The Experiences of Peer Students and their Teachers Teaching Turkish to Foreign Students: An Example of an eTwinning Project*

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Abstract. This study aims to examine the opinions of the teachers who lead an eTwinning project and the peer students who teach Turkish to foreign students studying in Turkey within this Project. The study group consists of eight Turkish language teachers working in different provinces of Turkey in the 2021-2022 academic year and four students (32 students in total) determined by each of these teachers. The teachers in the study group were informed about what to do by coming together with the online zoom meetings. During the process, the students determined by the teacherss organized various activities to teach Turkish to their foreign peers. Which resources these students will use and which subjects and how they will teach were destermined by the executive teachers. The research is a phenomenological study designed according to the qualitative research method. In this six-week project, effective use of Web 2.0 tools by teachers and students is among the goals. Forms consisting of five questions each were submitted online via Google Forms to get the opinions of teachers and students about their experiences; The responses to the forms were analyzed separately. As a result of the analysis, it was stated that the teachers participated in this project to increase their professional competence, contribute to the integration of foreign students into the society, and increase the motivation of the peer students whose mother tongue is Turkish and who want to voluntarily teach Turkish to their foreign friends. It has also been determined that the students mostly participated in this project upon the request of their teachers and their desire to be useful to their foreign friends. The students stated that one of the main problems they experienced in the process was that their foreign friends did not show the necessary importance to the project.

Keywords: Teaching Turkish to foreigners, Web 2.0 tools, e Twinning, peer education, Turkısh teacher.

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1. INTRODUCTION

The existence of humanity and the phenomenon of migration; It has always existed in the first place to search for food, drink, and later due to war, agriculture, and similar reasons. Migration is defined as the work of individuals or communities to move from one country to another, from one settlement to another for economic, social, political reasons (TDK, 2022). Migration varies according to its causes. Some migrations are mandatory, and some are voluntary (Kara, Şahin & Kapat, 2020). Forced migration is occurred during wars, when human rights are violated, or famine occurs. On the other hand, voluntary migration is the situation where individuals leave their country of their own accord to lead a more comfortable life. Due to its location, Turkey has a thousand-year-old tradition of migration that is either used as a transit point or preferred by immigrants to live permanently, protecting those in need and respected by the world public opinion. For this reason, it has been among the most important examples of migration history, in short, it has hosted millions of people and continues to do so (GİGM, 2016). The turmoil that started with internal turmoil in Syria on March 15, 2011, and spread to the whole country in April 2011 turned into a civil war in a short time (Danış, 2014). Most of the refugees, who fled the war in their country and migrated, came to Turkey because of its geographical proximity and the opportunities it offers to refugees.

When it comes to immigrants who have migrated from their own country, do not speak the language, and must keep up with the society they live in, children are undoubtedly the individuals who should be considered the most. Education and training of children at school age is the responsibility of Turkey (Kara, Şahin & Kapat, 2020). The difficulties and negativities experienced by children who do not speak Turkish have become an important problem. Emin (2016) has shown that Syrian children who cannot learn Turkish cannot adapt to society. This problem is a major obstacle for refugee children to adapt to the principle of equality in education. With the inclusion of all Syrian students in the Turkish education system by the Ministry of National Education, studies are carried out to reduce the problems that these students may encounter in Turkish schools (Özcan, 2018). However, the inclusion of students with language problems in Turkish schools did not solve the problems of these students, but only brought these problems to schools. Due to language problems, they had problems in expressing themselves and following the lessons (Takır & Özerem, 2019). In addition, problems such as not being able to adapt to school, failing in classes, not wanting to be educated at schools, not attending school and eventually leaving school (Şahin & Şener, 2019) have been encountered, these problems also alienate them from society. In his study, Tanrıkulu (2017) states that foreign children with language problems cannot communicate with their teachers and peers, they are left alone in the classroom, and they have to struggle with other problems on their own. Many projects have been prepared by the Ministry of National Education for these children and various methods

and strategies have been developed and the problems of these children in acquiring the basic language skills of Turkish have been tried to be solved. According to Bulut, Soysal, and Gülçiçek (2018), integration into the education system in our country focuses on the acquisition of children's comprehension, speaking and writing skills. Education programs for the education of foreign students were implemented by the Ministry of National Education in certain public schools as double or triple education. In addition to Turkish educators, Syrian educators gave lectures to these educators, thus trying to prevent foreign students from falling behind in their education (Büyükikiz & Çangal, 2016, s.1416). In this research, the difficulties experienced by foreign students at secondary school level in Turkey and students whose mother tongue is Turkish at the same age level, in communication and language teaching, and the views of these students and Turkish teachers on their experiences in teaching Turkish tongue is Turkish?

Peer Teaching

In the process of learning Turkish of the children who are included in the education system affiliated to the Ministry of National Education, the communication they establish with their peers has a very important role as well as the materials used. The language development of foreign students who make friends with their peers who only speak their mother tongue will differ from those who make friends with students whose mother tongue is Turkish. In this case, it is expected that peer teaching will come into play. Kara, Şahin, and Kapak (2020) stated that peer teaching is a type of social learning that emerges from the communication and imitation of students whose age is close to each other. Türkmenoğlu and Baştuğ (2017) define peer teaching as helping their peers to learn through the communication of people who are in similar groups and whose job is not teaching. According to Dölek (2016), peer teaching refers to the latent development that emerges from the interaction and imitation of close elders with each other. Based on these definitions, peer teaching can be defined as the process of helping students with higher language learning levels, under the leadership of a competent instructor, to students who have difficulties in learning. Peer teaching has many benefits in making learning easier. Yıldırım and Canpolat (2019) argue that it has benefits such as enabling them to communicate with each other, increasing the success of the course, and enabling them to develop positive attitudes towards the courses. Şimşek and Yeşiloğlu (2014), on the other hand, state that peer teaching has a benefit like increasing the positive social communication between the students and their peers. While the place of peer teaching in language learning is so important, it is thought that its use in teaching Turkish as a foreign language will also be effective.

In many studies, it is stated that the biggest language problem in the education process of children who migrated to Turkey is in speaking and writing, which are active skills rather than reading and listening, which are known as passive skills (Bayat, 2018; Büyükikiz & Çangal, 2016; Dölek, 2016; Özcan, 2018; Özdeş, 2019; Şimşek & Yeşiloğlu, 2014; Temizkan, 2009; Türkmenoğlu & Baştuğ, 2017). In order to develop comprehension and expression skills, the child should be in a social learning

environment. In social learning environments, the best teachers are peers (Türkmenoğlu & Baştuğ, 2017).

E Twininng Projects

Peer teaching is not a method that can be applied superficially or without a directive. As Usta and Mahiroğlu (2015) stated, online learning-teaching environments offer a wide range of opportunities for people to train themselves. There are different projects, tests, trainings and courses held online in our country. Each of these are activities that vary in importance depending on the situation. eTwinning projects, one of the most important project applications designed online and covering European countries, are also very effective in this field. The eTwinning project is described on its website as the project community of schools in Europe and provides opportunities for staff of schools in Europe (teachers, principals, librarians, etc.) to interact with each other, work in collaboration, prepare projects and share projects. e Twinning was launched in 2005 and is currently run within the framework of the European Union's Erasmus Plus programme (https://www.etwinning.net/en/pub/about.htm). e Twinning is a platform that supports online projects from at least two different European countries and between at least two schools. Our country started to take place on this platform in 2009 and has become very popular in our country over the years. According to the current data on e Twinning's website, Turkey ranked first with 60,934 projects in 56,734 schools, more than any other European country (https://www.etwinning.net/tr/pub/community/countries/country.cfm?c=793). In their project-based education research, Başaran, Kaya, Akbaş, and Yalçın (2020) indicate eTwinning applications reinforce students' feelings of sharing, contribute positively to their communication skills and increase students' curiosity about the lesson. They also determine that they improve their ability to solve the problems they encountered and to produce concrete products. As a result of his integration research, Bozdağ (2017) determined that projects such as eTwinning, which take electronic learning as a model, play an important role in ensuring technology integration in schools. It has been determined that there are many studies on e Twinning principles in both national and international literature. In Turkish literature; studies examining the opinions of teachers, who are generally project coordinators, about the process (Avcı, 2021; Çetin & Gündoğdu, 2021; Yılmaz & Yılmaz, 2012) Again, in the light of teachers' opinions, there are studies comparing Germany and Turkey (Bozdağ, 2017) or studies examining the benefits of digital literacy and distance education within the scope of e-Twinning projects (Akdemir, 2017; Erdem, Başar, Toktay, Yayğaz & Küçüksüleymanoğlu, 2021). Studies on e Twinning projects, which are also found in foreign literature, appear as the importance of distance education, creativity or projects in the education process (Fat, 2012; Gajek, 2018; Papadakis, 2016; Velea, 2011). Within the scope of e Twinning principles, no application has been found regarding teaching Turkish to foreigners. In this research, which focuses on teaching Turkish to foreigners and examines the opinions of students and teachers within the scope of the e Twinning project;

1. Teachers who are project coordinators;

• Reasons for participating in the project,

• Problems they encountered during the process,

• Deficiencies they saw in the project during the process,

• Willingness to participate in a similar project in the future,

• General thoughts about the project,

2. Peer students who teach Turkish to their foreign friends;

• Reasons for participating in the project,

• Problems they encountered during the process,

• The way they describe their foreign friends,

• Willingness to participate in a similar project in the future,

 • The desire to choose a profession related to teaching Turkish to foreigners was examined.

2. METHOD

Research Model

This research was designed according to the phenomenology method based on the qualitative research approach. Phenomenological research aims to reveal the cognitive structures that people think by looking at the questions asked and the interpretations of the situations they have experienced themselves (Yıldırım & Şimşek, 2006). This research was carried out in a phenomenological pattern with the thought that it would provide the students who participated in the e Twinning Project, who speak Turkish as their mother tongue and volunteer to teach Turkish to their foreign friends, and the teachers who are the directors of the project, to present their views and attitudes about the teaching-learning process correctly. Ethics committee approval for this study was obtained from the Ethics Committee of Hacı Bayram Veli University with the decision dated 07.09.2022 and numbered 10.

Study Group

Criterion sampling, which is one of the purposive sampling methods, was used to determine the study group in the research. Purposive sampling is a technique used extensively in qualitative research to ensure the most effective use of certain resources. In criterion sampling, participants who create pre-determined criteria or criteria are included in the research process (Yağar & Dökme, 2018). The study group consists of 8 Turkish language teachers working in schools in different provinces in the 2021-2022 academic year and partnering with the eTwinning project, and a total of 32 students chosen by these teachers who volunteered to teach Turkish to their foreign friends in the project. The teachers, who acted as the project coordinator, selected four students in the 7th and 8th grades, two girls and two boys, within the scope of the criterion sample.

Information about the participant students in Table 1 and the teachers who are the project coordinators in Table 2 are given.

Table 1

Information on Students Participating in the eTwinning Project

Characteristics of Participating Students		N	Percent (%)
Gender	Male	16	%50
	Female	16	%50
Grade Level	7th grader	16	%50
	8th grader	16	%50
Cities Participating in the Project	Ankara	8	%25
	Konya	8	%25
	Şanlıurfa	4	%12,5
	Trabzon	4	%12,5
	Tekirdağ	4	%12,5
	Van	4	%12,5
Total		32	%100

Table 2

Information on Teachers Participating in the e-Twinning Project

Characteristics of the Project Coordinator Teacher		N	Percent (%)
Gender	Female	6	%75
	Male	2	%25
Age Renge	20- 30	4	%50
	31- 40	3	%37,5
	41 and Above	1	%12,5
Professional Seniority	1- 5 Years	4	%50
	6- 10 Years	2	%25
	11 years and Above	2	%25

İnstitution Nature	Private School	1	%12,5
	State School	7	%87,5
City	Ankara	2	%25
	Konya	2	%25
	Şanlıurfa	1	%12,5
	Trabzon	1	%12,5
	Tekirdağ	1	%12,5
	Van	1	%12,5
Total		8	%100

Data Collection Tools

In the study, a semi-structured interview form consisting of open-ended questions prepared by the researchers was used as a data collection tool. Two different interview forms were prepared, one for the students participating in the project and one for the teachers who are the project coordinators. Both forms consist of two parts. In the first part, there are questions aiming to learn the demographic information of the participants (age, gender, class level for students, cities they participated in the project, professional seniority for teachers and the nature of the institution where they work). In the second part, there are five open-ended questions each aiming to determine the opinions of teachers and students about the sub-problems of the research. After taking the opinions of two field experts for the questions, the interview form was given its final form. Since the participants were in different provinces, the data were collected with the online questionnaire "Google Form". Google Form is a preferred Web 2.0 tool because it is easy to use in this type of research (Durak, Çankaya, & İzmirli, 2020). To check and verify the answers given, online interviews were also held with students and teachers via Zoom.

Research Process

"We Teach Our Valuable Language to Our Foreign Friends" Project was created on the eTwinning portal on 20 February 2022 to be implemented in the 2021-2022 academic year and was completed on 10 May 2022. In the project; The study was conducted on a group of 32 people, consisting of four students selected by 8 teachers working in Ankara, Konya, Şanlıurfa, Trabzon, Tekirdağ and Van. These students were asked to teach Turkish to their foreign national friends studying at their schools, have them read poetry, prepare boards with them, and create products in a technological environment using web 2.0 tools (Canva, Storyjump, Wordart, Bitmology, Google forms, Jigsaw Puzzle, Emaze, etc.). At the end of this project, which lasted for six weeks, the opinions of the peer students who teach Turkish to foreign students and the opinions of the teachers

who carried out the project about the process were examined. At the end of the project, a poetry book written to foreign students was prepared through the application called Storyjumper as a joint product, and the link addresses of all products were shared on the platform called Twinspace.

Analysis of Data

The data obtained separately from the students and teachers participating in the project were evaluated by content analysis. "The basic process in content analysis is to gather similar data within the framework of certain concepts and themes and to interpret them in a way that the reader can understand" (Yıldırım & Şimşek, 2006, p.27). For this, the answers of the teachers and students were examined, and appropriate groupings were created by the researchers in line with the answers. Since the answers given by the teachers and students will be included in more than one group, the frequency values of the data and the percentage values depending on this frequency are given in tables. Codes were given as T1, T2, ... T8 for teacher participants, and as S1, S2, ... S32 for student participants.

To ensure the validity of the research, interview questions were directed to the teachers and students participating in the research via Google Form on the internet, the answers given to the questions were verified via Zoom, the opinions of two experts in teaching Turkish as a foreign language were sought regarding the project process, the data were meticulously analyzed and grouped and appropriate for the purpose. results have been achieved. For the reliability of the research, the data were presented by the independent evaluations of the three researchers and the common ideas that emerged. In addition, the opinions of the experts who took two assessment and evaluation were taken for the findings.

3. FINDINGS

The findings of the research were analyzed in two different categories as teacher responses and student responses. of teachers, the reasons for participating in the project, the problems they experienced while choosing the activities and applying, their opinions about the shortcomings of the project, whether they would like to take part in a similar project again and the general evaluation of the project were included in the sub-headings. The reasons for participating in the project, the words they used to describe their foreign friends, the problems they encountered while teaching Turkish to their foreign friends, whether they would like to take part in such a project again, and whether they would like to choose a profession related to teaching Turkish as a foreign language were given under sub-headings.

Findings Regarding the Answers of the Teachers Who Are the Project Coordinators

Reasons for Project Coordinators to Participate in the Project

In the research form, it was firstly asked why the teachers participated in the project. The answers given by the teachers to this question are given in Table 3 in detail.

Table 3

Reasons for Teachers to Prticipate in the Project

Teachers Answers	Teachers Codes	f	(%)
The Ministry of National Education gives points to the teacher who makes an eTwinning project.	T2, T3, T4, T5, T6, T8	6	%30
Socializing peer students	T1, T3, T4, T5	4	%20
Providing professional development	T2, T3, T4, T5	4	%20
Reintegrating Syrian students into society	T1, T4, T8	3	%15
Learning Web 2.0 tools	T1, T2, T5	3	%15
Total		20	%100

According to Table 3, the reasons for the participation of the teachers participating in the project were often determined as the Ministry of National Education's support of eTwinning projects and giving points to the teachers who made this project. The purpose of socializing peer students given by 4 teachers is in the second place. The teachers' thinking that they would contribute to their professional development and the aim of reintegrating Syrian students into society were among the answers given with the same frequency. T2, one of the teachers who participated in the project, gave the answer to learn to use Web 2.0 tools (Canva, Storyjump, Wordart, Bitmology, Google forms, Jigsaw Puzzle, Emaze etc.) effectively. The impact of web 2.0 tools on the use of eTwinning projects is undeniable. Therefore, teachers and students involved in these projects should use web 2.0 tools effectively.

Problems That Teachers Encounter in the Process

In the second question asked to the teachers, the problems faced by the teachers during the project were asked. The results and frequencies obtained from the answers given by the teachers to this question are given in Table 4.

Table 4

Problems Teachers Face in the Process

Teachers' Answers	Teacher Codes	f	(%)
Language levels of foreign students vary	T1, T2, T4, T5, T6, T7, T8	7	%29,16

Reluctant attitude of foreign students	T2, T3, T6, T7, T8	5	%20,83
Finding resources for teaching Turkish to foreigners	T1, T3, T4, T6	4	%16,66
Problems with the school administration	T1, T3, T4, T8	4	%16,66
Fear of peer students teaching Turkish to fall behind in lessons	T2, T5, T6	3	%12,5
Time issue for events	T4	1	%4,16
Total		24	%100

When Table 4 is examined it is seen that the most difficult situation (f:7) of the teachers during the project is caused by the difference in the language proficiency levels of foreign students. The teachers showed the reluctant attitudes of foreign students as the second problem they experienced in the process (f:5) and stated that these attitudes of foreign students made the process difficult. These problems were followed by the problem of finding resources related to teaching Turkish to foreigners and the problems experienced with the school administration. Two responsible teachers of the project recommended the Yedi İklim Turkish Teaching Set to teachers who had difficulty in finding resources for teaching Turkish to foreigners. However, the fact that student language knowledge levels are different has made the situation even more difficult. Another answer given is the fear that peer students who teach Turkish will fall behind in their lessons. The reason for this can be shown as the fact that the executive teachers have to do the activities in their own empty lessons and that their empty lessons can coincide with the basic lessons of the peer students. It is thought that the time shortage specified by T4 is because the continuity of the activities prepared cannot be ensured due to the lack of attendance obligation of foreign students.

Deficiencies That Teachers See in the Project

In the form prepared for the teachers participating in the project, the deficiencies they saw in the project were asked as the 3rd question. The results obtained from the teachers' answers to this question and their frequency are shown in Table 5.

Table 5

Teachers' Thoughts on the Deficiencies of the Project

Teachers' Answers	Teacher Codes	*f*	(%)
There is nothing missing from the project.	T1, T2, T4, T5, T6, T7, T8,	7	%87,5
More effective participation of peer students could have	T3	1	%12,5

been ensured in the process.

Total	8	%100

As can be seen in Table 5, a large part of the teachers (f:7) stated that they did not see anything missing from the project and liked the project in general terms. T3 thinks that peer students should be more active in the project. T3 is the only private school teacher in the group. This teacher, who has more than 11 years of professional experience, wrote the following information in the description section: *"We had a lot of time with our students for this project. In the book Yedi İklim Teaching Turkish to Foreigners, which was sent to us by our project founder teacher, there were mostly activities about the education of foreign students. I wish that peer students would be introduced to the process with fun activities and given the opportunity to improve themselves."* T3 is of the opinion that activities related to peer students are lacking in the project.

Teachers' Willingness to Participate in a Precedent Project in the Future

The fourth question posed to the teachers participating in the project is whether they want to take part in a project whose subject is teaching Turkish to foreigners again. The teachers' answers to this question are shown in Table 6.

Table 6

Teachers' Requests to Rejoin Precedent Project

Teachers Answers	Teachers Codes	*f*	(%)
Yes, I would like to participate. I liked to be useful to foreign students	T1, T7, T6	3	%37,5
Yes, I would. It has given me a lot of professionally	T3, T5,	2	%25
No, I wouldn't. No comment	T2, T8	2	%25
No, I wouldn't. It was a complete waste of time for me	T4	1	%16,66
Total		8	%100

As can be seen in Table 6, there are 3 teachers who want to participate in a peer project because they think they *are useful to foreign students*. In addition to 2 teachers who think that the project *is beneficial professionally*, there are 2 teachers *who do not want to take part in a peer project again* because they have problems with the school administration in the process. The T4 coded teacher, who defined the project as a

complete waste of time, is between 1-5 years of professional experience and is a public-school teacher.

Teachers' General Thoughts on the Project

Finally, the teachers who participated in the project were asked to evaluate the project in general. The teachers' answers are shown in Table 7.

Table 7

General Thoughts of The Teachers Participating in The Project

Teachers Answers	Teachers Codes	f	(%)
Efficient process	T1, T2, T4, T5, T6, T7, T8	7	%29,16
Providing socialization between students	T1, T3, T5, T7, T8	5	%20,33
Being interest	T2, T3, T4, T5, T7	5	%20,33
Execution within a specific plan	T1, T4, T5, T6	4	%16,66
Using Web 2.0 tools effectively	T4, T8	2	%8,33
To be eligible for the achievements of the 2019 Turkish curriculum	T3	1	%4,16
Total		20	%100

As can be seen in Table 7, the teachers who participated in the project generally liked the project and stated *that the process was very efficient* (f:7).   This is followed by the answers (f:5) to *socialization among the students* and the *attractiveness* of the project. The preparation of the project *within a certain plan* is also a situation that four teachers are satisfied with. As a result of this project, which also aims to make students and teachers *use Web 2.0 tools effectively,* only two of the teachers have expressed their opinion that this goal has been achieved. Finally, a teacher stated that the project was in accordance with the achievements of the 2019 Turkish Teaching Curriculum. These results show that teachers have positive thoughts about the project in general.

Findings Regarding the Answers Given by Peer Students Who Teach Turkish to Their Foreign Friends

At the end of the project, the answers of a total of 32 peer students who taught Turkish to their foreign friends were given by calculating the frequency values and percentages under separate categories for each question.

Reasons Students to Participate in the Project

At the beginning of the questions asked to the students, what are the reasons for voluntarily participating in the project. The students'answers to this question are shown in Table 8.

Table 8.

Reasons for Students to Participate in the Project

Students' Answers	Students' Codes	f	(%)
I volunteered because my teacher asked me	S3, S5, S6, S7, S9, S11, S13, S15, S17, S19, S20, S22, S23, S25, S26, S27, S30, S31, S32	19	%32,20
The subject of the Project intrigued me	S1, S3, S4, S5, S6, S10, S12, S13, S15, S18, S20, S22, S25, S27, S28, S29, S30, S31	18	%30,50
I thought that if I joined the project, my grades would go up.	S2, S4, S8, S9, S14, S17, S21, S22, S24, S26, S27, S28, S29, S30	14	%23,72
I volunteered because I loved my foreing friends.	S1, S2, S5, S18, S26, S29, S32	7	%11,86
I don't know	S16	1	%1,69
Total		59	%100

As can be seen in Table 8, a large part of the students who participated in the project (f:19) showed the effect of teachers by stating *that they volunteered at the request of* their teachers. This was followed *by the fact that the subject attracted their attention* (f:18). The fact that 14 students volunteer thinking that their participation in the *project will increase their grades*also shows the effect of the teacher. Students who volunteer because they love or want to help their *foreign friends* (f:7) are not few. The student with the code S16 who participated in the project did not express any opinion and used the expression "*I don't know*".

Problems Students Face in the Process

The students were asked about the problems they had while teaching Turkish to their foreign friends and the answers of the students to this questionare shown in Table 9.

Table 9

Problems Faced by the Students Participating in the Project in the Process

Students' Answers	Students' Codes	*f*	(%)
I fell behind in the classes that coincided with the meeting times.	S2, S4, S7, S11, S13, S16, S13, S15, S19, S22, S23, S24, S27, S28, S29, S30, S32	17	%39,53
When I was teaching Turkish, my foreign friends made fun of me.	S1, S2, S8, S10, S11, S17, S18, S20, S25, S26, S27, S29, S30	13	%30,23
They came late to their meeting time, or they didn't.	S1, S3, S5, S6, S12, S14, S23, S27, S32	9	%20,93
I didn't have any problems.	S9, S16, S21, S31	4	%9,30
Total		43	%100

As can be seen in Table 9, the biggest problem that the students saw as a problem during the project (f:17) was the fear of falling behind in the *basic lessons* that coincided with the hours they would meet to do activities. In addition, the other big problem faced by the students (f:13) was found *to be that their foreign friends made fun of them*. This was followed by the fact that their foreign friends were *uncomfortable with being late for meetings or not showing up for meetings*. The number of students *who stated that they did not have any problems* during the project is four and none of these students are in the same school. The students were asked how they defined their foreign friends, and their answers were shown in Table 10.

Table 10

Students' Definitions of their Foreign Friends

Students' answers	Students' Codes	*f*	(%)
Guest	S6, S7, S8, S9, S11, S12, S13, S14, S16, S17, S18, S19, S20	13	%22,03
Irresponsible	S1, S2, S4, S10, S11, S17, S18, S20, S22, S24, S25, S28, S32	13	%22,03
Poor	S1, S3, S5, S10, S15, S21, S23, S27, S28,	12	%20,03

	S29, S30, S31		
Alone	S1, S2, S3, S4, S7, S8, S10, S13, S15, S18, S32	11	%18,64
Failed	S5, S6, S11, S14, S19, S24, S28	7	%11,89
Who does not pay attention to his cleanliness	S16, S22, S28	3	%5,04
Total		59	%100

As can be seen in Table 10, the most common answers given by the students (f:13) are *guest* and *irresponsible*. Since S6, S7, S8 and S9 students and S11, S12, S13 and S14 were in the same school, their attitudes towards their foreign friends were positive. Since S1, S2 and S4 were in the same school, their attitudes towards their foreign friends were negative. Similar results in students in the same school may be related to the characteristics of foreign students or may be because peer students influence each other. The answers given by the students from Şanlıurfa, where migrants from Syria live intensively, are also negative. It is noteworthy that the students from the Central Anatolia Region such as Ankara and Konya gave more positive answers.

Students' Willingness to Participate in a Precedent Project in the Future

The students involved in the project were asked if they would like to take part in such a project again. The answers given by the students are shown in Table 11. The answers given by the students are shown in Table 11.

Tablo 11

Students' Demand to rejoin a precedent project

Students' Answers	Student Codes	f	(%)
Yes, I would like to participate. There is no reason	S2, S3, S5, S9, S11, S12, S13, S14, S15, S16, S18, S19, S21, S24, S26	15	%48
Yes, I would like to participate, my teacher was happy	S1, S4, S10, S17, S20, S22, S23, S25, S27 S32	10	%34,37
No, I wouldn't want to participate, there's no reason	S6, S7, S8, S27, S28, S29, S30, S31	8	%21,73
Total		32	%100

As can be seen in Table 11, the number of people who want *to rejoin a peer project* is 25. Fifteen of the students who wanted to participate in a peer project *did not give any reasons*. Ten of the students who wanted to participate in the project stated that they would enter *to please their teachers*. Eight of the students who participated in the project stated *that they did not want to participate in a precedent project without giving reasons*.

Students' Desire to Choose a Profession Related to Teaching Turkish to Foreigners

The answers of the students who participatedin the project to the question of whether they want to choose a profession related to teaching Turkish to foreigners are shown in Tablo 12.

Table 12

Students' Requests to Choose a Profession Related to the Project

Students' Answers	Student Codes	*f*	(%)
No, I wouldn't want to, I'm thinking about another profession	S1, S3, S6, S9, S10, S11, S12, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, Y30, S32	22	%71,87
Yes, I would like to do so, foreigners need to be integrated into society	S5, S8, S13, S27, S28, S29, S31	7	%21,87
Yes, I would, it was fun to be instructive.	S2, S4, S7	3	%9,36
Total		32	%100

As can be seen in Table 12, most of the students who participated in the project (f: 22) preferred a profession they *had previously determined*, while seven of the ten remaining students stated that they *could choose such a profession to integrate foreign students into society*, and three people answered this question positively because they thought that the *teacher was enjoyable*.

4. RESULTS, DISCUSSIONS AND SUGGESTIONS

It was concluded that the Turkish language teacher participating in the project titled "We Teach Our Foreign FriendsOur Valuable Language" prepared through e Twinning wanted to learn how to use Web 2.0 tools more effectively. Within the scope of the research, teachers prepared activities using various Web 2.0 tools (Canva, Storyjump, Wordart, Bitmoloji, Google forms, Jigsaw Puzzle, Emaze, etc.) and had these activities applied to foreign students through the volunteer native Turkish language students they

determined. As a result of these applications, it was concluded that a large part of the students had a fun time in the process and felt happy because they participated in such a project. Keskin (2021) states that the use of Web 2.0 tools helps teachers to make the lessons more interesting in teaching Turkish to foreigners, enables foreigners to develop a positive attitude towards learning Turkish and increases their academic course success. Çıldır (2021) found in his research that while learning a second language, Web 2.0 tools increase student motivation in the courses and make the course more permanent. Gençtürk-Erdem et al. (2021) found that eTwinning projects increase teachers' level of digital literacy. The fact that the project, which is the subject of the research, is activity-based has enabled both students and teachers to develop a positive attitude tothe learning-teaching process. (Doğan, 2012)s a result of his research, Doğan (2012) has reached that speaking and writing skills have become more permanent with the activity-based learning method. Sezer (2017) found that activity-based teaching is effective in facilitating teachers' classroom management. When the results obtained are examined, it can be said that since activity-based learning is the basis of e Twinning projects, the project work that is the subject of this research can support permanent learning both for peer students who want to teach languages and for foreign students who are targeted to learn languages.

Another conclusion reached in the research is that teachers participate in eTwinning projects in order to increase their professional competencies. Başaran, Kaya, Akbaş and Yalçın (2020) stated that eTwinning projectsincrease teachers' professional competencies.Küçükgençay, Karatepe and Peker (2020) stated that internet projects will be effective in the development of teacher candidates' professional competencies.

The opinions of the teachers who participated in the project about the deficiencies of the project are mostly in the direction of the differences in the language levels of foreign students and the difficulties of forming the single group of these students. Bulut, Soysal and Gülçiçek (2018) examined the problems experienced by teachers teaching Turkish to Syrian students and addressed the difficulties of teaching languages to students with different language levels. Accordingly, they have determined that the problems caused by the placement of Syrian students in classes by considering only their age levels without considering their language level cause time losses in the education process. Therefore, even if it is not possible for foreign students studying in schools affiliated to the Ministry of National Education to be placed in classes according to their separate language levels, at least in out-of-school free Turkish teaching courses, they can be placed in classes according to their language level, not their age level. Another situation criticized by the teachers participating in the eTwinning project regarding the project processwas stated as lack of resources. The fact that the resources available to foreigners on teaching Turkish are available on the internet negates this view. Another problem that teachers faced during the project showed that foreign students did not attend and did not take the activities seriously. The reason for this is that foreign students do not have to attend school. Koçoğlu and Yelken (2018) examined the

teachers' opinions about the primary school Turkish course curriculum in the process of providing Syrian students with Turkish language skills and found that one of the difficult situations in teaching Turkish was that students who did not have to attend did not take into account the courses and the process became uncertain because of this. This problem can be overcome by imposing sanctions on attendance at foreign students in schools.

When the results of the interview forms of the students who participated in the project named "We Teach Our Foreign FriendsOur Valuable Language" and who volunteered to teach Turkish to their foreign friends and whose mother tongue was Turkish were examined, it was determined that the students volunteered to participate in the project primarily because the executing teacher requested them. Students think that their grade will increase if they participate in the project explain this situation.

In the research, students were asked to identify their foreign friends. Among the answers given to this question, the definition with the highest frequency value was "guest". The fact that students who defined their foreign friends as "guests" and students who defined their foreign friends with negative expressions such as "irresponsible, poor, lonely and lazy" were not in the same school was associated with the individual characteristics of the foreign friends these students tried to teach Turkish.

Public view of refugees living in Turkey changes as cities change. Altıntaş (2014) found that the answers given in his research on refugees who are described as "intruders" vary according to cities. While all the students participating in the project from Şanlıurfa make negative statements for their foreign friends, the fact that the students participating in the project from Trabzon, where the number of refugees is low, make more positive definitions supports this idea. One of the problems that students faced while teaching Turkish to their foreign friends was that their foreign friends did not participate in the activities constantly and did not consider the activities. As the teachers who are the coordinators of the project have stated the reason for this is that foreign students do not have to attend. These statements of the students who say that they have not experienced any problems may be related to the low number of foreign students in the city or school where they live, as mentioned before.

In the research, it was concluded that the majority of the students wanted to take part in a peer project again; however, these experiences were not enough for them to choose a profession related to teaching Turkish to foreigners.

Based on the results of the research, the following suggestions can be made:

- Web 2.0 tools, which are seen as the reflection of today's technology in education, can be introduced to teachers more closely by providing in-service trainingsand creating practice-based courses for teacher candidates in the undergraduate education process.

- As a result of the symbolic award of teachers participating in project platforms such as E Twinning by the Ministry of National Education, it was determined that there was intense interest in this platform. The Ministry of National Education can create other project platforms, reward the projects prepared on these platforms and provide the necessary environment and necessary materials to the teachers who prepare the projects.

- Language proficiency tests can be applied to eliminate the language level differences of foreign students studying under the Ministry of National Education and learning Turkish, and classifications can be made accordingly.

- It can be ensured that the Ministry and school administrations impose sanctions on the attendance of foreign students studying in formal education institutions and that teachers follow up on the situation.

- To enable foreign students residing in Turkey to communicate with students whose native language is Turkish, more time can be allocated to social activities in schools.

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