skills that include grammar, pragmatics, semantics and phonology, as well as essentials like social and language comprehension (Rao, 2018). This view also suggests that it goes beyond oral output and makes use of communication structure through the creation of utterances and data processing in speaking lessons (Gilakjani & Sabouri, 2016; Al-Sobhi & Preece, 2018).

Speaking lessons could be taught using project-based learning (PBL) by assigning students real-life scenarios where they have to engage in discussions and problem-solving activities. This strategy not only enhances their communication skills but also fosters critical thinking and collaboration among peers using technological and digital tools (Husnu, 2017). Additionally, PBL enables students to assume responsibility for their own learning as they become active participants in constructing knowledge rather than passive recipients of information (Ichsan, Apriliaswati, & Rosnija, 2019).

The eTwinning platform is a technology platform that offers a safe environment for instructors and students to collaborate on projects, share ideas, network, and creatively and amusingly improve their abilities. The Comenius European Schools initiatives include the eTwinning project. The eTwinning platform provides a unique environment for teachers and students to create educational projects using resources in various ways (Kizilaslan and Baskan, 2023).

The eTwinning platform is an example of a technologically innovative endeavor. Gajek (2018) claims that this platform offers consistent opportunities for teamwork, education, resource utilization, training, improving communication abilities, and carrying out search and survey tasks. Participation from a variety of sectors and reciprocal interactions are features of these activities. Through eTwinning, which is administered by the European Commission, educational institutions across Europe have the opportunity to collaborate on shared educational initiatives (Crişan, 2014). By carefully selecting projects that are suitable for the age group of the students involved, schools can engage in online sharing activities that align with their educational objectives (Holmes, 2013). The eTwinning concept is based on the core principle that collaboration between schools from different countries should be defined by simplicity, inclusion and active engagement (Erbil, 2020). The utilization of information and communication technology (ICT) resources facilitates the participation of several schools from various

eTwinning communities in prearranged educational endeavors (Scimeca, Dumitru, Durando, Gilleran, Joyce, & Vuorikari, 2009).

More importantly, the EU-funded eTwinning program looks to be a potential chance to promote the professional development of Jordanian in-service English as a Foreign Language (EFL) teachers (Le, Janssen & Wubbels, 2018). Its primary focus lies in highlighting the imperative nature of proficient instruction and training within institutional and pedagogical contexts (La Marca & Gulbay, 2021). Additionally, it underscores the need to provide suitable training opportunities for educators and learners alike, intending to enhance student engagement and foster collaborative practices (AL-Wreikat & Bin Abdullah, 2010).

In 2018, Jordan implemented the eTwinning training program that involved the engagement of 150 teachers from 50 public schools. This occurrence marked Jordan's inaugural partnership with member nations of the European Union and its position as the second Arab country to engage in the eTwinning community, following Tunisia.

As a result of the regulations put in place by the Jordanian Ministry of Education, which place a lot of emphasis on the use of technology and multimedia resources, the eTwinning platform can help students learn more effectively and foster more captivating educational experiences (Faria, Bergey, Baird & Lishinski, 2019). This underscores the significance of cultural comprehension and intercultural proficiency in speaking skills, urging learners to not only cultivate their linguistic aptitude but also to value and honor diverse cultures and viewpoints. Therefore, the development of speaking performance is a crucial aspect of language instruction (Akdemir, 2017; Amara, 2020).

### **Problem of the Study**

Eighth-grade students in Al-kourah directorate are struggling with pronunciation, fluency and confidence in English speaking skill, often due to limited vocabulary and insufficient practice opportunities. This results in hesitation and discomfort during oral activities, affecting their communication skills and ability to participate effectively in classroom discussions. This weakness calls for targeted interventions and enhanced project-based learning programs to support the development of students' speaking proficiency in English.

The researcher, who also serves as an eTwinning ambassador, believes that modern teaching methods, technology, and interactive learning strategies are rarely utilized in the classroom. This raises concerns about the effectiveness of traditional teaching methods and the potential benefits of incorporating innovative approaches (Camiller, 2016). eTwinning is crucial for creating a digitally-friendly learning environment for digital native students, allowing collaboration, knowledge exchange and the use of ICT. Çakir and Kesme(2018) claimed that eTwinning supports project-based learning (PBL), an interdisciplinary method that puts students at the centre of the learning

process. eTwinning is an educational platform that promotes cross-border collaboration and cultural exchange among European schools. It encourages project-based learning, authentic learning, teacher professional development, and innovation. The platform offers quality labels and awards, ensuring quality and excellence. As part of the Erasmus+ program, it is user-friendly and provides extensive support.

### **Purpose of the Study**

The purpose of this study is to investigate the effect of the eTwinning platform on Eighth-Grade Students' Speaking Performance in English as a Foreign Language. Given the observed weaknesses in students' pronunciation, fluency, and confidence, this study aims to determine whether incorporating modern teaching methods, technology, and interactive learning strategies through eTwinning can address these deficiencies. By focusing on project-based learning (PBL) within the eTwinning framework, the study seeks to evaluate how this approach impacts students' overall communication skills and their ability to engage more effectively in classroom discussions and presentations through the platform.

### **Questions of the Study**

1. Are there any statistically significant differences (at  $\alpha \leq 0.05$ ) in eighth-grade students' speaking post- test scores that are attributed to their participation before and after the eTwinning program?

### **Significance of the Study**

The study examined the eTwinning program, an initiative by the European Union that allows educators and students to collaborate across European nations using online platforms, providing insights into how digital platforms support language learning and cultural exchange in a globalized world. This study is significant because it is the first analysis of the eTwinning platform. This European Union initiative offers educators a unique chance to collaborate with colleagues in European countries using an online platform. The study is particularly significant because eTwinning aims to foster cross-cultural understanding and promote innovative teaching practices by facilitating virtual exchanges and joint projects between schools using English.

### **Definition of Terms**

**eTwinning:** "A technological platform that provides a secure environment where teachers and students may work together on projects, share ideas, connect, and creatively and amusingly enhance their skills. The Comenius European Schools initiative includes the e-Twinning project. The eTwinning platform offers a distinctive environment for instructors and students to construct educational projects using resources in various approaches"

(Prentza, 2013, p.18). In this study, it's a platform. Here, the procedural process of electronic linking between eighth-grade students at public schools and several local and international schools is secured through a platform through which the teacher and student can register and create educational projects within the curriculum, and document and publish their work on the eTwinning platform using the most up-to-date computer technologies.

**Projects-based Learning (PBL)** is one of the instructional methods used in both theoretical and practical aspects, whereby a student solves a curriculum-related or social issue using intentional and planned practical procedures, either independently or in cooperative groups, under the teacher's supervision and support (Ichsan et al., 2019). In this study, a strategy is employed that involves eighth-grade students at public schools working and participating in groups on projects to produce a final product that enhances the educational process. It entails that the teacher and students collaborate with partners from European Union schools to select educational content from the curriculum. Subsequently, they develop a plan to create a project that includes interactive and participatory activities within a specified timeframe through the eTwinning platform.

**Speaking Performance** is the conversational expression of mental processes, concepts, ideas and feelings by using words, tone of voice and body language to convey messages. It enables individuals to exchange information, participate in conversations and develop relationships with others (Leto,2018; Faizah, Mahbuddin & Rofiki,2020). In this study, the students' ability to speak English fluently and interactively was examined using the eTwinning platform. The focus was on their use of appropriate vocabulary, accurate spoken grammar, topic relevance, and clear pronunciation.

### **Limitations of the Study**

The generalizability of the findings is restricted by the following:

- 1- The participants of the study are the eighth-grade students (males & females) at the public schools in Al-Koura Directorate during the first semester of the academic year (2023/2024). Different samples may yield different results.
- 2- The research lasted for eight weeks. A longer duration may yield different results.
- 3- The speaking performance of eighth-grade students was evaluated.

### **Review of Related Literature**

#### **Theoretical Framework**

##### **Project-based learning**

Erbil (2020) stated that interactive simulations and educational software allowed pupils to explore, experiment and develop their own knowledge. Project-based learning improves collaborative problem-solving and knowledge acquisition through active learning (Scholnik, Kol & Abarbanel,

2006). Project-based learning (PBL) easily integrates communicative language training into task-based activities, interaction and genuine communication (Bataineh & Baniabdelrahman, 2006). Online platforms are essential for language learners. They enable group projects, native speaker interaction, and authentic content (Ertmer & Newby, 2013; Kedia & Mishra, 2023).

The eTwinning platform follows PBL principles as a teaching tool. Zainuri and Huda (2023) describe eTwinning as an innovative online platform that connects students and instructors worldwide for cross-cultural learning, resource sharing, and cooperation. Due to its emphasis on connectedness, this platform supports PBL by allowing students to explore and collaborate online to gain knowledge (Leto, 2018).

The entire eTwinning platform offers modern project-based learning. Social constructivism underpins cross-border collaborative learning (Seifert & Bar-Tal, 2023). eTwinning matches communicative language instruction by connecting students worldwide, encouraging genuine communication, and stimulating group projects (Sun, Xie & Lavonen, 2022). Technology allows the eTwinning platform to enhance interactive and multicultural learning beyond classrooms.

### **Speaking performance**

English involves learning all four communication skills—listening, speaking, reading, and writing—using current methods and digital tools to help students study (Fadel & Rajab, 2017).

For many reasons, learning English has become more popular worldwide. English, the major worldwide language and official language of many nations, is beneficial for individual and group communication (Li & Wang, 2015; Abugohar & Yunus, 2018).

Teaching speaking is essential at schools. The curriculum teaches speaking skills to help students use language in context (Rao, 2018). Senior high school students learn speaking abilities to express and respond to opinions in transactional or interpersonal communication. Speaking classes prepare students to use the language in varied settings (Hanifa, Fajrina, & Gani, 2016).

Given the rapid globalization of language communication, learning English is crucial in the 21st century. It facilitates cross-cultural communication and information gathering (Al Aamri, Gabarre, and Al Anquoudi, 2023). In most non-English-speaking countries, communication with English speakers is rare, making learning English challenging. Tolosa, Ordóñez and Guevara (2017) found that communication technology and information networks encourage language practice among different speakers.

Speaking is the most important of the four language skills—listening, speaking, reading and writing (Al-Jamal & Al-Jamal, 2014). This is largely because speakers of a language are often recognized primarily for their

speaking ability (Ur, 1996). Speaking performance involves the use of verbal and nonverbal signals to convey meaning in various situations (Chaney & Burk, 1998).

### **eTwinning program**

eTwinning is a part of Erasmus+, a program that supports education, training, and athletics among countries in the southern Mediterranean, neighbouring EU states, and youth (Crişan, 2014). Continuous learning is promoted through this European Union Education Support Scheme initiative. According to Gülbay (2018), it encourages the use of ICT in order to boost cooperation across all participating institutions.

Through eTwinning, Erasmus+ promotes youth, sports, education, and training in the nations of the European Union, its surrounding countries and those in the southern Mediterranean (Crişan, 2014). This European Union Education Support Scheme encourages ongoing education. Gülbay (2018) states that it promotes the use of ICT to enhance collaboration among institutions. The practice of electronic twins has evolved across Europe. Turkey, Boland, Italy, Macedonia, and Germany make up the 31st EU member. Lebanon, Azerbaijan, Armenia, Georgia, Moldova, Ukraine, Jordan, Tunisia, and eTwinning Plus (2022) are all part of the same program.

### **Empirical Studies**

Kizilaslan and Baskan (2023) investigated the impact of eTwinning on the professional development of English as a Foreign Language (EFL) teachers in Turkey. The qualitative research involved 10 teachers and used methods like interviews, surveys, and focus groups. The results showed positive attitudes towards eTwinning, with teachers believing it contributed to their professional development by creating an international network, sharing experiences, and developing technological and pedagogical content knowledge. The study also found that eTwinning, based on project-based learning strategies, improved students' skills in spoken English.

Firdaus and Septiady (2023) investigated the effect of project-based learning on the verbal skills of Accounting Study Program students. A mix of qualitative and quantitative research was obtained with a single sample of 35 students. The results showed a significant effect of project-based learning on students' speaking abilities, enhancing teamwork and problem-solving, and promoting active, communicative, creative and innovative behavior. This research highlights the effectiveness of project-based learning in teaching speaking and suggests its application to the teaching of speaking.

Giannis (2022) examined the role of eTwinning tools in social and online curriculum integration in higher education. The study analyzed the performance rankings of 1000 teachers from 44 countries in the eTwinning European Quality Label (EQL) Awards competition, considering factors like geographical location, national income, and education quality. It also compared undergraduate students' perceptions of multimodal communication

and collaborative learning at two universities, UCO and ULS. The findings suggested that eTwinning tools facilitate multimodal communication, leading to the development of new social practices and learning strategies.

Adamyán (2022) examined the impact of eTwinning on teaching and learning methods in English as a Foreign Language (EFL) classroom. Using a mixed-methods research approach, the study analyzed the experiences of teachers and students, focusing on the integration of eTwinning and its impact on teaching methodologies and student learning outcomes. The research, conducted in Armenia, involved 16 teachers and 67 students from various locations. The findings showed that eTwinning effectively promotes 21st-century skills like teamwork, intercultural awareness, creativity, and innovation among teachers and students. It also encourages greater student participation and facilitates student-driven learning processes. The study also found that eTwinning enhances teaching skills and assessment strategies, leading to improved English-speaking performance.

La Marca & Gulbay (2021) examined the impact of eTwinning on enhancing collaboration and communication skills among future primary school teachers. The research, conducted at the University of Palermo, involved 145 prospective teachers and used a qualitative research design to understand their perceptions. The findings showed positive perceptions of eTwinning's role in enhancing collaboration, communication skills, academic achievement, and digital competencies among participants. The study highlights the potential of eTwinning as a pedagogical tool in Initial Teacher Education.

Setiawan, Munir and Suhartono (2019) explored the role of creative teachers in teaching speaking performance, focusing on media and strategies used to help students understand material. Data was collected through interviews and questionnaires from English teachers in 5 Surabaya schools. Factors influencing creative teachers include media usage, such as PowerPoint presentations, attention-grabbing pictures, music balls, and eye-catching cups and online exercise links. Strategies used include moving ball and cup, guessing games, chained word games, and listening comprehension from Google translation recordings. Lesson plans are also crucial. The study concluded that creative teachers apply these factors to enhance students' speaking performance.

Gajek (2018) examined the use of distance learning in eTwinning projects in Polish schools. With over 1800 projects, the research examined the construction, implementation stages, content, and roles of teachers and students. It examined primary and secondary educational levels, revealing how distance learning curricula were integrated into diverse subjects. The study highlighted the eTwinning platform's significance in providing contemporary teaching strategies and its impact on educational practices. The study highlighted the pivotal role of distance learning in these projects and its tangible impact on teaching and learning practices.

Gülbay (2018) investigated e-learning projects at Italian schools aimed at improving the digital and communication abilities of teachers and students. A

stratified sample of 36 teachers and 550 first- and second-year college students was used. The findings showed that the eTwinning program significantly improved participants' English proficiency and capacity to communicate in English, illustrating the importance of technology and e-learning initiatives in improving learning.

Akdemir (2017) investigated the impact of the eTwinning program on English instruction. Through interviews, 7 language teachers from various Turkish cities shared their experiences. The descriptive curriculum was used to examine the impact of e-learning on English learning, its benefits and the viewpoints of teachers. The findings are compared to earlier literary research, and recommendations for academics and educators on how to use eTwinning projects in English teaching and learning are made.

Gouseti (2013) explored the challenges faced by teachers and students in tech-based eTwinning projects, aiming to understand if these technologies can revolutionize classroom practices or if existing methods are simply transferred to new environments. The UK and Greece have been implementing eTwinning, a program promoting web-based learning and collaboration among schools. The sample consisted of 16 teachers and 358 students. The study explored the integration of Web 2.0 technologies into European school collaboration, highlighting their advantages, limitations, adoption factors, emerging trends, best practices and areas for improvement in the European context.

Holmes (2013) examined the effects of eTwinning on the communication skills, cooperative work, critical thinking and problem-solving abilities of European school teachers. The study, involving 120 school teachers and over 1700 students from Italy, Poland, Romania, and Greece, evaluated the benefits of cooperative learning and social contact through online platforms. The results showed that computer skills and online learning were effective tools for professional growth, particularly in improving communication, inquiry strategies, reflection and critical thinking.

### **Concluding Remarks**

The eTwinning program, an innovative initiative, has been studied from various perspectives, including its theoretical framework. The study examined the impact of the program on teachers' performance, classroom practices, teaching approaches, assessment methods, and technology integration, as well as on students' English-speaking performance. The study also examined the components of the eTwinning platform, including applications and digital tools, which contribute to project-based learning. This is the first research conducted in the Middle East and Near East region, focusing on the impact of the eTwinning program on the speaking proficiency of eighth-grade students in Jordan.

## **Method and Procedures**

### **Variables of the Study**

The independent variable: The eTwinning program.

Dependent Variables: Student's speaking performance, which measured the students' scores on the post-test.

### **Participant students**

The students' population included all eighth-grade students at public schools in Al-Kourah Directorate. There were about 2144 male and female students. Only 2000 students, both male and female, participated as the study sample, while 114 students did not participate. 899 male students and 1101 female students were involved in the study, distributed among 33 schools during the first semester of the academic year 2023-2024. The test was piloted with 50 students from diverse backgrounds and varying skill levels to evaluate its effectiveness in assessing specific skills. The main objective was to identify any weaknesses or areas needing improvement before wider administration. These students were not included in the target study sample. The test demonstrated a reliability coefficient of 0.87 and a validity coefficient of 0.90.

### **Study Instrument**

#### **Speaking performance Pre-/Post- Test:**

Speaking performance Pre-/Post-Test: The researcher developed a test based on the instructional material in the eighth-grade English textbook. The test reflected students' overall understanding of spoken English in a variety of simple authentic formats and contexts to investigate whether or not using the eTwinning platform may have a positive impact on eighth-grade students' speaking performance. The student sample consisted of all eighth-grade students taught by the public schools in Al-Kourah Directorate. The number of classrooms totalled 86, with 11 classrooms for male students and 74 classrooms for female students.

There were about 2144 male and female students. Only 2000 students, both male and female, participated as the study sample, while 114 students did not participate due to their special cases. The sample included 899 male students and 1101 female students from across 33 schools during the first semester of the 2023–2024 academic year. They were given six weeks between the pre- and post-tests. Teachers were requested to distribute study tools before the commencement of training at the beginning of the first semester of the 2023–2024 academic year.

Subsequently, teachers and their students began creating educational projects based on Action Pack 8 with partners from European Union schools involving their students for two months until the final product. During this time, with the help of their teachers and other European Union students, devised project plans, outlined activities, and executed them using the eTwinning

platform, digital tools, and modern technological applications available on the platform.

The eTwinning platform is used for teaching speaking, providing students and teachers with real-world exercises to improve their grammatical and pronunciation skills. Students and teachers submit projects and receive local and European quality label certificates, which can be recognized at conferences. The platform also aids in honing students' fluency and confidence in communication. Continuous speaking practice is conducted through online meetings, forums, teachers' bulletins, WhatsApp, YouTube, and other digital applications. This approach helps students develop their speaking abilities and enhance their overall communication skills.

The speaking test involved questions like introduce yourself (5 minutes), read a text aloud (5 minutes), describe a picture (8 minutes), respond to questions (12 minutes), propose a solution (10 minutes) and express an opinion (10 minutes).

#### **Validity and Reliability:**

A jury of five EFL specialists, two English supervisors and three English language teachers moderated the instrument.

#### **Validity and Reliability of the Students' Instruments**

##### **Construct Validity of the Speaking Test**

The construct validity of the speaking test was verified. The Pearson correlation coefficient was calculated between the score of each item with the field to which it belongs, and the score of each item with the total score of the observation tool. The following table shows the results.

**Table 1:** The construct validity of the speaking test

NO	Correlation coefficient with the field	Correlation coefficient with the total test score
1	.632**	.593**
	.704**	.638**
	.471**	.706**
	.722**	.714**
	.732**	.706**
	.698**	.650**
2	.719**	.684**
3	.713**	.711**
4	.547**	.489**
5	.771**	.726**
6	.737**	.670**

7	.556**	.554**
8	.436**	.453**
9	.543**	.446**
10	.543**	.564**
11	.632**	.432**
12	.521**	.512**

\*\* The correlation is statistically significant at the level (0.05).

The Speaking test's construct validity was demonstrated through the analysis of Pearson correlation coefficients for each item score and its field, as well as the total speaking exam score. The results showed a positive association between the items and their respective fields, or the overall construct being examined. These correlation coefficients were statistically significant at the 0.05 level, indicating that the observed associations are not coincidental. This confirms the Speaking Test's ability to accurately assess the target construct or notion.

#### Reliability of speaking test

The Cronbach's Alpha Test was used to test the degree of consistency of the respondents speaking test, and Pearson Correlation was used to test the degree of reliability. Table (2) presents the results as follow:

**Table 2:** Reliability of speaking test

	Cronbach's Alpha	Pearson Correlation
Vocabulary	0.855	0.799
Grammar	0.842	0.902
Pronunciation	0.800	0.777
Fluency	0.867	0.845
Total	0.900	0.911

The previous table shows that the Speaking Test has strong reliability across all dimensions, with Cronbach's alpha coefficients exceeding the 0.7 threshold for each dimension. Pearson correlation coefficients, evaluating the stability of scores over time, are high, ranging from 0.777 to 0.911. These findings suggest that the Speaking Test reliably assesses various aspects of language proficiency, including vocabulary, grammar, pronunciation, and fluency. The overall Cronbach's alpha coefficient for the entire test is 0.900, indicating strong internal consistency across all dimensions collectively. The overall Pearson correlation coefficient of 0.911 reflects high degree of test scores stability.

### Data Analysis

Since this is a quasi-experimental investigation descriptive statistics and inferential tests (paired t-tests) were utilized to analyse the quantitative data. To answer the question, the researcher estimated the means and standard deviations for the study sample members' performance on the speaking pre- and post-test scores, which are related to their teachers' instructional strategies both before and after the teacher training program, in order to respond to the study's second question.

### Results of the Study

In order to answer the question of the study the researcher calculated the means and standard deviations for the performance of the members of the study sample on the speaking pre- and post- test scores that are attributed to their participation before and after. A Paired Samples t-test was applied. Table 1 presents mean scores, standard deviations, and sample sizes for the speaking pre- and post- test scores that are attributed to their participation before and after, and a Paired Samples t-test results.

**Table 3:** The mean and standard deviations of students' speaking pre- and post-test scores and paired samples T-test results

	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig.
Vocabulary pre	2000	2.35	0.557	0.012	-101.783	1,999	0.000
Vocabulary post	2000	3.90	0.344	0.008			
Grammar pre	2000	2.69	0.759	0.017	-66.601	1,999	0.000
Grammar post	2000	3.92	0.307	0.007			
Pronunciation pre	2000	1.34	0.54	0.012	-206.192	1,999	0.000
Pronunciation post	2000	3.96	0.225	0.005			
Fluency pre	2000	1.92	0.508	0.011	-121.645	1,999	0.000
Fluency post	2000	3.66	0.511	0.011			

Table 3 shows a t-value of -101.783 for vocabulary, with a significance level of 0.000 ( $\alpha=0.05$ ), indicating a significant difference in students' vocabulary achievement between pre- and post-test scores, favoring the post-test scores with a mean of 3.90 compared to 2.35. Similarly, the t-value for grammar is -66.601, also significant at 0.000 ( $\alpha=0.05$ ), showing a significant improvement in students' grammar achievement, with post-test scores averaging 3.92 compared to 2.69 on the pre-test.

Based on the results presented in Table 3, it can be observed that the pronunciation variable has a t-value of -206.192. This value corresponds to a significance level of 0.000 at ( $\alpha=0, 0$ ), indicating that there is a statistically significant difference between the pre-test and post-test scores of students'

pronunciation. Furthermore, the differences were in favor of the pronunciation achievement post-test, as the mean score of 3.96 is greater than the mean score of 1.34 on the pre-test.

In conclusion, Table 3 presents the results, indicating that the fluency value  $t$  is 121.645. This value corresponds to a significance level of 0.000 at ( $\alpha=0, 0$ ), suggesting that a notable difference exists between the pre-test and post-test scores of students' fluency. Furthermore, the post-test scores displayed a greater mean score of 3.66, which surpasses the pre-test score of 1.92.

### Discussions of the Results of the Question

The eTwinning program has significantly improved students' speaking performance, as shown in Table 3. Vocabulary achievement showed a significant improvement, with a mean post-test score of 3.90 compared to a pre-test score of 2.35. This indicates a substantial enhancement in students' word knowledge, which is crucial for their overall language proficiency. Grammar achievement showed a significant improvement, with a post-test mean score of 3.92 compared to a pre-test score of 2.69. This is crucial for constructing coherent and accurate sentences, which in turn improves overall communication skills. Pronunciation achievement showed a significant improvement, with a mean score of 3.96 compared to a pre-test score of 1.34. This highlights the program's effectiveness in helping students develop clearer and more accurate pronunciation, which is essential for effective communication. Fluency achievement also showed significant improvement, with a mean post-test score of 3.66 compared to a pre-test score of 1.92. Overall, the eTwinning program has significantly improved students' speaking skills, demonstrating its effectiveness in enhancing their overall language proficiency.

For instance, Faria et al. (2019) conducted a similar study and found that teachers who underwent intensive training in communicative language teaching methods were able to effectively facilitate students' speaking skills development. Similarly, Setiawan et al. (2019) reported significant improvements in students' pronunciation and fluency following a teacher training program focused on oral communication strategies.

### Recommendations for further research

- Incorporate communicative and interactive activities into language lessons to promote speaking proficiency among students.
- Utilize technology effectively in language teaching, such as using online resources, multimedia materials, and language learning apps to engage students and enhance learning outcomes.
- Develop EFL textbooks and instructional materials that integrate speaking activities and tasks aligned with communicative language teaching principles.

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