Effective Design of Online Intercultural Exchanges Among

Successful EFL Teachers in Slovakia

by

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Abstract

This mixed-method research examined the reasons, challenges, and use of online intercultural exchanges (OIEs) among Slovak English as foreign language (EFL) teachers in order to maximize the potential of OIEs for English language learning. The study collected data from an online survey, semi-structured interviews, and artifact analysis. The key findings of this study demonstrate that Slovak EFL teachers engage in OIEs to develop their learners' intercultural competence and to collaborate with other European teachers despite the time-consuming nature of the OIEs. Based on the results of the study, effective OIE projects include clear task instructions, information-exchange, and collaborative tasks. In these projects, experienced teachers demonstrate flexibility, cultivate agency, and lead their English learners to create meaningful and engaging end-products. One recommendation is that the role of language be more explicit and intentional in order to leverage the linguistic potential of OIEs for English language instruction.

Keywords: online intercultural exchanges, eTwinning, reasons, challenges, design

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction

In the age of globalization and digitalization, it is important for English as a second language (ESL) and English as a foreign language (EFL) teacher to reflect on their classroom practice and ask themselves how they can best contribute to the preparation of learners for life and work in the 21st century. A big part of such preparation needs to be a focus on digital literacy as people daily communicate with each other via social networks (e.g., Facebook, Twitter), emails, and videoconference tools (e.g., Google Hangouts, Zoom, Skype; Lankshear & Knobel, 2011). We can change the content of public websites (e.g., Wikipedia.org), read literature in any language, create animations and blogs, and disseminate our creations to someone who lives on the other side of the globe (Lankshear & Knobel, 2011).

The majority of digitalized content on the internet is best accessible through English—because English is the most popular language online with 25.2% of all internet users (Statista, n.d.), which incentivizes learners and teachers around the world to increase their competence in both the area of technology and English language. Indeed, globally, teachers have long leaned on the internet for EFL instruction to help develop their students' language proficiency (Gönen, 2019). In many contexts, English learners have access to the internet at home, and teachers can capitalize on this resource by encouraging its use for autonomous English language learning. By learning independently at home, learners can assume some responsibility and choice over their language learning; some might search for additional grammar explanation while others might use online tools to practice vocabulary or access other English users to communicate via the internet. This form of online learning at home increased dramatically during 2020 and 2021 due to the situation arising from the COVID-19 pandemic. Many teachers and students were suddenly

required to stay at home and use the internet as a vehicle for learning.

 Engagement with online resources can not only promote students' technological and English language skills, but also their intercultural communicative competence (ICC; Syzenko & Diachkova, 2020). The internet is a place where language learners come into contact with different cultures all the time, be it through exposure to YouTube videos, TED talks, podcasts, movies, music, video games, advertisements, social networks, blogs, and so on. EFL teachers can capitalize on the rich intercultural space that the internet provides and use it to expand their learners' awareness of culture, both in the sense of surface-level culture, such as holidays, music, or traditions of speakers from English backgrounds, and also the less obvious aspects of culture, such as attitudes, norms, beliefs, and values, following the cultural iceberg model (Hall, 1976).

 An area of pedagogy and research that has examined these important pieces to 21st century success—digital skills, English language proficiency, autonomous learning, and ICC— comes from scholarly work on online intercultural exchange (OIE), also known as virtual exchange, collaborative online international learning, e-tandem learning (Lewis & O'Dowd, 2016a) or telecollaboration (Guth & Helm, 2010). In whatever iteration, linguistic development, ICC, and new online literacies (Guth & Helm, 2010, p. 14) are emphasized for groups of students who come from different geographical or cultural contexts with the goal of communicating together via the internet (Lewis & O'Dowd, 2016a). For instance, a group of Slovak learners of English could communicate and collaborate with peer learners of English in France through an online platform with the aim of improving their mutual competencies in the areas of language, intercultural competence, digital literacy, and/or autonomous learning.

 To enhance these skills and competencies, learners participate in either one or several types of activities or projects, frequently drawing upon project-based language learning (PBLL)

pedagogy. The most common activities and projects involve engaging in interviews, writing tasks, "pen-pal" exchanges, and collaborating on creating a common end-product, such as a poster, e-magazine, or presentation. The choice of activities typically depends on the decision of participating teachers and their students. To conduct such virtual exchanges, teachers can find partners on social networks and/or use services of online platforms dedicated to OIEs. The list of OIE formats and types and characteristics of OIE projects will be discussed in following sections.

In the literature review that follows, I will first outline the tenets of PBLL pedagogy that provides a larger theoretical framing for OIEs from the perspective of language learning. Next, I will provide a review of OIE research, including reasons for engaging in this innovative instructional approach, common challenges that teachers and learners may encounter during OIEs, and types and characteristics of effective OIEs. Subsequently, I will argue for the importance of my study related to the overall improvement of OIE experience in the context of a Slovak EFL classroom. This will be followed by methodology and discussion sections.

Chapter 2: Review of Literature

Project-Based Learning (PBL)

Project-based learning (PBL) was introduced into education as the "Project Method" by William Heard Kilpatrick in 1918 (Beckett & Slater, 2018a). Toward the end of the 20th century, as a backlash to traditional teacher-centered approaches, educators restored their interest in PBL (Rodriguez, 2020). Based on constructivist principles and John Dewey's approach (Boss, 2011; Kokotsaki et al., 2016), PBL is a student-centered teaching form of an instruction that engages students in solving a problem or answering a driving question. As a result, students meaningfully develop various 21st century skills, such as collaboration, critical thinking, and creativity, in a context relevant to them over an extended time period (Makaramani, 2015; PBLWorks, n.d.-b).

As has been already pointed out, PBL has its foundations on student-centered approaches to learning (Boss, 2011). These approaches emphasized the shift from seeing students as empty vessels waiting to be filled with knowledge to students as active co-constructors of educational experiences. The active learning-by-doing approach had spanned long before the educational theories of John Dewey—promoted by Confucius and Aristotle (Boss, 2011). It is also associated with important figures, such as Maria Montessori, Jean Piaget, and Lev Vygotsky (Beckett & Slater, 2018a; Boss, 2011). One common application of the PBL approach involves practitioners in employing problem-based learning for practical teaching in disciplines such as engineering, medicine, agriculture, and others (Beckett & Slater, 2018a; Boss, 2011). In the classroom, students are challenged with a project that revolves around a problem or a scenario to solve, and they are guided to come up with answers and solutions. While the problem-based approach can

often rest on active engagement around abstract problem-solving tasks, the project-based instruction always culminates in a creation of meaningful products (Boss, 2011).

According to one of the leading institutes of PBL—Buck Institute of Education (BIE), PBL can become a transformative experience for students. They are more engaged in learning and practicing skills important for the workplace in the 21st century, such as collaboration, creativity, problem solving, and communication. In addition, students feel a sense of meaning stemming from the authentic context of projects (PBLWorks, n.d.-c). Because of the pedagogical benefits that result from PBL, such as increased student engagement (Kokotsaki et al., 2016; PBLWorks, n.d.-c) and other intra- and interpersonal competencies (Belwal et al., 2020; Condliffe et al., 2017), it is not surprising that PBL has become increasingly popular in language education.

Project-Based Language Learning (PBLL)

Although there is a myriad of resources for any educators interested in PBL instruction, according to Rodriguez (2020), needs of language teachers have not been fully accommodated yet. The National Foreign Language Resource Center (NFLRC) has undertaken the role of educating the foreign language teachers about project-based language learning (PBLL; Rodriguez, 2020). The NFLRC's resources and activities are based on the work of the BIE. To help teachers design high quality projects, the BIE developed a framework of seven *Essential Design Elements*—(a) a challenging problem or question, (b) sustained inquiry, (c) authenticity, (d) student voice & choice, (e) reflection, (f) critique & revision, and (g) a public product (PBLWorks, n.d.-a). This seven-step framework engages students in an active search for answers and can be employed in foreign language classrooms. The main distinction between PBL and PBLL occurs in the stage of planning—teachers need to plan tasks and activities carefully and

purposefully in order to also achieve language proficiency (Montgomery, 2019). In other words, through engaging with activities and materials that are authentic and relevant to students' lives, this PBLL approach places an emphasis on students' decisions about the project and their output. As students are given feedback, they reflect on the process and adjust their actions and use of language. Lastly, the project's product is shared with a broader audience than the classroom.

As a result of this approach, some studies (Beckett & Slater, 2005; Beckett & Slater, 2018a; Kokotsaki et al., 2016) suggested that PBLL has a positive impact on students. In their article, Beckett and Slater (2018a) summarized the benefits of PBLL from various studies, highlighting improved students' decision making, independence, cooperation, problem-solving, language, and other skills development. In addition, PBLL is seen as a way for students to engage with the topic on a deeper level while using language as a resource and a tool (Beckett et al., 2020).

In line with these studies, Moritoshi's (2017) dissertation research examined the impact of PBLL on Japanese EFL learners throughout an eight-week-long project. The findings of this study demonstrated that students in general perceived PBLL as beneficial for their learning. Specifically, the students reported high enjoyment of working in groups and appreciated a lot of opportunities PBLL offered to practice and produce English. In addition, Moritoshi (2017) suggested that the participants of the project used English meaningfully as "a means of communication," for example, to ask questions, express opinions, and research information (p. 171). As far as English language skills, students perceived the highest improvement in writing.

On the other hand, Condliffe et al. (2017) argued that the effect of PBL in general on "students' outcomes is promising, but not proven" (p. iii). Similarly, Beckett and Slater (2018a) reported that students in various studies have doubts about the effectiveness of PBLL as well

when it comes to language learning. To address this issue, Becket and Slater (2005) propose *The Project Framework*—a visual that is designed to systematically guide teachers who wish to pursue PBLL effectively. This framework represents a teacher's goals for language, content, and skills and guides students to reflect on what they are learning in terms of language, content, and skills throughout the project. Furthermore, Montgomery (2019) in an NFLRC webinar argues that a language-focused project can break down if tasks and activities are not sequenced strategically in order for students to build their language skills.

Technology-Enhanced Project-Based Language Learning (TEPBLL)

Nowadays, as foreign language teachers integrate technology-oriented resources into their classes, PBLL is becoming more technologically enhanced. According to Dooly (2014), technology-enhanced project-based language learning (TEPBLL) represents a form of instruction that best fulfills the needs of today's global population. The reason for that is that people are connected together on a daily basis via technology and communicate with each other. In order to help students learn, teachers have been also experimenting with implementing technology into project-based language instruction (Su & Zou, 2020).

While relatively new and still incomplete, research is beginning to point to the benefits of TEPBLL. For example, Dooly and Sadler (2016) demonstrated that the incorporation of TEPBLL motivated their students to use language alongside the content knowledge as they strove to negotiate meaning. Similarly, Syzenko and Diachkova (2020) explored the effect of TEPBLL on students' linguistic skills and cross-cultural competence. In their study, the involved students took a language test at the beginning and the end of the project period and gained higher scores in reading, writing, speaking, and listening. Also, the students reported not only greater confidence and motivation to learn English, but also development of their cross-cultural skills.

Consistent with these findings, Su and Zou (2020) identified 11 benefits of technology-enhanced collaborative language learning in a comprehensive review of 40 articles. These 11 benefits are arranged into four overall categories related to students' development of (a) language, (b) collaboration skills, (c) reasoning and problem-solving, and (d) improvement of positive attitude towards learning due to the engagement in TEPBLL. As far as language development, Su and Zou (2020) reported on improved language skills, subskills, and other aspects of language proficiency (writing, reading, listening, speaking, vocabulary and sentence building, and meaning negotiation). For instance, the analyzed studies found that TEPBLL instruction positively improves students' "lexical and grammatical accuracy" (p. 17), "information catching abilities" (p. 17), "use of vocabulary in context" (p. 17), "use of informal languages to build up relaxed interactional norms" (p. 18), and many others.

Without doubt, an increased use of projects and technology in education through the TEPBLL approach, inspired the development of online intercultural exchanges (OIEs). Although OIEs in the form of the PBLL have appeared in the literature only recently (Dooly, 2017), OIEs are largely associated with PBLL as research defines OIEs as "projects" where students from different parts of the world communicate with each other via technology (Dooly, 2017). Together with the essential design elements of PBL, careful language planning, and technology, OIEs can become an educational approach that best fits the needs of a 21st century global citizen.

Online Intercultural Exchange (OIE)

Coupling projects, language and technology, TEPBLL builds a strong foundation for the OIEs, as has been argued above. And while OIEs have become popular only recently, the first reported instances of such exchanges originated in the early 1990s (O'Dowd, 2018). At that time,

teachers used matching websites, such as IECC LISTSERV, to find teachers from different

countries to connect their learners and engage them in email interaction (O'Dowd, 2018).

Online intercultural exchange has been typically implemented by teachers in the form of

an e-tandem or OIE (O'Dowd, 2018). The e-tandem engages two groups of native speakers in an

interaction in their respective target and native languages: language learners from one language

background engage in practicing their foreign language with native speakers of that language

while simultaneously providing feedback to peers learning their native language. To illustrate, a

group of learners of English from France may interact in an online task with a group of

American learners of French. Tasks are completed by learners in either English or French and

followed by peer and instructor feedback. In this type of OIEs, the tasks are more focused around

the linguistic feedback that the two groups provide to each other than in the OIE type.

Unlike the e-tandem approach, which is about simple, everyday information exchange

typically aimed at improving respective language proficiencies through a digital medium, OIE

highlights culture as an integral component of such online interactions. Learners interact

bilingually, as in the previous example, or use one foreign language as a lingua franca in order to

understand culture of their partners. For example, a group of learners of English from Slovakia

interact in English with a group of learners of English from Poland. In either case, learners with

the help of their teacher discuss different materials or create products in the classroom (O'Dowd,

2018). The main focus is on developing intercultural communicative competence (ICC) and

practicing the language in social interactions.

A variety of platforms enabling easier design and development of virtual projects

encouraged teachers to explore OIEs. In the context of higher education, O'Dowd (2018)

described four different approaches to virtual exchanges: foreign language learning initiatives,

business studies initiatives, service-provider approaches, and shared syllabus approaches. Of these four approaches, two—the foreign language learning initiatives and service-provider approaches—will be discussed next because of their applicability to English as foreign language (EFL) in the university, elementary, and secondary teaching contexts.

First, the foreign language learning initiatives approach presents an online platform where university educators could find teaching partners and participants, such as www.unicollaboration.edu and Cultura, which is a virtual exchange where learners of two different cultures try to enhance their understanding of each other's culture (O'Dowd, 2018). In this kind of intercultural collaboration, learners read chosen material, reflect on it in class, and interact, synchronously and asynchronously, with their peers. (Cultura, n.d.-b). This online collaborative initiative could be replicated in different foreign language classrooms due to the official website containing a guide for educators (Cultura, n.d.-a).

Different from the foreign language learning initiatives approach aiming to enhance foreign language proficiency, the service-provider approach foregrounds development of intercultural awareness and critical thinking. Whereas the former usually arises from the initiative of practitioners, the latter relies on the services of organizations and platforms available across all levels of education (O'Dowd, 2018). Some examples of the organizations that facilitate OIEs are Soliya and Sharing Perspectives for higher education and iEarn for primary and secondary education (O'Dowd, 2018). First, Soliya Connect Program is a telecollaborative program developed by an American non-profit organization. Its aim is to connect university students from the West with students from the Arab and Muslim world, not with the aim of "agreeing with one another but rather to understand the origins of other's opinions and ideas and be able to put themselves in each other's shoes" (Helm, 2016, p. 155). As Helm (2016) noted,

through synchronous videoconferencing afforded by the Soliya Connect Program, students can develop their communication skills in English, intercultural awareness, and digital literacy skills. Another example of a service-provider approach to OIEs, is Sharing Perspectives. The platform focuses on the cultural component and themes related to "political science, law, economics, and social science" (O'Dowd, 2018, p. 17). In this type of exchange, participating universities create a shared curriculum with video lectures on one of the mentioned topics. After watching the lectures, students from various countries discuss the content in mixed-group video conferencing rooms facilitated by trained staff. Eventually, students create and conduct a survey in their communities with the aim of finding out the impact of the topic on the place where they live (O'Dowd, 2018).

Increasingly, primary and secondary educational contexts have also drawn upon various online platforms to expand learners' opportunities to improve their language, cultural learning, and digital skills through OIEs. Several popular platforms have been developed to facilitate these online opportunities, including iEarn and eTwinning. iEarn is a non-profit platform where teachers can sign up, search pre-designed projects, and connect their classrooms to other learners wishing to deal with global issues, such as environment, health, food security, and other relevant topics (iEarn, n.d.). This platform differs from the above-mentioned platforms utilized in higher education, such as Cultura or Soliya, in that it provides teachers with a space to connect with other teachers in teachers' forums. In other words, iEarn allows registered users, teachers and learners, to engage in existing projects, design their own projects, and network with other teachers or learners.

Another OIE platform popular among teachers that is similar to previously mentioned iEarn, but more familiar to teachers in Europe, is eTwinning, initiated in 2005 by the European

Commission. Not only does it contain project "kits" or templates, but it also functions as an educational social network. Teachers from 38 countries (some non-European countries have been invited to take part in the project) can create a profile and access other teachers via messages on a portal called eTwinning Live. The platform allows novice teachers to join an existing project designed by other teachers while more advanced eTwinners can design their own projects. Once a project has been created, a "learning space" for teachers and learners, called TwinSpace, opens. There, partnered-up teachers and learners post comments on the wall, access designed tasks, interact together, and present work to each other. Due to its online interface, it is a unique environment for OIE to take place. Given that to this day, 855,289 teachers and 213,056 schools have registered, and 113,003 projects have been created, eTwinning has enjoyed undeniable popularity in Europe (Erasmus+, n.d.-a).

One reason for the growing success of the eTwinning OIE platform may be the acceptance of and willingness to support it by the European ministries of education. Each member country has a National Support Service (NSS), an agency that communicates with the leading Central Support Service (CSS) in Brussels, promotes eTwinning activities across the country, organizes professional development activities, and supports teachers through ambassadors. The ambassadors are experienced teachers who provide support and training to other teachers. The fact that the national ministries also financially support the NSSs illustrates the extent of external support (eTwinning, n.d.).

As the number of platforms aimed at OIE facilitation and respective interactions within such platforms grow, so does the research on these important educational tools. A large body of publications and articles in this literature review present research on OIE at the higher education level (El-Hariri, 2016; Guth & Helm, 2010; Hampel, 2006, 2010; Hauck & Youngs, 2008; Kurek

& Müller-Hartmann, 2016; O'Dowd & Lewis, 2016; O'Dowd & Waire, 2009). In regard to OIE

in the public primary and secondary school education context, the European Union (EU)

conducts a monitoring study of eTwinning's impact almost every two years (Gilleran, 2019;

Kearney & Gras-Velázquez, 2015, 2018). Although these studies provide a general overview of

teachers' skills, competences, and development relevant to engaging in eTwinning, they rarely

include an in-depth examination of a particular country. Only a few individual researchers from

Poland (Gajek, 2015, 2017; Nawrot-Lis, 2018), Turkey (Akdemir, 2017), and Romania (Crişan,

2013; Popescu et al., 2010) have undertaken the task of examining teachers' reasons for

engaging in eTwinning, benefits of the platform, and the challenges they faced in their countries.

Since the context of each country is slightly different, only a deep understanding of the

circumstances under which teachers design their projects, can lay the foundation for maximizing

the potential of the eTwinning platform. The sections that follow highlight the research findings

in the important areas of teachers' use of OIE in Europe.

Reasons for Engaging in OIEs

Several studies have investigated the benefits of OIEs, especially through the eTwinning

platform, teachers' reasons for participating, and the consequential impact of eTwinning

activities on teachers. Generally, the teachers of different subject matters in the various studies

were prompted to consider the impact on their teaching practices and professional development

(Crişan, 2013) and the impact on their students. The EU's *Study of the Impact of eTwinning on

Participating Pupils, Teachers and Schools: Final Report* (2013) highlights five benefits

teachers identified about the eTwinning platform:

    (i) making new friends and networking across Europe (64%);

    (ii) acquiring new improved ICT skills (60%);

(iii) making a positive impact on their pupils' skills or motivation to learn (55%);

(iv) engendering a sense of involvement in an international teaching community

(55%);

(v) improving foreign language skills (54%). (p. 6)

When it comes to teaching practices, the studies of English language teachers from

Poland (Gajek, 2017) and Romania (Crisan, 2013), and teachers of various subjects from Poland

and England (Nawrot-Lis, 2018) provide insights into the reasons for participating in eTwinning.

The foreign language teachers in Poland were mostly motivated to engage their learners in

learning by doing (Gajek, 2017). Similarly, Romanian teachers (Crişan, 2013) and teachers of

various subject matters from Poland and England (Nawrot-Lis, 2018) suggested that the main

reason for participating in eTwinning was the possibility to design different educational projects

to supplement traditional classroom language teaching. The second most common answer by

Polish and English teachers related to networking with other teachers in Europe and exchanging

practice ideas. In Romania, this reason placed third, before professional development.

Regarding professional development, the last three monitoring surveys conducted by the

EU presented data on teachers' perceptions of the extent of eTwinning's impact on their abilities

(Gilleran, 2019; Kearney & Gras-Velázquez, 2015, 2018). In all three surveys, the teachers of

various subject areas suggested that their "ability to teach cross-curricular skills such as

teamwork, creativity, problem-solving, and decision taking" improved significantly as a result of

engaging in eTwinning (Kearney & Gras-Velázquez, 2018, pp. 22–23). Furthermore, the

teachers highlighted the improvement in the following specific competencies: "project-based

teaching skills," "collaborative skills in working with teachers of other subjects," "foreign

language skills," "knowledge about students," "ability to choose the right teaching strategy in

any given situation," "pedagogical competencies in teaching a particular subject/s," and "the ability to teach in a multicultural or multilingual setting" (Kearney & Gras-Velázquez, 2018, pp. 22–23). The last report from 2019 shows that the teachers also acknowledged "technological skills for teaching" and the "ability to assess the cross curricular skills" as an added value of eTwinning (Gilleran, 2019, p. 9).

Overall, existing research indicates that the experience of participating teachers in eTwinning is positive. The Polish teachers of foreign languages gained "satisfaction, experience, confidence" (Gajek, 2017, p. 6), which could be particularly useful when looking for new ways to improve their pedagogical practices and motivate their learners. The surveyed Romanian (Crişan, 2013) and Polish teachers of various subjects (Nawrot-Lis, 2018) reported feeling more confident collaborating with other teachers and using technologies thanks to eTwinning. This confidence could lead to more effectively supporting their learners in enhancing their technological competence and becoming more autonomous learners. In addition to improving teaching and learning practices and developing students' linguistic skills and motivation, EFL teachers in Turkey also identified the possibility of engaging in intercultural communication as an important component of OIEs (Akdemir, 2017). Combining the development of language proficiency, technological skills, and ICC due to OIEs, teachers and learners could be more prepared to navigate through digital learning environments, even in the times of such special circumstances as the COVID-19 pandemic.

Challenges Experienced in OIEs

When engaging in eTwinning, or OIE in general, teachers have been shown to encounter various challenges. The EU's *Study of the Impact* (2013) identified time commitment as one of the barriers to OIEs. Moreover, teachers experience pressure due to the discrepancy between

what is expected by the curriculum and what OIE proposes. Turkish teachers (Akdemir, 2017), Polish and English teachers (Nawrot-Lis, 2018), and Romanian teachers (Crişan, 2013) report the need to follow the curriculum and the lack of technological skills as challenges while utilizing OIEs.

Appropriate technology support has been recognized in the literature as a prerequisite for an effective OIE execution. It is mainly because teachers and learners can only fully utilize the benefits of online exchanges if they are able to communicate via asynchronous, text-based tools and videoconferencing, use web 2.0 and create content, and interact in virtual worlds (Lewis & O'Dowd, 2016b). When effective technological tools are available to teachers and learners, both sets of participants benefit by experiencing positive enhancement of their digital literacy skills (Popescu et al., 2010).

The opportunities are plentiful; however, the lack of technological competence represents the main barrier that prevents teachers from participating in international projects (Gajek, 2015; Guth, 2016). Akdemir (2017) confirmed these results when semi-structured interviews were conducted with EFL teachers in Turkey. All seven Turkish participants expressed that technology-related issues, such as lack of skills, no or limited access to technology, and technical problems, are one of the biggest disadvantages when it comes to participation in OIEs.

Research on distance education corroborates that unfamiliarity with technological tools negatively impacts language learners (Hauck & Youngs, 2008) and, as such, has important implications of research on OIEs. These researchers monitored the frequency of meetings attended by students in a distance learning course. Usually, those who met less frequently or never outside of the course were the ones who reported having problems with technology. Similarly, Hampel (2006) stated that students who felt inadequate when it came to their

technological or linguistic proficiency found tasks less motivating. Therefore, in order for learners to be motivated by and successful in online tasks, they have to have adequate technological skills (Hampel 2006, 2010). Kurek and Müller-Hartman (2016) suggested that teachers are well positioned to provide support to their learners by recognizing what the online tools have to offer and choosing the tools that match the task objectives with which they hope to engage their students. Once the tools have been carefully chosen, teachers can further support their learners by teaching them how to use them.

To sum up, two of the most frequently recorded challenges were the time-consuming nature of OIE design and lack of necessary technological skills. As has been already noted, technology plays a big role in OIEs. Not only can the exchanges develop students' technological skills but also lack thereof can negatively influence motivation and overall quality of the projects. Therefore, OIEs require all of the participants to be familiar with the technology that is being used throughout the projects.

Types and Characteristics of Effective OIEs

Based on the review of 40 OIEs, O'Dowd and Waire (2009) generated a list of 12 different types of tasks and arranged them into three main categories: information exchange tasks, comparison and analysis tasks, and collaborative tasks (pp. 175–178). The first category of tasks, information exchange tasks, which could include ice-breaking activities, is important in order to establish rapport among participants (Helm, 2016). For instance, Slovak English learners can create a video in which they introduce themselves, their school, and country and share it with their French partners. Subsequently, the French learners do the same as part of the informational exchange in an effort to practice target language and 21st century skills while building an engaged online international community. The second category of tasks, comparison and analysis

tasks, links the culture and language teaching as in the example of the Cultura Exchange

Programme where French and American students compared opinions of French original movies

and their American counterparts (Furstenberg, 2016). Another example could involve comparing

learners' everyday routines, interests, schools, etc. to determine how they are similar and

different. The final category of tasks, collaborative tasks, engages groups of students in

collaborating on a project that often results in concrete products. For example, the group of

Slovak and French English learners engage in creating a common e-magazine. This last category

represents the highest degree of complexity regarding planning and designing (O'Dowd &

Waire, 2009). In their projects, teachers sometimes work with only one task category, and other

times if it is a long-term project, they might sequence more task categories so that the new tasks

are built on the outcomes of the previous ones. For instance, teachers start with an information

exchange task, proceed to comparative tasks, and finish off by collaborative tasks.

As was mentioned earlier, OIEs can range in the extent to which they engage students –

from single information exchange tasks, such as sending holiday cards, to more in-depth

collaboration on multi-stage intercultural projects. Regardless of the intensity or complexity of

the OIE, two task characteristics seem to distinguish successful OIEs: (a) a clear task design and

(b) effective task sequencing.

Regarding the task design, Kurek and Müller-Hartmann's students (2016) concluded that

clearly defined goals and instructions are necessary. When evaluating a peer-designed

intercultural task, they emphasized the need for the task to have a clear purpose and

understandable instructions accompanied with concrete examples. If EFL teachers want to

promote learning of targeted content, they need to structure tasks appropriately; mere

participation in these activities, such as Skype calls, is not effective when it comes to English and

intercultural learning (Hauck & Youngs, 2008). This recommendation was echoed by El-Hariri's (2016) learners who stated that tasks should have clear instructions and criteria for outcomes. Some of the students, on the other hand, disagreed with Kurek and Müller-Hartmann's (2016) call for "more tightly structured tasks" (p. 7) and expressed a desire for openness in task formulation (El-Hariri, 2016). They pointed out that if tasks were too rigid, they failed to promote real-life communication.

Given that the tone of the OIE is often set by the choice of topic, it is included in this section of design. In their projects, foreign language teachers in Poland directed their attention mostly toward topics about lifestyle, education, culture, and traditions (Gajek, 2017). However, the author warned that this focus sometimes narrows the definition of culture to a "surface layer" (p. 12). In other words, these are topics that involve visible aspects of culture, such as holidays, festivals, and food, and avoid topics about less visible cultural issues, such as intercultural differences in communication, beliefs, attitudes, religion or politics. In the light of Edward Hall's cultural iceberg model (1976), teachers in Poland engaged their learners in learning about external part of culture rather than the internal one. At the same time, if students are not interculturally aware, the communication between students might lead to stereotyping and arguing over which culture is better (Lewis & O'Dowd, 2016b). Nevertheless, students can relate to everyday life topics more than abstract topics, and thus engage in spontaneous interaction (El-Hariri, 2016). For the OIE to be successful, it is, therefore, necessary to find a balance between "a tight structure" characterized by clearly defined goals, instructions, outcomes, and topics, and a provision of room for learners to interact in authentic ways (El-Hariri, 2016).

Beyond clear task design, OIE tasks must also be sequenced appropriately in order to be effective. Kurek and Müller-Hartmann (2016) promoted task sequences that "are constructed to

enable each task to build on the outcomes of the previous one" (p. 7). Doing so provides a form of scaffolding, which was also noted by others (e.g., Hampel, 2010). Designing different types of tasks, breaking them down into steps, and putting them into logical order can be one way teachers help learners to achieve diverse project goals (O'Dowd & Waire, 2009).

Most teachers view task sequencing as important to some extent in their projects. The majority of EFL teachers who participated in a research study in Saudi Arabia agreed with some aspects of task sequencing when designing their intercultural online exchanges, such as "dividing tasks into achievable steps" (Al Khateeb & Alshahrani, 2019, p. 160). Additionally, Polish teachers of foreign languages participating in international online exchanges started with introductory tasks, and if they continued in the project they moved to intercultural tasks where learners exchanged information about customs, holidays, and/or traditions (Gajek, 2017). The teachers finished the process by having students complete evaluation and reflection. However, few teachers engaged in collaborative tasks (Gajek, 2017), probably because that category of tasks is more complex and requires long-term planning and buy-in from partners and students.

While the above-mentioned studies include students' accounts of what they consider to be effective OIEs, to my knowledge, no existing research has examined the extent to which teachers view the task design and sequencing as important characteristics of effective OIEs. The present study contributes to the body of literature on OIEs by filling this gap. An additional contribution is to complement the OIE research findings with teachers in Poland, Romania, and Turkey with data from EFL teachers in Slovakia whose perspectives have not yet been included in the increasing body of research on OIE in general, and eTwinning specifically. In this context, their perspective is particularly important because teachers are the ones who design the projects and decide whether to implement such practices into their classrooms. Given the ever-increasing

popularity of eTwinning in Europe, including Slovakia (currently 11,299 teachers and 2,859 school have registered on the eTwinning platform and 9,710 projects have been designed; Erasmus+, n. d.-b), this study provides teachers, teacher educators, and researchers with important insights about the effectiveness of OIE work in Slovakia and sheds light on related needs and opportunities. The overarching goal of the study is to lean on improved understanding of the reasons and challenges associated with OIE's design to inform the education of pre-service teachers and professional development of in-service teachers of English in Slovakia.

Research Questions

The research questions this thesis project seeks to answer are as follows:

1. What are Slovak EFL teachers' reasons for engaging in OIEs?

2. What challenges do Slovak EFL teachers experience during OIEs?

3. How do Slovak teachers experienced in OIEs conceptualize and design English instruction in effective OIEs?

Chapter 3: Methods

Research Methodology

This was a mixed-methods study that collected data from an online survey of Slovak English as foreign language (EFL) teachers, interviews, and artifact analysis. The main reason for selecting these instruments was that they allowed me to explore the perceptions, attitudes, and experiences of several participants at once and at the same time zoom into two of the participants' thinking about online intercultural exchange (OIE) project development. Whereas the surveys' aim was to map out the general situation of OIEs—reasons, challenges, important factors of OIEs—in Slovakia, the semi-structured interviews allowed me to flexibly react to issues that arose during the interviews so as to gain more in-depth information. Furthermore, the advantage of the artifact analysis was that I could discuss with the interviewees concrete examples of tasks and projects. Also, I was able to identify interesting features of the OIE projects. By collecting data through various sources—data triangulation—I was able to compare and contrast information and make sure that my conclusions relied on evidence (Burns, 2010).

Context

This study was conducted in Slovakia, a central European country of about 5 million people. According to the World Economic Forum, Slovakia is now 43rd in the ranking of most technologically developed countries in the world (Liptáková, 2008). As far as technological equipment and infrastructure at schools, most of them have access to the internet, at least one room with computers, and data projector. There are, of course, schools with a computer, data projector, and interactive whiteboard in every classroom. In 2020, due to the COVID-19 pandemic, the Slovak Ministry of Education allocated additional finances so schools could buy

the necessary equipment for online learning (ZMOS, 2020). Regarding digital literacy, learners start taking a mandatory computer science class in the second grade. To gain insight about OIEs in Slovakia, as an access point to data collection I used the eTwinning platform that brings together Slovak EFL teachers.

Participants

The participants in this study were Slovak EFL teachers who had already engaged with OIEs, specifically eTwinning, with EFL learners in Slovakia. Before the study, participants were expected to have completed at least one eTwinning project and received at least one National Quality Label (NQL) or European Quality Label (EQL). These certificates of quality demonstrate that the project has reached the standards set by the National (NSS) or Central Support Service (CSS; Appendix A for the standards or Erasmus+, 2018, April 10).

At the time of recruiting the participants on the eTwinning Live platform, out of 773 Slovak foreign language teachers, the overall number of teachers who fulfilled the above-mentioned criteria was over 70. These teachers were contacted through a profile that I set up on the eTwinning Live platform. The final number of participants who responded to the call was 25. Further details from the survey on participants' gender, age, education, school context, and teaching experience are provided in Table 1. In each category, the participants were able to choose only one answer, with the exception being the "grades" category. It is common that teachers teach both grade levels 1–4 and 5–9 at the same time. The categories with the majority of responses are bolded.

Table 1

Demographic Variables from the Respondents of the Survey

Gender	Age	Education Level	School Context	Grades Taught by Teachers	Teaching Experience
Female 23 (92%)	24–30 2 (8%)	**Master's degree 18 (72%)**	**Urban 15 (60%)**	1–4 8 (32%)	1–5 2 (8%)
Male 2 (8%)	31–40 3 (12%)	Doctoral degree 7 (28%)	Rural 10 (40%)	**5–9 16 (64%)**	6–10 4 (16%)
-	**41–50 13 (52%)**	-	-	High School 9 (36%)	**11–20 13 (52 %)**
-	51 and older 7 (28%)	-	-		21 and more 6 (24%)

In the responses from the demographic section of the survey, two interesting observations related to age of participants and their education background emerged: 20 participants (80%) were older than 40 years old and 19 participants (76%) had extensive teaching experience starting from 11 years and more. This could be explained by the criteria for participation in the survey requiring the participants to have received at least one quality label for their projects; this study requirement resulted in attracting more experienced educators. After all, designing and completing a successful OIE via eTwinning awarded with a quality label could often be difficult to do without several attempts, vast teaching experience, and/or support of experienced eTwinners. Another important key point is that seven participants (28%) held a doctoral degree, which could reflect the participants' commitment to lifelong learning.

To complement the survey data, the qualitative part of the study focused on the interview and analysis of work by two participants who were eTwinning ambassadors in Slovakia. An ambassador is someone who promotes eTwinning in the country, helps other teachers with problems, and has already designed effective eTwinning projects, which were awarded a National Quality Label, European Quality Label, or European Award. Currently, there are 22 ambassadors, nine of whom are teachers of English in Slovakia.

Data Collection and Study Procedures

First, in order to gather data on overall teachers' experience with and perceptions of OIE, an online survey in English (Appendix B) was developed to answer the three research questions. The data (online survey, semi-structured interviews, case studies) were collected from May 2020 to August 2020. The online survey, including six sections (benefits for students, benefits for teachers, challenges, development of eTwinning projects, effective eTwinning projects, and basic information about participants), was disseminated to Slovak EFL teachers via the eTwinning Live platform and with the assistance of NSS, which is an agency in each member country and is responsible for issues related to eTwinning at the national level.

Second, two 1-hour, semi-structured interviews (Appendix C) with two Slovak EFL teachers were conducted to understand in a detailed manner the teachers' perspective on effective OIEs and to deepen my understanding of their conceptualization and design of OIEs (see Research Question 3). The teachers who participated in the interviews were ambassadors of eTwinning in Slovakia. I gave each of the interviewed ambassadors a pseudonym to ensure confidentiality. Both of the teacher-ambassadors, Anna and Denisa, had extensive teaching experience and had completed at least eight eTwinning projects. For the successful completion of the projects, they had received at least three quality labels. I conducted an hour-long semi-

structured interview in Slovak with each of them. Moreover, Anna and Denisa were willing to answer additional questions by emails.

Third, along with the semi-structured interviews, I analyzed several of the two ambassadors' projects (see Table 2) in order to illuminate the processes and instructional decisions the teacher-ambassadors had made. In other words, my goal was not to determine effectiveness or articulate criteria for effectiveness because these projects had already been vetted for pedagogical effectiveness by the NSS or CSS. Since these projects already fulfilled the effectiveness criteria and received the eTwinning quality labels, the analysis of these projects sought to provide insights into what aspects of design and implementation of OIEs could help other EFL educators be just as successful as the two experienced teacher-ambassadors. Anna and Denisa granted me access to their projects' TwinSpace. The analysis was supplemented by the teacher-ambassadors' own reflections on the design, process, and product of OIE. My hope was that a detailed analysis of these experienced teachers' projects would help clarify what 21st century skills, as well as language skills that were addressed during these online collaborations. This provided important insights into the role that language plays when designing an eTwinning project. The projects' titles were altered in order to make the teacher-ambassadors unidentifiable. Table 2 contains more detailed information about the teacher-ambassadors and the altered titles of the projects. One outcome of this analysis was to highlight opportunities where teachers may further enhance their English language instruction by focusing on additional language skills.

Table 2

Demographic Variables of the Interviewees

Pseudonym	Teaching experience (years)	School Context	Number of eTwinning Projects Completed	Number of eTwinning Projects created	Quality Labels	Analyzed Projects
Anna	21	Urban High School	8	5	3	• 21st century skills • economy-based project
Denisa	20	Urban Grades: 5–9	34	10	9	• movie-based project • inter-cultural project

Data Analysis

Descriptive statistics were applied to describe data from the closed questions of the survey. I included a visual representation of data in the form of tables (see Tables 3–9). In addition to providing averages to report the leading reasons for the use of eTwinning, challenges in pursuing eTwinning projects, and considerations in eTwinning project design, I employed inferential statistics by conducting chi-square tests (level of confidence 0.8) to consider any relationship between the reported trends and a range of independent variables that include age, gender, number of years teaching, number of developed eTwinning projects, and number of professional development received.

The open-ended question data were analyzed for codes and themes and eventually compared to the analysis of semi-structured interviews and eTwinning projects. After the semi-structured interviews were transcribed, the analysis of the two cases of ambassadors was

conducted. Consistent with qualitative methodology, I described the teacher-ambassadors' cases and context in the Participants section (see also Table 2). After the description, I identified recurring and unusual themes and analyzed them within each case and then compared them with each other. Finally, I provided contextualized understanding of Slovak EFL teachers' reasons for engaging in the eTwinning, challenges they face, and their beliefs about effective eTwinning projects. This study of highly successful Slovak EFL teachers was intended to help me make recommendations about designing effective OIEs in the context of Slovak foreign language classrooms.

In order to complement the thematic analysis of the semi-structured interviews, I selected four eTwinning projects of the interviewed teacher-ambassadors (see Table 2). First, I accessed each of the projects and explored the projects' schedules, tasks, activities, outcomes, end-products, and discussion threads. I recorded the most frequent and unusual features of these projects. In addition, when conducting the interviews, I asked the teacher-ambassadors about these features for further elaboration. Lastly, the identified features of the projects were compared to the thematic analysis of the interviews and contributed to final determination of themes. Throughout the whole process, the research questions guided the development of codes and themes (Clarke & Braun, 2012).

Chapter 4: Results

This section first presents the results of the survey of 25 Slovak English as foreign language (EFL) teachers. I begin with information provided by the survey participants about their experience with online intercultural exchanges (OIEs) and eTwinning before answering my specific research questions that revolve around the participants' reasons for engaging in OIEs, challenges experienced during OIEs, and ways of conceptualizing and designing their OIEs. After presenting the survey results, I focus on the qualitative part of this study. Specifically, I discuss the outcomes of the semi-structured interviews conducted to further inform the study by providing more in-depth information about successful Slovak EFL teachers' planning and implementation of eTwinning projects. I include specific examples from analyzed projects of the interviewed teacher-ambassadors and present major themes identified in the interviews and analysis of these experienced teachers' eTwinning projects.

Survey Findings

Slovak EFL Teachers' Experiences with OIEs and eTwinning

Of the 25 survey respondents, 19 participants (76%) had completed more than four eTwinning projects. In the case of "completing" a project, the participants joined existing projects initiated by others rather than creating their own, original projects. In addition to joining the OIE projects initiated by teachers outside of Slovakia, three participating Slovak teachers (12%) had created four or more original OIE projects.

As far as the teachers joining in an existing project or initiating their own original project, the participating Slovak teachers had received a different number of quality labels—six participants (24%) had been successful in being awarded four or more quality labels, three

participants (12%) had received three quality labels, nine participants (36%) had received two

quality labels, and seven participants had received one quality label (28%).

Slovak EFL Teachers' Professional Development on OIEs and eTwinning

The survey question(s) revolving around the role of training and professional

development in helping teachers develop OIEs allowed the survey participants to reflect on the

extent to which this professional preparation has influenced their work with OIEs. The results of

the survey suggest that participants had attended either face-to-face sessions or online webinars

dedicated to overall use of eTwinning, organized by the National Support Service (NSS). Only

one participant (4%) answered that they had received professional development on use of

eTwinning as part of their university studies.

When assessing the effectiveness of professional development on participants' design of

eTwinning projects, 17 participants (68%) expressed satisfaction with what they had learned

about design of projects, whereas seven of them (28%) either wished the sessions had been more

focused on design or admitted that they had not learned about the design process at all. Only one

participant (4%) shared that they had not attended any professional development but had

attempted to explore the opportunities of eTwinning on their own. Also, 15 respondents (60%)

strongly agreed that due to eTwinning they have been able to participate in professional

development (for more information see Table 5). Interestingly, three participants (12%)

expressed their desire for additional professional development that specifically addresses the

design of eTwinning projects.

In regard to the participants' views of their ability to design good quality projects, 10

participants (40%) expressed confidence in their ability to design quality projects, while 12

others (48%) acknowledged that some of their projects had been effective whereas others had not been.

Slovak EFL Teachers' Reasons for Engaging in the OIEs with eTwinning

To answer the first research question centered on Slovak EFL teachers' reasons for engaging in eTwinning, two survey questions were designed to provide information on the benefits of eTwinning for students and teachers respectively. Respondents' answers regarding the benefits for students are presented in Table 3.

Table 3

Benefits of eTwinning for Students

To what extent do you think that participation in eTwinning:	improves my students' English.	encourages my students to learn on their own.	improves my students' cross-cultural skills.	improves my students' technological skills.	improves my students' motivation.
Strongly agree	11 (44%)	9 (36%)	17 (68%)	14 (56%)	11 (44%)
Agree	14 (56%)	14 (56%)	8 (32%)	10 (40%)	14 (56%)
Disagree	0 (0%)	2 (8%)	0 (0%)	1 (4%)	0 (0%)
Strongly disagree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

The survey respondents overwhelmingly agreed with almost all of the statements regarding the eTwinning benefits listed on the survey. This could mean that almost all the reasons for participating in eTwinning that were provided in the survey were highly relevant for these teachers' students. The reasons in this survey were equated mainly with benefits because,

based on the literature, I assumed most of the teachers had participated in eTwinning voluntarily. To discover whether some schools mandated its use or if teachers felt pressure to use it, I included such a statement in the second section of the survey (Table 5). Although the survey required the teachers to determine the extent to which they agreed with the pre-selected reasons for OIE participation, they could have provided their own reasons in the final question of the section (Appendix B). Overall, teachers did not provide any additional reasons. Based on the results of the survey, it can be seen that the main reasons for teachers' participation in eTwinning were improving their students' English, intercultural skills, and motivation. The respondents either strongly agreed or agreed with the statements related to these three areas of benefits for students' learning. Out of the three areas, the most respondents—17 (68%)—strongly agreed with the statement that eTwinning improved their students' intercultural skills.

Similar to the responses regarding the benefits for students' learning, the participating teachers mostly strongly agreed or agreed with almost all of the statements related to the benefits of eTwinning for teachers. Respondents' answers regarding the benefits for teachers are presented in Tables 4 and 5.

Table 4

Benefits of eTwinning for Teachers (A)

To what extent do you think that participation in eTwinning:	improves my own English.	improves my own cultural aware-ness.	makes me more excited about my teaching.	makes me more confident as a teacher.	makes my English classes more authentic.	makes the English curri-culum more relevant for my students.	helps teach themes not included in the curri-culum.
Strongly agree	9 (36%)	12 (48%)	14 (56%)	9 (36%)	9 (36%)	5 (20%)	11 (44%)
Agree	14 (56%)	13 (52%)	10 (40%)	14 (56%)	14 (56%)	17 (68%)	14 (56%)
Disagree	2 (8%)	0 (0%)	1 (4%)	2 (8%)	1 (4%)	3 (12%)	0 (0%)
Strongly disagree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (4%)	0 (0%)	0 (0%)

Table 5

Benefits of eTwinning for Teachers (B)

To what extent do you think that partici-pation in eTwinning:	helps me network with other teachers.	helps me continue to improve my teaching through training, webinars, etc.	positively impacts the school where I teach.	makes me feel valued and respected at my school.	makes me feel like I belong in an inter-national teaching community.	is a result of me being pressured to do this by my colleagues/ institution.
Strongly agree	17 (68%)	15 (60%)	9 (36%)	5 (20%)	15 (60%)	3 (12%)
Agree	8 (32%)	7 (28%)	15 (60%)	15 (60%)	10 (40%)	5 (20%)
Disagree	0 (0%)	3 (12%)	1 (4%)	5 (20%)	0 (0%)	5 (20%)
Strongly disagree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	12 (48%)

Most respondents strongly agreed with the statement highlighting the opportunity to network with other colleagues through eTwinning (17, 68%) and feeling like they belong to an international community (15, 60%). This finding suggests that teachers appreciate the collaborative aspect of eTwinning when it comes to their own professional development. In an open-ended section of the survey several respondents emphasized the value of an effective collaboration with partners. To demonstrate, one of the respondents wrote: "Collaboration of the team is important, we discuss, help each other, improve our skills together, learn about new applications which can be used to fulfill the goals of the project." International collaboration and

sharing of best practices were also highlighted by the two interviewed teacher-ambassadors. All in all, it seems that this aspect greatly contributes to teachers' positive perception of eTwinning.

Since the reasons for participation were equated in the survey with benefits of eTwinning for teachers, the survey included an item that asked participants about whether they experienced any pressure as far as participation in eTwinning. Here, 17 respondents (68%) expressed that they did not think that they were being pressured to participate in eTwinning by their colleagues or institution. This suggests that teachers have inner motivation to participate in eTwinning and mostly initiate the projects voluntarily.

Slovak EFL Teachers' Challenges with the OIEs and eTwinning

Regarding the second research question focused on exploring the challenges experienced by teachers participating in eTwinning projects, respondents mostly strongly disagreed or disagreed with the provided statements. Respondents' answers regarding the challenges are presented in Tables 6 and 7.

Table 6

Challenges When Participating in eTwinning (A)

The use of eTwinning is challenging for me because...	it's too time consu-ming to develop a good eTwinning project.	it's too difficult to develop a good eTwinning project.	the curriculum I need to follow and eTwinning project do not overlap.	my techno-logical skills are limited.	I am not adequately prepared to use eTwinning.	there were conflicts with my partner teachers.
Strongly agree	4 (16%)	1 (4%)	0 (0%)	1 (4%)	0 (0%)	0 (0%)
Agree	10 (40%)	5 (20%)	7 (28%)	6 (24%)	1 (4%)	0 (0%)
Disagree	11 (44%)	16 (64%)	16 (64%)	10 (40%)	11 (44%)	9 (36%)
Strongly disagree	0 (0%)	3 (12%)	2 (8%)	8 (32%)	13 (52%)	16 (64%)

Table 7

Challenges When Participating in eTwinning (B)

The use of eTwinning is challenging for me because...	I have not received positive feedback from colleagues.	eTwinning does not seem motivating to my students.	my level of English proficiency is too low.	my students' level of English is too low.	I have problems with the internet.
Strongly agree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Agree	2 (8%)	2 (8%)	1 (4%)	3 (12%)	1 (4%)
Disagree	17 (68%)	15 (60%)	11 (44%)	14 (56%)	16 (64%)
Strongly disagree	6 (24%)	8 (32%)	13 (52%)	8 (32%)	8 (32%)

The provided list of challenges did not appear to represent significant obstacles for the teachers who responded to the survey. However, the results may have differed if the sample group had included teachers without quality labels or those inexperienced with eTwinning. The only exception was the time-consuming nature of designing an effective eTwinning project. In this case, 14 respondents (56%) strongly agreed or agreed that planning effective eTwinning projects was time-consuming. Despite this perceived challenge, the fact that these teachers still chose to engage in OIEs suggests that the advantages outweighed this particular disadvantage. As one of the respondents commented, "Teaching with eTwinning is maybe difficult at first when you have to plan a project but then the work in class is so much easier because your students just want to do everything!"

While planning in general was seen as a challenge among the participating teachers, it was not due to conflicts or problems with international partners engaging in the planned OIEs. For instance, all of the teachers in the survey (100%) strongly disagreed or disagreed that eTwinning is challenging because of conflicts with the partners from their projects. This supports the results from the section centered on the reasons for using OIEs and eTwinning, when respondents expressed appreciation for the collaboration with their partners.

Based on a chi-square test (level of confidence 0.8), there were no significant relationships between the demographic variables and overall responses related to experience with OIEs and eTwinning. Although the survey sample was too small to make generalizations, some potentially interesting patterns emerged. One of the emerging patterns was the slight difference between the answers of urban vs. rural teachers. The rural teachers considered the time-consuming nature of eTwinning more salient than the urban teachers (Figure 1). The second pattern that appeared also related to the time-consuming nature of the project development. The high school teachers indicated that the time-consuming nature of eTwinning was less of a challenge for them than it was for teachers of grades 5-9 (Figure 2).

Figure 1

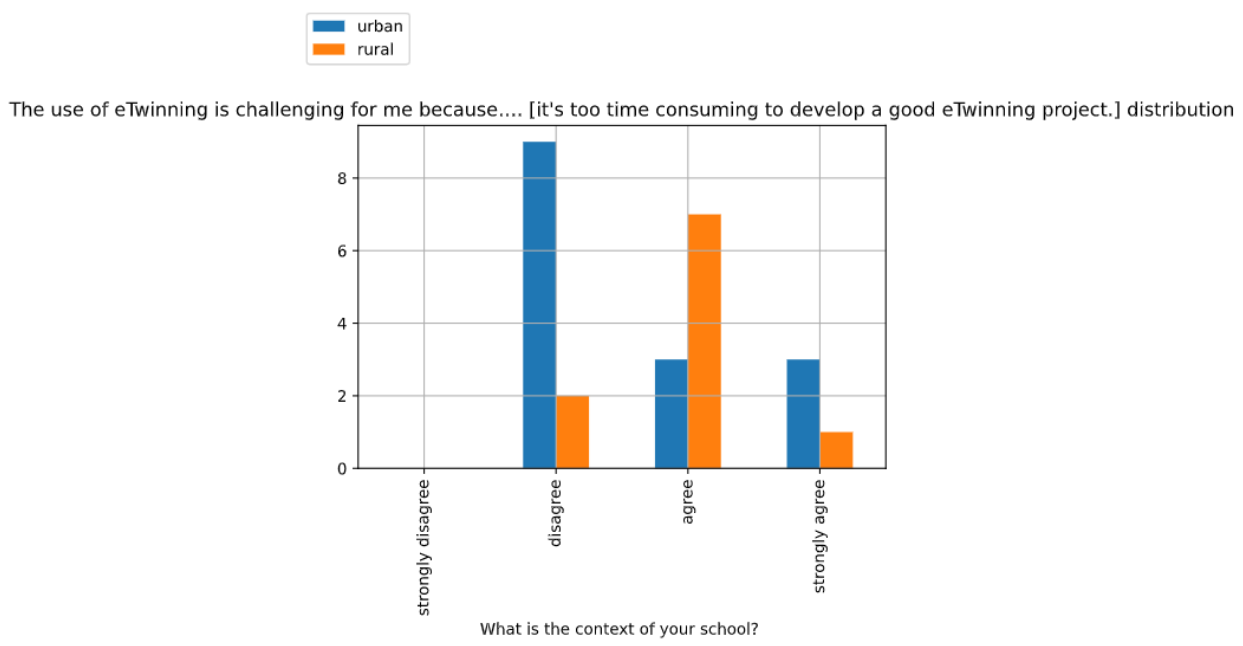*Time-Consuming Nature of eTwinning and Rural vs. Urban Teachers*

Figure 2

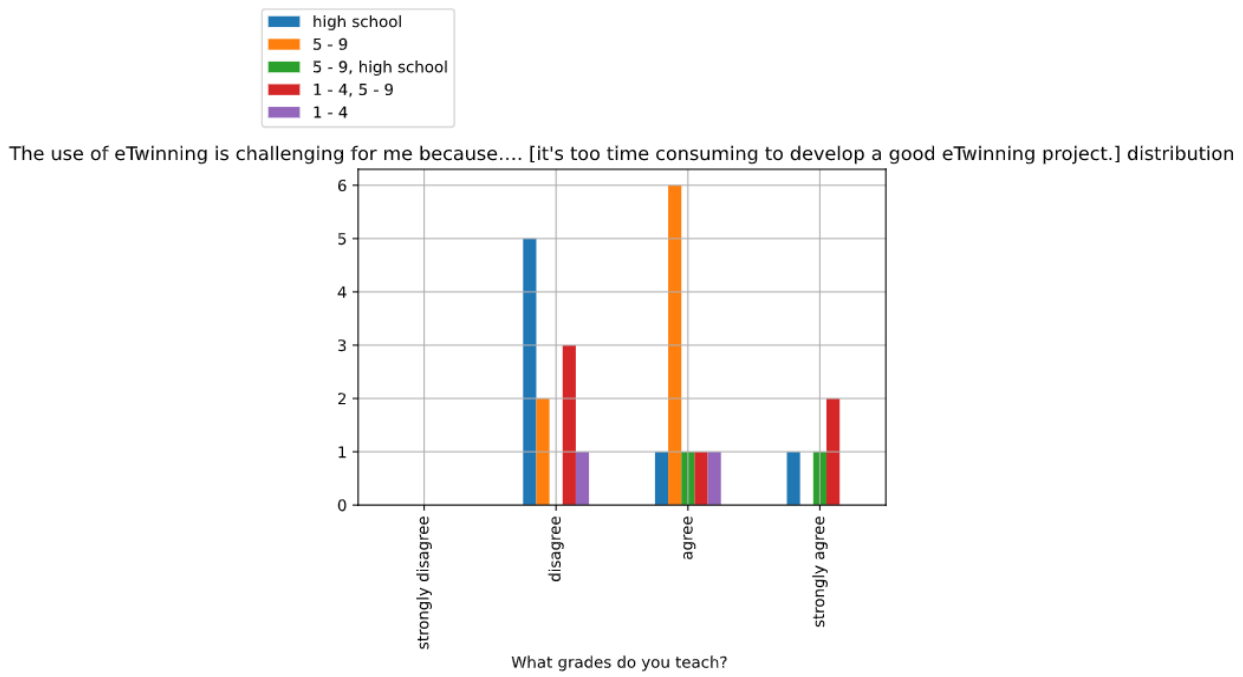*Time-Consuming Nature of eTwinning and High School vs. 5–9 Teachers*

Slovak EFL Teachers' Conceptualizations of Effective OIEs and eTwinning Project Design

In general, the survey respondents mostly considered the listed aspects of development of eTwinning projects as important (either very important, important, or somewhat important). Respondents' answers regarding the factors affecting the conceptualization of projects are presented in Tables 8 and 9.

Table 8

Conceptualization Factors Affecting eTwinning Projects (A)

To what extent do you think the following factors are important to the success of eTwinning projects:	Students are aware of the goals of the project.	Students understand instructions for different project tasks.	Students know how to use the techno-logical tools for the project.	Students can relate to the topic in the project.	Students are challenged to think about different perspectives and attitudes.	Tasks are developed to meet project goals.
Very important	9 (36%)	13 (52%)	7 (28%)	6 (24%)	4 (16%)	7 (28%)
Important	14 (56%)	11 (44%)	17 (68%)	17 (68%)	16 (64%)	16 (64%)
Somewhat important	2 (8%)	1 (4%)	1 (4%)	2 (8%)	5 (20%)	2 (8%)
Not important	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Table 9

Conceptualization Factors Affecting eTwinning Projects (B)

To what extent do you think the following factors are important to the success of eTwinning projects:	Tasks are connected and build on one another to meet project goals.	The language points/skills that will be practiced are clear to students.	Tasks allow students to exchange information with their partners.	Tasks allow students to compare and/or analyze products with their partners.	Tasks allow students to collaborate on a common product with their partners.
Very important	9 (36%)	11 (44%)	13 (52%)	10 (40%)	13 (52%)
Important	14 (56%)	10 (40%)	12 (48%)	13 (52%)	12 (48%)
Somewhat important	2 (8%)	4 (16%)	0 (0%)	2 (8%)	0 (0%)
Not important	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

As can be seen in Tables 8 and 9, the survey respondents did not consider any aspects unimportant. This highlights the complex nature of designing OIEs and specifically, eTwinning projects, and foregrounds the need to simultaneously focus on different aspects during the project planning and implementation stages. Notably, 13 respondents (52%) considered the following three aspects the most important for designing an eTwinning project: First, students need to understand instructions for different project tasks. Second, tasks need to be designed in a way that allows students to exchange information with their partners. Third, students collaborate on creating a common product through participating in tasks.

The surveyed teachers do not appear to prioritize the importance of developing alternative perspectives and attitudes and transparently focusing on specific language points and

skills. To illustrate, only four participants (16%) indicated the statement "Students are challenged to think about different perspectives and attitudes" was very important and 11 participants (44%) indicated "The language points/skills that will be practiced are clear to students" was very important in the survey. Despite these two aspects being the least important in the eyes of the study participants, all of the aspects that were present in the survey have had certain relevance when planning and implementing eTwinning projects, with survey respondents viewing clear instructions, exchange of information, and collaboration with partners as the most important.

In an open-ended section of the survey focused on design and conceptualization of OIEs, and specifically eTwinning projects, the respondents provided their insight on planning but mostly compared teaching English through eTwinning with traditional teaching that involves following a pre-set curriculum and using a textbook. In commenting on the benefits of teaching English through OIEs, the respondents highlighted the real-life context that eTwinning projects provide, creativity that comes with working on tasks, and meaningful engagement of students participating in eTwinning. According to six survey respondents (24%), eTwinning tasks are usually more communicative than textbook tasks and allow students to negotiate meaning creatively with their international peers. One respondent shared that the mere possibility of meeting their peers (whether in-person or online) motivated the students to communicate and improve their English. Also, compared to traditional English classes, students appeared more engaged. This, according to the survey participants, may be in part due to the collaborative, authentic nature of OIE assignments and in part, due to the choice of an interesting theme around which eTwinning projects typically revolve. The importance of an engaging theme is demonstrated in the following quote by one of the survey's respondents: "The most important is

to have an idea/ a topic that interests the students. If students are not interested, the project could be marked by difficulties."

In planning the OIEs, the survey respondents appeared to foreground general project goals over language goals. This is noticeable also in the fact that the survey respondents considered the clarity of language points and skills taught to students the second least important. The surveyed teachers also acknowledged the common difficulty of planning a project for the first time. One respondent noted: "The planning is different; all goals have to be discussed with the international team first then to submit the goals to the students." In light of focusing on specific language points when planning, the respondents expressed that they neither planned nor focused on specific language points while planning eTwinning projects. According to them, language is used to achieve the goals of the project and fulfill tasks, and hence is developed "naturally." One of the respondents commented on it in the following manner: "By doing project activities and working on various collaborative tasks students develop the key competences *naturally*—digital, language and social competence, as well as cultural awareness, presentation skills, teamwork and critical thinking." The qualitative data from two experienced eTwinning teacher-ambassadors corroborated this survey finding about deprioritized language focus.

Qualitative Study Findings

While the survey provided valuable insights into EFL Slovak teachers' use of eTwinning, the nature of the survey instrument did not allow for an in-depth examination of the process of initiating, designing, planning, and executing eTwinning projects. To do so, I conducted two interviews with successful teacher-ambassadors of eTwinning in Slovakia—Anna and Denisa (pseudonyms). In addition to the interviews, I also analyzed four of their eTwinning projects (referred to here as 21st century skills project, economy-based project, movie-based project,

intercultural project). In the first project, 21ˢᵗ century skills, students had the opportunity to explore eight skills and competencies—curiosity, collaboration, creativity, communication, criticism, compassion, composure, and citizenship (Anna's project). The second project, economy-based project, encouraged students to become more aware of finances and the European Union (Anna's project). The third project, movie-based project, allowed students to discuss issues that arose from reading a book and watching a movie that was based on the book (Denisa's project). In the intercultural project students examined the visible features of culture in 10 partner countries (Denisa's project). A common feature of these projects was that the students participating in them were not assessed for grades. It was still possible that teachers chose some projects' end-products for assessment but usually teachers and students engaged in projects for the benefits of experience. In what follows, three identified themes that were salient in both, the interviews and the projects themselves—flexibility, agency, project end-products—will be discussed. Subsequently, I will address issues related to implementation of eTwinning projects that emerged from the interviews.

Embracing Flexibility

Consistent with studies that underscore the importance of teachers being flexible (e.g., Chan, 2001; Duta et al., 2015), flexibility turned out to be a salient theme in the interview and project analysis data in this study as well. Reflecting on their experience using eTwinning in their English instruction in Slovakia, both interviewed teacher-ambassadors noted that planning an eTwinning project invites and necessitates flexibility. In other words, eTwinning offers a range of possibilities that teachers can choose from—the projects can vary in length, number and choice of topics, and number and choice of partners. As Anna said, "The project can last for a month or two years. It can be focused on one main topic or several sub-topics. It can include one

partner from the same country or several other partners from different countries." On one hand, this flexibility is an advantage—at the beginning, teachers create only a general outline of the project, making it not as time-consuming as detailed planning. On the other hand, it also requires teachers to skillfully adapt to their partners' and students' suggestions, curricula, and other factors.

The importance of adaptation to partners' and students' input was prominent throughout the interview with Anna, as well as in the analysis of her eTwinning projects. Anna expressed the need for flexibility when she pointed out that partnering on eTwinning projects only works if teachers know how to give up some control they otherwise would not have to share. Of course, when dividing the workload, one must trust in the ability and reliability of their partners. Anna's Spanish partner was assigned to prepare activities for the critical thinking section of the 21st century skills project. Anna expressed her trust in this comment: "The Spanish colleague is very good at critical thinking. He even teaches a subject related to it at university. I hoped that he would be the one who planned activities for this topic." Similarly, Anna attempted to adapt to her students' skills and preferences whenever possible. The analysis of her projects uncovered her provision of project options from which the students could choose. Specifically, some students chose to prepare presentations (e.g., Prezi, PowerPoint, ThingLink), while others challenged themselves with developing videos or handmade posters.

Under the circumstances of the COVID-19 global pandemic, flexibility was an even more critical characteristic of the eTwinning project implementation. Due to limitations on travel, many of the originally planned activities (e.g., in-person mobilities) were replaced by other activities. Even though the project originally did not revolve around the coronavirus, teachers flexibly reacted to the need for students to process the events. As an illustration, in the

TwinSpace for the 21st century skills project, teachers shared with their colleagues COVID-related lesson plans focusing not only on the topic of the coronavirus, but some other topics relevant for students at the time, such as distance learning. Additionally, new discussion threads emerged so that the students had space to express their feelings about the pandemic. One of the discussion threads was introduced with the following words:

> Unfortunately, our meetings in Spain and Bulgaria got cancelled. Maybe we'll meet in Granada, if the situation with the coronavirus allows. These past few months have been definitely different for all of us. It would be nice to share some aspects of our quarantine together. For example, many Italians performed on the windows [sic] or terraces. They were singing or playing musical instruments. While waiting for our next meeting, let's share our experiences here on eTwinning.

In this OIE project Anna and her partner teachers flexibly adapted tasks to make their instruction relevant and representative of the current events. This was facilitated by utilizing the TwinSpace as an outlet for their students' feelings and as a way to share their products with the international community. For instance, one of Anna's students wrote a poem in English about life during the global pandemic (see Figure 3), while others recorded cooking and baking videos (see example by Csányi, 2020). Another student of Anna's even recorded a video full of tips on how to cope with quarantine (see example by Csanda, 2020b). Oftentimes situations will present themselves unpredictably and eTwinning offers an effective space for teachers to modify instruction in responsive ways.

Figure 3

Student's Poem About COVID-19 Produced During an OIE Project

```
2020 new year new me
Sweet thought I agree
There´s a new virus in the horizon
All of humanity needs to wisen
Chest pains,fever,coughing

Those are the signs you need to be watching
Going out we have a new task
To hide our faces beneath a mask
It looks like there´s one more symptom

People are losing all of their wisdom
Travelling to exotic places
While endangering other nations
World´s in panic

WHO´s declaring pandemic
Many states are on lockdown
We can do nothing but back down
Schools all over are finally closed

We thought we were being reposed
Guess what, online classes are a thing
There´s so much I can do all spring
The first days go by, it´s fine

What do I do with that free time of mine?
After all I´ve got some time to kill
Oh right! By good old netflix and chill
Watching movies are starting to bore me

Reading may be the right key
My passion for books is kind of funny
Oh look! There´s a new book out by Tahereh Mafi
Of course I can´t forget about studying
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Cultivating Agency Among All Participants

In addition to flexibility, the second theme that emerged throughout the interviews and project analyses was participants' sense of agency. Moses et al. (2020) defined agency as "intentional acts based on people's beliefs about their ability to control events" (p. 213). Here, agency is understood as a tool to build on participants' (students' as well as partner teachers') interests, ideas, and experiences (Vaughn, 2020). The OIE projects capitalize on the students' needs and contributions and they lead to creation of an environment "where students and teachers co-create learning contexts together" (Vaughn, 2020, p. 109), thus fostering agency

among participants. For example, both teacher-ambassadors pointed out that before they start planning an actual project, they usually brainstorm the overarching theme with their students. The openness to students' ideas is seen as imperative to cultivating students' agency and increasing their investment in the project. Indeed, the students' agency in the project was something that both teacher-ambassadors appeared to value. For instance, Denisa shared that her students' vision surpassed her own: "I felt too narrow-minded and would never think of ideas for projects that my students suggested." Likewise, Anna also described her students' agency in planning her latest project focused on extending the state curriculum. After a long brainstorming session, the students with her help came up with the project's theme of 21st century skills.

In the interviews, both ambassadors provided examples of their students' agency to enrich the project and deepen their learning. For instance, in the movie-based project, Denisa's students bought the original book in English on which the movie was based on. Instead of just discussing the topic based on watching the movie, her students wanted to take up the challenge of reading the book in English. Denisa mentioned that not all students could afford to buy a copy of the book, but copies circulated among the students so everyone could attempt to read them.

Anna also had an experience with her students being agentive. In the following quote she explained how her students proceeded with the recreation of a Slovak folk tale for the economy-based project: "My colleague came up with an idea to include the traditional folk tale in the video. Afterwards, everything was done by the students." Not only did the students write the script in English, but they also assigned each other different parts, recorded the video and trimmed the video. The traditional folk tale depicted how different characters handled money and how their decisions affected how much money they had. By exercising their agency and

choosing to recreate this folk tale into a contemporary form of a video, the students enriched

their own and their peer students' awareness of this cultural element.

By the same token, the ambassadors emphasized the importance of incorporating not only

students' ideas, but also finding ways of allowing their project partners to be agentive so that

everyone's contributions can shape the OIE. Denisa explained that she usually starts project

planning with creation of an open document where each partner can contribute their preferences

for the project's topics, activities, outcomes, or end-products. Similarly, Anna's Spanish

colleague who had been interested in the topic of students' critical thinking development was

encouraged to take that topic and plan appropriate activities for all of the participating students.

The analysis of the projects showed that both partner teachers and students demonstrated

agency throughout the projects. Teachers often shared their students' work and reminded the

partner teachers of different events that could be utilized for an activity in the classroom. One

task in which Anna's students displayed considerable agency is particularly telling. As they were

separated into international teams, in the TwinSpace discussion forums, many students

proactively suggested different platforms for further collaboration (e.g., Instagram, Facebook,

Messenger, WhatsApp). This example shows that students took responsibility for their own

learning and work.

Striving Towards Meaningful End-Products

The final, third theme that was particularly salient in the qualitative data revolved around

the teachers' endeavor for the eTwinning projects to result in meaningful outcomes and end-

products. During the interviews, the teacher-ambassadors provided insight into the planning

process of the eTwinning projects. Both teacher-ambassadors discussed the overarching theme,

goals, subtopics, activities, end-products, and sequencing of tasks. As already discussed, the OIE

planning process starts with the selection of a theme or various themes with their overarching goals. To illustrate, the already mentioned project on 21st century skills was built around different skills, such as creativity, curiosity, collaboration, and composure with the overarching goal aimed at students' mastery of these skills. Another example is one of Denisa's projects, which focused on promoting students' intercultural awareness by interacting with different aspects of the visible culture of different project countries, such as food, art, and economy.

Once the project's theme and subtopics have been decided, teachers appear to focus on end-products through which students can demonstrate the mastery of different themes and subthemes. Some examples of the end-products are a presentation, video, story, poster, or websites. As the nature of projects is very flexible, specific activities are agreed upon at the beginning stage of planning, but they are fine-tuned with partner teachers later. For instance, within the topic of composure (as part of the 21st century skills project), students learned about themselves and ways for inner peace and balance. For their final project, students created presentations containing tips and advice on how to deal with pressures and take care of their inner selves. This end-product was planned at the beginning; however, later on teachers decided that students in international groups would take an online quiz to first get to know themselves, then read through various articles about mental hygiene, and finally decide collaboratively on tips and create a presentation.

Based on the information provided by the teacher-ambassadors and the analysis of their projects, it is absolutely necessary to select an end-product that will engage students. As Denisa suggested in her interview, "It is great when the students create something 'practical,' 'tangible,' something they can see and touch. Something that will provide them with feedback." One such product is the already-mentioned videos and presentations. Denisa's students, for instance,

greatly enjoyed creating videos of their everyday lives and watching the ones created by their

international peers in return (Krizovska, 2014). They were particularly fascinated by the

everyday life of students from French Guiana.

Similarly, Anna's students often created videos. For instance, during the face-to-face visit

in Italy, the students created a video displaying tips for mental hygiene (Csanda, 2020a). In

response to the same topic, Anna's students created an unusual virtual calendar in which each

window represented a day in a month and was meant to uplift one's spirits (Figure 4).

Figure 4

Student-Created Online Calendar

To keep students engaged throughout the project and excited about their final product and

to make it "practical" and "tangible," Denisa also experimented with an e-magazine that could be

eventually printed out. As part of her intercultural awareness project, which revolved around

subtopics such as economy, art, food, and nature, Denisa and her partners created e-magazines

via Joomag with contributions from each country. Three of the e-magazine covers are included

here (Figure 5).

Figure 5

E-Magazine Covers

In the first issue of the e-magazine, *The Cook Book*, students from each country shared with the other countries their most famous recipes. The second issue about the natural heritage included students' contributions about various natural landmarks in their countries. Finally, the *Poetry & Songs* issue of the e-magazine contained different poems and songs translated into English. In the poetry issue, Denisa's students presented themselves as particularly innovative. Not only did they select a Slovak song, translate its lyrics, insert a YouTube link onto the page about Slovak songs and poems, but they also generated a unique QR code for the song in the e-magazine (Figure 6). At that time, as Denisa put it, it was "groundbreaking." Students' autonomous choices such as this emphasize not only the importance of final products, but also agency—a salient theme discussed above.

Figure 6

*Page in the Poetry E-Magazine Created by the Slovak Students*

When looking at the two teacher-ambassadors' projects, they had certain types of

activities in common. For instance, most of the projects usually started with an introductory

activity where students and teachers get to know each other (e.g., school video, quick

introduction on TwinSpace). Also, the beginning of the project time was dedicated to online

safety. An engaging, but manageable component was often included to pique students' interest

and get them excited about the OIE. For instance, Denisa's and Anna's OIEs started with logo

contests—an activity where individuals, groups, and/or classrooms design a logo and then every student from the project votes for the most representative logo for the project (Figure 7). These introductory activities have an information-exchange character, meaning that students interact with each other to exchange information to get to know each other better. After the initial rapport has been established, the activities draw upon more complex OIE tasks that involve comparison and analysis or even collaboration (O'Dowd & Waire, 2009) and lead to impactful final products.

Figure 7

Logo Contest
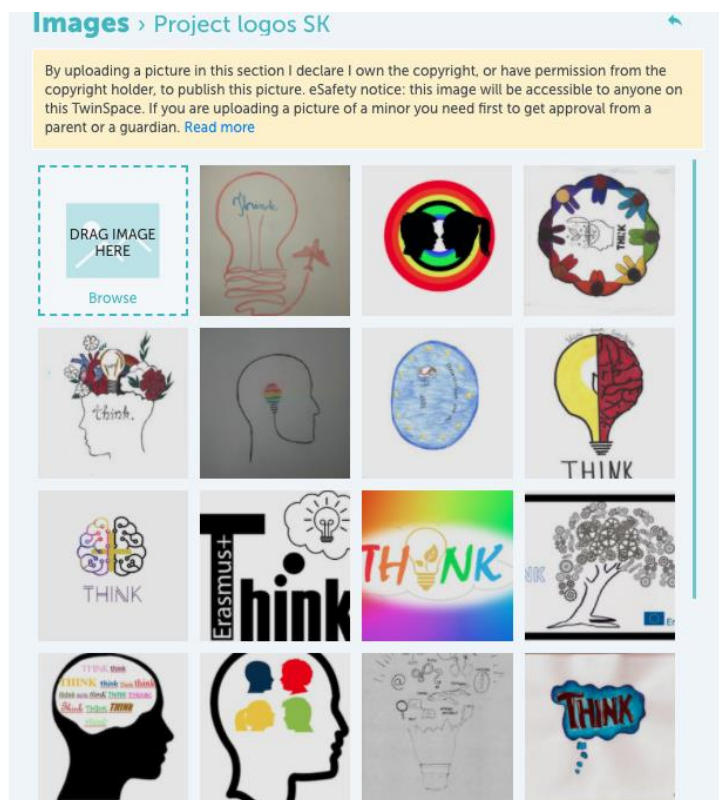
It seemed that in order to arrive at meaningful end-products during OIEs, teachers need to specify and effectively deliver task instructions. Anna wanted her students to not only be able to complete the task, but also to express themselves. Therefore, she usually defined the criteria only

for content but did not limit the form of the project. As she illustrated, when students were assigned to propose tips for reducing carbon footprint, they could choose from a variety of technology or create a poster by hand. The teacher provided students with an example of her own to model her expectations (Figure 8).

Figure 8

Task Instructions and Model Example

Issues in Successful eTwinning Project Implementation

In addition to the three salient themes related to flexibility, agency, and meaningful end-products that emerged from the qualitative data, the interviews with the two teacher-ambassadors and the analysis of the OIEs, and specifically the selected eTwinning projects, also provided useful insights into the OIEs instructional implementation. The teacher-ambassadors shared that

they worked on the projects with their students either in class or in the afterschool program or assigned tasks as independent study. In other words, the two teacher-ambassadors either worked on the project activities and tasks during class time, or they scheduled a structured program for students in the afternoon. The afterschool program was voluntary for those students who wanted to participate in the exchange. The mode of implementation depended on whether the task and topic were aligned with the teacher-ambassadors' curriculum for English. Some of the issues that emerged from the interviews related to phases of work and in-class implementation vs. extracurricular activity.

According to the teacher-ambassadors, the motivation among partner teachers fluctuated depending on the phases of the project—the two interviewed participants noted that, in general, teachers are very motivated to start working on the projects with students; however, with the increase of workload throughout the school year, the engagement of teachers sometimes decreases. As Denisa pointed out, "Only the most persistent teachers keep working on the project till the end." To put it differently, it is possible to start a project with five partner countries and finish it with only three of them. Anna also illustrated the situation when she started a project with another experienced teacher-ambassador from Poland, but as she put it, "something major must have happened and we did not complete the project." In order to avoid the overload, Anna included another teacher from her school to lead students and help with the project. Involving another teacher at one's school and sharing responsibilities could be a way to avoid dropping out from a project due to the overload. Another approach that may be effective in preventing the loss of motivation is to communicate often with the partner-teachers, be on the same page, and support each other when motivation decreases. Similarly, students' enthusiasm about and agency for the project can alleviate pressure on teachers.

As far as the time and place of implementation of the projects, the interviewed teacher-ambassadors shared that a project can be implemented in-class but also as an extracurricular activity. In other words, sometimes Anna and Denisa worked on the project tasks during the English classes, and other times the tasks were assigned to students as homework, or they worked together as part of an afterschool program. Both of the teacher-ambassadors combined the approach of using class time and working on the project as an extracurricular activity. The main reason for this combined approach was that teachers experience significant external pressure to follow their curriculum. The two teacher-ambassadors explained that if the project content or tasks were aligned with their curriculum, then they dedicated some of class time to the project. However, if it was not aligned with the curriculum, then students were required to work on the OIE projects independently at home or during the afterschool program. In the former case, if the curriculum and the OIE project were aligned, then the teacher-ambassadors would formulate specific language goals and even use the textbook's activities and texts to further the project. However, when the curriculum and project were not aligned, the two interviewed teacher-ambassadors chose the extracurricular approach because it enabled the teachers and students to focus on other skills and competencies centered in the OIE project and not specified in the curriculum. Also, if the project's activities were part of the English classes, then they might be assessed for grades. On the other hand, activities with topics unrelated to the curriculum remained ungraded. Anna commented that this approach fostered students' ability to learn autonomously and cultivated in them accountability for their own work. In addition, the teacher-ambassadors explained that if OIE projects were to be implemented entirely during the regular EFL classes, considerably more planning, coordination, and effort would be required of the OIE participants given that each partner-teacher is expected to follow a specific curriculum.

Chapter 5: Discussions and Implications

The initial objective of the current research was to find out the Slovak English as foreign language (EFL) teachers' reasons for participating in online intercultural exchanges (OIEs), the challenges they experience, and the way they design and conceptualize English instruction within the OIEs. Based on the participants' survey responses and the analysis of the semi-structured interviews with the eTwinning ambassadors and their OIE projects, the results demonstrated that teachers were eager to implement the OIEs in their instruction. In what follows, I will examine the findings from my study in light of published research on OIEs globally and eTwinning in Poland, Romania, and Turkey. Subsequently, I will discuss possible opportunities that have the potential to further the expansion and improvement of OIEs and especially eTwinning among EFL teachers in Slovakia. Specifically, I will address the importance of targeted professional development and reflect on the role of explicit English language instruction in OIEs and its related opportunities for a more systematic approach to language integration.

Relating eTwinning Research in Slovakia to Other Countries

The participating Slovak teachers of English who use eTwinning clearly value OIEs and recognize the resulting positive impact on their self-perception as educators. These educators appear to embrace cutting edge approaches to foreign language education and are committed to lifelong learning through ongoing professional development. In addition to the inner motivation to further educate oneself, the participating practitioners demonstrated many good practices that are worth replicating in other projects. Specifically, the teacher-ambassadors in the analyzed projects maximized the potential of the collaborative aspect of eTwinning, created opportunities

for students to exercise agency, and supported their students with appropriate instructions to increase the likelihood of producing effective end-products.

Similar to recent research on eTwinning conducted in Poland (e.g., Gajek, 2015, 2017; Nawrot-Lis, 2018), Romania (e.g., Crişan, 2013), and Turkey (e.g., Akdemir, 2017), Slovak EFL teachers found the opportunity to network with teachers from other countries to be valuable. In fact, teachers in my study and the above listed studies placed this opportunity as one of the top reasons for participating in eTwinning. Obviously, based on the results, eTwinning is not only an opportunity for students to learn and develop valuable skills, but also an opportunity for teachers to find out more about best practices in other countries, feel more connected to other international educators, and present their work as teachers. Because the perception of teaching as a profession is fairly low in Slovakia (Miškolci, 2020; Perignáthová, 2019), mainly due to low salaries, the opportunity to present oneself as a successful educator and to be a part of a supportive community can have positive effects on teachers' perceptions of self-worth and their confidence. Although the respondents in the current study were not asked about their level of confidence—as opposed to Gajek's (2017) respondents who reported an increased level of confidence—one of the teacher-ambassadors, Denisa, expressed a sense of pride when she shared that thanks to her eTwinning efforts, the principal of her school received a lot of credit. This finding suggests that engagement in eTwinning can improve teachers' perception of their own work as efficacious educators.

Similar to the findings in Gajek's (2017) study that examined foreign language teachers' use of eTwinning in Poland, the teachers in Slovakia appeared to prefer similar task types to the Polish teachers. Specifically, the analyzed projects by the two Slovak teacher-ambassadors— experienced English teachers and OIEs users—uncovered a high number of information-

exchange elements, reflecting the same trend as the mentioned study in Poland. Also, 13 survey respondents (52%) in the present study considered the information-exchange element of tasks as very important for their projects. This is in contrast to more involved approaches of OIEs that require a greater degree of linguistic and cultural meaning such as comparison and analysis tasks and collaborative tasks (O'Dowd & Waire, 2009).

One key aspect of successful OIEs that emerged from my research as well as that by Kurek and Müller-Hartmann's (2016) study with German and Polish pre-service teachers' virtual exchange are clearly defined instructions. In my study, 13 respondents (52%) felt that it was important for students to understand instructions for different tasks. However, even if teachers feel that instructions are clear, it is advisable to support students with modeling. Anna took the extra step and provided her students with an example of an expected end-product. Her projects provided an example of how this could be implemented in different eTwinning projects and teaching in general. Similar modeling can facilitate understanding of task instructions for students. If it is replicated in other projects as well, the chance is that virtual exchanges will become clearer and thus more meaningful for students.

As opposed to surveyed Polish teachers who rarely engaged in collaborative tasks and preferred the information-exchange tasks (Gajek, 2017), 13 (52%) Slovak respondents valued collaboration on tasks. Although we do not possess numbers of how many participants of the survey engaged their learners in collaboration with peer partners, the projects of Anna and Denisa demonstrated collaboration on certain tasks. In Anna's project specifically, collaboration was enabled through creation of international teams. This approach can be useful in order to encourage collaboration among students, and thus further their development of valuable 21st century skills.

The biggest difference between the results of this survey with the Slovak teachers of English and the other published studies is that the majority of Slovak respondents (18; 72%) did not perceive a lack of technology-related skills as an issue. In other countries, it was one of the main reported issues when engaging in the OIEs (e.g., Akdemir, 2017; Crişan, 2013; Gajek, 2015; Guth, 2016; Nawrot-Lis, 2018). In Slovakia, on the other hand, in the conducted survey, only 7 respondents (28%) felt that their technological skills were lacking. Although it may be true that only the minority of the respondents admitted that their technological skills were limited, it is still a considerable number of teachers. As various studies claim that familiarity with technology plays a crucial role in OIEs (Hampel 2006, 2010; Hauck & Youngs, 2008; Kurek & Müller-Hartman, 2016), additional professional development focused on expanding teachers' capacities to use technology in OIEs might be needed. This need for professional development may likely be met with openness, as the Slovak teachers of English displayed commitment to lifelong learning. To illustrate, not only were the participants experienced educators, but some of them (7; 28%) held a doctoral degree as well. Additionally, the interviewees were experienced eTwinners who regularly led workshops for other teachers interested in virtual exchanges. In the following section, I will discuss some recommendations for professional development of teachers in Slovakia.

OIEs in Slovakia: Opportunities for Further Growth and Improvement of Professional Development

eTwinning as a platform for OIEs greatly enhances the foreign language education in Europe, both from the perspective of involved teachers and students (Gilleran, 2019; Kearney & Gras-Velázquez, 2015, 2018). While these enhancements are undeniable, my research also points to several opportunities for growth. Specifically, I will discuss the untapped potential of

eTwinning in Slovakia in the teacher preparation, university contexts, integration of eTwinning in daily instruction, and a more intentional use of language throughout OIE projects.

One potential opportunity for growth lies in expanding OIEs in general and eTwinning specifically among pre-service and in-service novice teachers. Unfortunately, university teaching programs do not offer any training when it comes to OIEs. To demonstrate, in our survey only one respondent had received information on OIE integrated as part of their university studies. All of the other respondents came into contact with eTwinning for the first time when they started teaching. With the increased internationalization initiatives at European universities, such as the Erasmus+ program—EU's program to support European citizens to study and train abroad—it is still surprising that these kinds of virtual exchanges are not a constituent element of university programs. OIEs could be integrated into pre-service teachers' education in different ways. For example, a guest speaker, like a National Support Service (NSS) representative, an ambassador, or an experienced eTwinning teacher, could come to one of the classes, demonstrate the use of eTwinning to students, and share project ideas. Yet another option would be to include a module on OIE in the methods classes—a module of an informative and/or experiential nature. The informative module could provide students with the underlying theory about OIEs and information on eTwinning and raise students' awareness about such language learning. If there was a willingness to try the experiential approach, the students, pre-service teachers, could experience the benefits of a virtual exchange themselves. By participating in an actual exchange, they could sensitize themselves better to requirements for effective OIEs. As demonstrated in Kurek and Müller-Hartmann's (2016) study, students could collaborate together in international teams and design various pedagogical activities followed by a peer-assessment of the designed projects. Not only could pre-service teachers learn how OIEs work but also develop their

technological and digital literacy skills and English language proficiency. By interacting with pre-service teachers from other countries, the participants could improve their intercultural competence as well. Additionally, Erasmus+ Virtual Exchange program offers virtual exchange courses for young people. Such courses could be offered as electives for credits via universities to students interested in attaining these skills autonomously. Hopefully, one of these approaches would enable the student-teachers to encounter and perhaps even start experimenting with platforms such as eTwinning earlier in their teaching careers.

One surprising aspect of this research was the fact that most teachers using OIEs are more experienced teachers; only 8% of teachers younger than 30 in this survey study used OIEs. A possible reason for that could be because of the criterion of receiving quality labels. However, a similar profile of European respondents was found in the full *eTwinning Monitoring Report* (Gilleran, 2019). This is contrary to some other research that suggests that younger teachers are more skilled and open to using new technologies (Flanagan, 2013). In addition to improved professional training opportunities during the university coursework as discussed in the paragraph above, added professional opportunities for more in-service teachers could greatly raise the likelihood of more novice teachers using OIEs as they begin their careers in education.

Another likely reason for the lower participation among novice teachers could be that the integration of the OIE in one's language classroom is a complex process that presupposes various skills, attitudes, and competences from all of the participants, but especially the teacher. O'Dowd (2015) identified that OIEs require certain organizational, pedagogical, digital competences, and a set of specific attitudes and beliefs. Regarding the implementation of technology in pre-service teachers' classroom—an aspect that has been crucial for effective OIEs—Gönen (2019) found that the pre-service teachers did not know how to combine the

technology with the pedagogical goals of the lesson, and thus were less likely to utilize this approach in their teaching. To master all of the above requirements for the most effective OIEs within EFL instruction, one needs effective training that would not just create the knowledge of online tools but also develop confidence and the necessary competencies and mindsets.

In light of expanding the use of OIEs among novice teachers, the role of technology- and OIE-related courses at universities is crucial. Currently in Slovakia, it is the NSS only that offers an array of professional development on eTwinning. In general, most of the professional development workshops provided by the NSS are focused on the practical aspects of using eTwinning in educational contexts. To demonstrate, during the NSS's professional development workshops, participants receive advice and tips for websites and internet tools that can be used throughout eTwinning projects. Participants are guided to experiment with these tools with the help of an instructor who is often an ambassador of eTwinning. The participants in these sessions are also encouraged to create a sample project and are provided with support and feedback from an experienced eTwinning ambassador. Given this practical approach to delivering professional development, these workshops are of great value to in-service teachers. However, novice teachers would likely be able to engage in eTwinning more quickly if they received at least introductory training on OIEs at the university level. Based on my informal analysis of available information on the language teacher education university websites, the teacher education programs in Slovakia do not yet have a course that would prepare pre-service teachers for designing, conceptualizing, and implementing such technology-enhanced practices in their future classrooms.

Finally, practicing teachers should be encouraged to present their work at conferences or school-based professional development sessions to inspire others. Not only ambassadors, but

also regular teachers of English who have been experimenting with eTwinning should share their projects either at professional conferences, among their colleagues at the school where they teach, or even at a local university as part of the teacher training programs. They could share their approach to conceptualization and design of eTwinning projects to spread the word about the program, which could benefit both teachers and students. One existing weakness in current professional development is a lack of explicit attention to language use and development and that is what I will turn to in the next section.

Foregrounding the Role of Language in OIEs' Development

The untapped potential of eTwinning is seen in the area of intentional integration of language throughout OIE projects. As I found in the semi-structured interviews and answers from the open-ended section of the survey, the teachers who used eTwinning focused more on the target content outcomes and end-products that partners agreed on rather than systematic development of language skills. As a matter of fact, the study participants expressed that they did not include language in the initial planning stages. Both teacher-ambassadors used language as a communication tool rather than as a basis of project goals. Indeed, project-based language learning (PBLL) aims to develop not only language skills, but content and general skills as well (Beckett & Slater, 2018b). Although the selected teacher-ambassadors included in their eTwinning projects all of the three PBLL components (language skills, general skills, content), there is likely value in being more intentional and explicit when it comes to language skills development.

One of the ways to enhance language skills development is for students to become more aware of language-learning opportunities in addition to content and skills (Beckett & Slater, 2018a). For instance, Beckett and Slater (2005) proposed having students use a project diary so

that they could recognize and reflect on their learning in the three areas—language, content, and skills. The project diary graphic organizer (Figure 9) enables students to identify the language activities they engaged in and what they perceived they learned throughout the week. In addition, students can also evaluate whether they had any unfulfilled expectations as far as their language, content, and skills learning.

Figure 9

Project Diary and Reflection on Three Areas

Note. This figure demonstrates how students could reflect on language, content, and skills throughout project-based language learning (as reprinted in Beckett & Slater, 2005). From "The Project Framework: A Tool for Language, Content, and Skills Integration," by G. H. Beckett and T. Slater, 2005, *ELT Journal, 59*(2), p. 111. https://doi.org/10.1093/eltj/cci024. Copyright 2005 by Oxford University Press & Copyright Clearance Center.

These kinds of reflective, metacognitive activities aimed at increased noticing and awareness of language (Schmidt, 1990), have been shown to promote language learning (Balikcioglu & Efe, 2016; Vandergrift & Goh, 2012). As such, they have potential to greatly enhance OIEs and complement eTwinning projects by foregrounding the role of language development. The above graphic organizer promotes metacognition by providing students with space to reflect on their process of learning a language, alongside the learning of skills and knowledge. Not only do students become more aware of their learning but they are also more in control of the whole process. And such explicit focus on language may make it more likely for teachers to integrate OIEs into their daily instruction rather than as an afterschool activity, which appeared to be a preferred mode of delivery among the two interviewed teachers-ambassadors. The diary activity described above, or similar reflective activities, could help EFL teachers dedicate time each week to focusing on language. Students could set goals for themselves in the areas of language, content, and skills and reflect on whether those goals have been met and if not, what could be done in order to achieve the goals.

Although the graphic organizer in Figure 9 serves as a good visual to picture reflection during a project, it would be even better if language and content were not segregated. To illustrate, students could be asked what language they used in different activities. In addition to this reflection, teachers could ask in what instances this language could be used as well. If a weekly reflective activity is not realistic in teachers' contexts, students could be guided to reflect on their language development at least three times throughout the project—before the project starts, during the project, and after the project is completed.

A more systematic and focused language approach to OIEs could relieve some pressure teachers feel due to the disparity between the curriculum and the content of eTwinning projects.

For instance, Denisa's reason for afterschool program integration was that during the class time she felt obliged to follow the set curriculum. In her mind, if the content of the projects was different from what she included in her curriculum, it was better for her to work on the project in the afterschool format. Teachers experience this pressure despite the fact that the Ministry of Education has only issued very general English educational standards based on the CEFR competencies. Additionally, the topics are only recommended and not required for English teachers to follow (Štátny pedagogický ústav [State Pedagogical Institute], 2020). As teachers themselves create their curriculum and a plan for day-to-day teaching, there is a chance that the careful analysis of language needed for the project and individual tasks could enable them to include the projects in their English classes. By making target language development more explicit, the in-class implementation of eTwinning could become more realistic for English teachers.

As has been demonstrated above, the full integration of OIEs into English instruction is possible and could be of great value to students' language development. Oftentimes, the afterschool activities are pursued only by the most confident and motivated students. By integrating OIEs into the EFL classroom, the less proficient or engaged students could also enhance their language and become more independent, interculturally and digitally competent learners. To assist teachers in foregrounding the role of language in OIEs, university courses and professional development could include this aspect into their content and thus let pre- and in-service teachers experiment with leveraging the full potential of OIE in favor of language learning.

Limitations

One limitation is that this study only considered the OIE experiences of teachers who had been recognized as using this approach "effectively" which limits the implications and considerations for more novice and less experienced teachers. Also, I conducted this research after the virtual exchanges took place. The finished projects allowed only for interviews and analyses of projects. It would be interesting to research ongoing project and conduct observations. Another limitation was in having to interview teachers via ZOOM rather than in person. Doing so allowed me to collect information but made it more difficult to establish a natural rapport with the research participants.

Future Research

One option for future research is to conduct research of ongoing projects and use observations as an instrument. While this study sought to gain insights into the practices of experienced OIE teachers, it is possible that a study of novice teachers would result in different outcomes. Further research should examine this. Another option is to focus exclusively on the role of language throughout the OIEs. The research could further examine ongoing OIE projects and determine what strategies EFL teachers use to teach certain language points and skills. The language-focused study could also examine teachers' and students' perceptions of language teaching and learning while participating in OIEs. Finally, further research studies could investigate the impact of the inclusion of OIEs into pre-service teachers' education on the development of OIE projects.

Chapter 6: Conclusion

This research examined the use of online intercultural exchanges (OIEs) and specifically eTwinning in Slovakia. Slovak teachers who have engaged in eTwinning OIEs reflected on the reasons and challenges relevant to participating, as well as on the important aspects of conceptualization and implementation of OIE projects. This was accomplished first by 25 Slovak teachers of English with a history of incorporating OIEs and eTwinning in their English instruction completing an anonymous online survey, second, by analyzing interviews with two experienced Slovak teacher-ambassadors of eTwinning, and third, by analyzing four eTwinning projects. My primary goal was to contribute to the body of literature by providing information about effective OIEs in the Slovak context. My secondary goal was to provide recommendations on how to further enhance the practice of OIEs in English as foreign language (EFL) pedagogy in Slovakia.

In line with the existing research on OIEs, the results of the survey proposed benefits of participation in OIEs, challenges, and the most important features of virtual exchanges. This study showed that OIEs bring various benefits not only for EFL students' learning but also for teachers' development. Among the most frequent advantages were the improvement of students' intercultural skills, and also the opportunity for teachers to network with other teachers and thus grow as efficacious educators. On the other hand, the time-consuming nature of eTwinning turned out to be one of the biggest challenges for Slovak educators. Participants considered the most important aspects to be clear task instructions and tasks where students can exchange information and collaborate together. The qualitative analysis revealed that through effective

OIEs practitioners demonstrate flexibility, encourage agency of all participants, and design projects that guide students to create meaningful and engaging end-products.

To encourage growth, teacher training programs ought to consider including OIEs into university coursework. Receiving training during one's university preparation courses would likely result in more novice teachers getting involved in this practice. To integrate OIEs into everyday teaching, as opposed to extracurricular initiatives, I advocate for training for teachers that would help guide them to effectively integrate content, skills, and language in the development of OIEs. In addition, to leverage the linguistic potential of OIEs during EFL classes, teachers could systematically, explicitly, and intentionally bring attention to the language needed to complete various tasks throughout the projects. It is my hope that these recommendations can help guide future professional development for pre- and in-service EFL teachers in Slovakia to maximize the potential of OIEs in English language instruction among English learners while furthering the professional capacities of their teachers.

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APPENDICES

Appendix A: Criteria for Quality Labels

Pedagogical Innovation

- the project has originality in terms of its theme

- it uses a variety of pedagogical methods

- pupils are the ones who take the lead

- pupils interact with their partners and work collaboratively using different methods like information gathering, problem solving, research, comparative work

- pupils take different roles as artists, journalists, technicians, scientists, actors, etc.

Curricular Integration

- the project is rooted in the school curriculum and syllabi

- the majority of project work is done during the school hours

- the curricular integration in the project is clear

- project work allows students to develop their skills and competences

- the project-based pedagogical framework has been explained and documented by the teacher

Collaboration between Partner Schools

- collaboration activities go beyond communication

- partner schools work together to accomplish joint activities

- partners are not just recipients of information

- collaborative activities result in a tangible outcome

Use of Technology

- the technology is used to help the partners achieve their pedagogical objectives

- the tools help partners to collaborate better among themselves

Results, Impact, Documentation

- the project results are presented online

- students are involved in the TwinSpace

- all steps of the project are documented including planning - activities' description - evaluation – feedback

- you evaluate and publish the impact that the project had on the students and teachers involved in the project

Appendix B: Online Survey Questions

Section A: Benefits of eTwinning for Students

Please indicate your opinion about the benefits of eTwinning for your students. Choose the number that best describes your response (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree).

Participation in eTwinning:

1. improves my students' English.

2. improves my students' cross-cultural skills.

3. improves my students' technological skills.

4. improves my students' motivation.

5. encourages my students to learn on their own.

(OPTIONAL) If you have any other reasons not listed above, please share.

Section B: Benefits of eTwinning for Teachers

Please indicate your opinion about the benefits of eTwinning for your English teaching and career as an English teacher. Choose the number that best describes your response (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree).

Participation in eTwinning:

1. improves my own English.

2. improves my own cultural awareness.

3. makes me more excited about my teaching.

4. makes me more confident as a teacher.

5. makes my English classes more authentic.

6. makes the English curriculum more relevant for my students.

7. helps teach themes not included in the curriculum.

8. helps me network with other teachers.

9. helps me continue to improve my teaching through training, webinars, etc.

10. positively impacts the school where I teach.

11. makes me feel valued and respected at my school.

12. makes me feel like I belong in an international teaching community.

13. is a result of me being pressured to do this by my colleagues/institution.

(OPTIONAL) If you have any other reasons not listed above, please share.

Section C: Challenges
Please indicate your opinion about the following potential challenges you might have had when participating in eTwinning. Choose the number that best describes your response (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree).

The use of eTwinning is challenging for me because….

1. it's too time-consuming to develop a good eTwinning project.

2. it's too difficult to develop a good eTwinning project.

3. the curriculum I need to follow and eTwinning project do not overlap.

4. my technological skills are limited.

5. I am not adequately prepared to use eTwinning.

6. there were conflicts with my partner teachers.

7. I have not received positive feedback from colleagues.

8. eTwinning does not seem motivating to my students.

9. my level of English proficiency is too low.

10. my students' level of English is too low.

11. I have problems with the internet.

(OPTIONAL) If you know of other challenges not listed above, please share.

Section D: Development of eTwinning Projects

Please indicate how important the following factors are to the success of eTwinning projects. Choose the number that best describes your response (1=not important, 2=somewhat important, 3=important, 4=very important).

1. Students are aware of the goals of the project.

2. Students understand instructions for different project tasks.

3. Students know how to use the technological tools for the project.

4. Students can relate to the topic in the project.

5. Students are challenged to think about different perspectives and attitudes.

6. Tasks are developed to meet project goals.

7. Tasks are connected and build on one another to meet project goals.

8. The language points/skills that will be practiced are clear to students.

9. Tasks allow students to exchange information with their partners.

10. Tasks allow students to compare and/or analyze products with their partners.

11. Tasks allow students to collaborate on a common product with their partners.

(OPTIONAL) If you know of any other factors contributing to success not listed above, please share.

Section D: Effective eTwinning Projects

1. Describe the ONE eTwinning project you are the proudest of and explain what you think made it successful and effective. Consider providing details about the following: development, goals, end product(s), activities, topic, length, partners, technology used, etc. Please write at least one paragraph in either English or Slovak.

2. Compared to traditional teaching of English with a textbook, how similar or different is the way you plan for and teach specific language points or skills through eTwinning? Please illustrate with at least one example.

3. What topic(s) have you used in your previous eTwinning projects?

Section F: Basic Information about You and Your Teaching Experience

1. What is your gender?
   - Female
   - Male

2. What is your age?
- 24–30
- 31–40
- 41–50
- 51 or older

3. What is your highest level of education?
- Master's degree
- Doctoral degree

4. What grades do you teach? (Choose as many as apply)
- 1–4
- 5–9
- high school

5. What is the context of your school?
- rural
- urban

6. How many years have you been teaching English?
- 1–5
- 6–10

- 11–20
- 21 or more

7. How many eTwinning projects have you completed?
- 1
- 2–3
- 4–5
- 6 or more

8. How many eTwinning projects have you created?
- 1
- 2–3
- 4–5
- 6 or more

9. How many National Quality Labels, European Quality Labels, or European Awards have you received?

- 1
- 2
- 3
- 4 or more

10. How do you view your ability to develop effective eTwinning projects?
- I am able to develop effective eTwinning projects.
- Some of my eTwinning projects seem effective and some don't.
- I could really use additional training to improve my ability to develop effective eTwinning projects.
- Other

11. What kind of training have you had on using eTwinning? (Choose as many as apply)
- Part of my university studies
- 1 face-to-face training session
- 2–3 face-to-face training sessions
- 4 or more face-to-face training sessions
- 1 online webinar
- 2–3 online webinars
- 4 or more online webinars
- Other

12. How effective was the training on eTwinning you have had in preparing you to develop successful eTwinning projects?
- I learned how to develop effective eTwinning projects.
- I learned about eTwinning, but I wish it was a little more focused on developing eTwinning projects.
- I learned about eTwinning, but not about developing eTwinning projects.
- Other

(OPTIONAL) Is there anything else you would like to share about your experience with eTwinning?

Thank you for participating.

Appendix C: Interview Questions

General:
1. Do you mind me asking how you came across eTwinning?
2. How many projects have you engaged in?
3. What is the one project you are the proudest of and why?

Specific:
4. Can you please walk me through your eTwinning project design step by step?

Goals and steps
   a. What did you do first?
   b. How did you go about making this happen?
   c. Which parts/elements were the most successful and effective? Why?
   d. Which parts/elements were the least successful and effective? Why?
   e. What were your goals for the eTwinning project?
   f. Do you plan activities upfront?

Language focus
   a. What exactly does it look like in the classroom?
   b. Do you devote a certain number of weeks/lessons to the project, or do you teach with a textbook for part of your lesson and then focus on the project?
   c. How do students engage with the topic in class?
      i. How did your students practice language skills and points?
   d. What were your language goals?
   e. So, did you have the language goals in mind early on, or did you first design your project and collaboration and after that was done you thought about language goals? Or, did you not really have specific goals, just some general ideas about what language will be practiced?
   f. Compared to traditional teaching of English with a textbook, how similar or different is planning for and teaching specific language points or skills with eTwinning?

Components
a. So, we know that these kinds of collaborative, digital, innovative projects include a lot of positives for English learners. In your own work, how do you prioritize these various positives? In other words, what is the most and least important to you when you work on developing these kinds of projects?

           i.   language, culture, digital literacy, and autonomous learning. Possible follow up: How much deciding weight did you attribute to each of the areas?

b. How do you assess whether the project achieved its aims?

c. Do you give evaluation forms to teachers, students, or both?

d. Do you evaluate each phase of the project?

e. How do you implement the results of evaluations?

Closing:

    5.   Is there anything else you'd like to share with me about your experience with eTwinning that I have not asked you about?

Appendix D: Approval Letter for Research Using Human Subjects

Date: 3-4-2021

IRB #: UHSRC-FY19-20-281
Title: Effective Design of Online Intercultural Exchanges among Successful EFL Teachers in Slovakia
Creation Date: 3-6-2020
End Date:
Status: Approved
Principal Investigator: Nikola Lehotska
Review Board: University Human Subjects Review Committee
Sponsor:

Study History

Submission Type	Initial	Review Type	Limited	Decision	Exempt - Limited IRB

Key Study Contacts

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