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Department of Foreign Language Education  
English Language Teaching Program

Master Thesis

**THE IMPACT OF ERASMUS MOBILITY ON ELT STUDENTS' WILLINGNESS  
TO COMMUNICATE, PERCEIVED INTERCULTURAL COMMUNICATIVE  
COMPETENCE, AND COMMUNICATION APPREHENSION**

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## THESIS ORIGINALITY REPORT

*The Impact of Erasmus Mobility on ELT Students' Willingness to Communicate, Perceived Intercultural Communicative Competence, and Communication Apprehension* başlıklı tez çalışmamın toplam **93** sayfalık kısmına ilişkin, 23/07/2024 tarihinde tez danışmanım tarafından **Turnitin** adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı **%14** olarak belirlenmiştir.

Uygulanan filtrelemeler:

1. Tez çalışması orijinallik raporu sayfası hariç
2. Bilimsel etik beyannamesi sayfası hariç
3. Önsöz hariç
4. İçindekiler hariç
5. Simgeler ve kısaltmalar hariç
6. Kaynaklar hariç
7. Alıntılar dahil
8. 7 kelimedenden daha az örtüşme içeren metin kısımları hariç

Necmettin Erbakan Üniversitesi Tez Çalışması Orijinallik Raporu Uygulama Esaslarını inceledim ve tez çalışmamın, bu uygulama esaslarında belirtilen azami benzerlik oranının (%30) altında olduğunu ve intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

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Dr. Öğr. Üyesi Şeyda YILDIRIM

## DECLARATION OF ETHICAL CONDUCT

Bu tezin tamamının kendi çalışmam olduğunu, planlanmasından yazımına kadar tüm aşamalarında bilimsel etiğe ve akademik kurallara özenle riayet edildiğini, tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez hazırlama kurallarına uygun olarak hazırlanan bu çalışmada başkalarının eserlerinden yararlanılması durumunda bilimsel kurallara uygun olarak atıf yapıldığını ve bu kaynakların kaynaklar listesine eklendiğini beyan ederim.

23/07/2024

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## LIST OF ABBREVIATIONS

**CA:** Communication Apprehension

**CEFR:** Common European Framework

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**ELT:** English Language Teaching

**ERASMUS:** European Community Action Scheme for the Mobility of University Students

**GPA:** General Point Average

**ICC:** Intercultural Communicative Competence

**L1:** First language, mother tongue, native language

**L2:** Second/foreign language

**PCC:** Perceived Communicative Competence

**PICC:** Perceived Intercultural Communicative Competence

**PSCC:** Perceived Self-Communicative Competence

**WTC:** Willingness to Communicate

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## ÖZ

Necmettin Erbakan Üniversitesi, Eğitim Bilimleri Enstitüsü  
Yabancı Diller Eğitimi Anabilim Dalı  
İngiliz Dili Eğitimi Bilim Dalı  
Yüksek Lisans Tezi

### ERASMUS PROGRAMININ İNGİLİZCE ÖĞRETMENLİĞİ ÖĞRENCİLERİ ÜZERİNDEKİ İLETİŞİM İSTEKLİLİĞİ, ALGILANAN KÜLTÜRLERARASI İLETİŞİM YETENEĞİ VE İLETİŞİM KAYGISI ÜZERİNE ETKİSİ

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Erasmus programı bize farklı ülkelere seyahat etme, yeni kültürlerle tanışma ve yerlilerle ortak bir dilde sohbet etme fırsatı vermektedir. Programın sağladığı bu imkanlar dil becerimizi geliştirerek kendimize olan özgüvenimizi arttırmaktadır. Özellikle İngilizce öğretmenliği bölümü öğrencileri bu programdan, kültürlerarası bir ortamda yaşama ve ana dili İngilizce olan insanlarla konuşarak dil becerilerini geliştirme fırsatları sağlaması sebebiyle mutlaka yararlanmalıdır. Bu doğrultuda, bu çalışmanın amacı, Erasmus programının İngilizce öğretmenliği öğrencileri ve son mezunları üzerindeki etkisini, iletişim kurma istekleri, iletişimin kaygıları, algılanan kültürler arası iletişim yeteneği ve bu değişkenlerin birbirleriyle olan ilişkilerini öğrenmektir. Veriler, Türkiye'deki Bartın Üniversitesi ve Necmettin Erbakan Üniversitesi'nde İngilizce öğretmenliği bölümlerinde eğitim gören 124 katılımcı tarafından toplanmıştır. Bunlardan 54'ü Erasmus programına katılan öğrencilerden oluşmaktadır. Nicel bir araştırma yöntemi olarak, veri toplamak için anketler kullanılmıştır. Anketler katılımcılara Google Formları aracılığıyla gönderilmiştir. Çalışmanın analizi ve yorumlanması için orta ve yapısal eşitlik modelleri olan SEM, SPSS 26.0 ve Jamovi 2.3.28 kullanılmıştır. Sonuçlar, Erasmus katılımını etkileyen en önemli değişkenlerin yaş, genel puan ortalaması ve İngilizce öğrenme deneyim yılı olduğunu göstermiştir. İngilizce öğrenme deneyim yılı ile iletişim istekliliği ve iletişim kaygısı arasında anlamlı bir farklılık ortaya çıkmıştır. Ayrıca, İngilizce öğretmenliği okuyan öğrencilerin iletişim istekliliği ve iletişim kaygısı arasında negatif bir ilişki ortaya çıkmıştır. Algılanan kültürlerarası iletişim yeteneği ve iletişim kaygısı arasında pozitif bir ilişki bulunurken, iletişim istekliliği ile negatif bir ilişkisi bulunmuştur ve çalışmanın orijinalliği buradan gelmektedir. Dahası, algılanan kültürlerarası iletişim yeteneği iletişim istekliliğinin iletişim kaygısına olan etkisi üzerinde tam aracılık rolü oynamaktadır fakat bulgular bu rolün beklenmedik bir şekilde ortaya çıktığını saptamıştır. Bu sonucun, algılanan kültürlerarası iletişim yeteneği ölçeğinde bulunan soruların geçtiği bağlamdan kaynaklandığı düşünülmektedir. Gelecek çalışmalara algılanan kültürlerarası iletişim yeteneği ölçeğinin sonuçlarını açıkça ortaya koymak için nitel bir çalışma yapmaları önerilmektedir.

**Anahtar Kelimeler:** Erasmus programı, iletişim istekliliği, iletişim kaygısı, algılanan kültürlerarası iletişim yeteneği, İngilizce Öğretmenliği

## ABSTRACT

Necmettin Erbakan University, Graduate School of Educational Sciences  
Department of Foreign Language Education  
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Master Thesis

### **THE IMPACT OF ERASMUS MOBILITY ON ELT STUDENTS' WILLINGNESS TO COMMUNICATE, PERCEIVED INTERCULTURAL COMMUNICATIVE COMPETENCE, AND COMMUNICATION APPREHENSION**

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Erasmus program gives us a chance to travel to other nations, engage with diverse cultures, and converse in a common language with locals, all of which boost our confidence and sharpen our language abilities. Especially English Language Teaching (ELT) students should benefit from this program in terms of living in an intercultural environment and practicing their language skills with locals. To this end, this study aimed to find out the impact of the Erasmus program on ELT learners and recent graduates concerning their Willingness to Communicate (WTC), Communication Apprehension (CA), Perceived Intercultural Communicative Competence (PICC), and their relations with each other. The data was provided by 124 participants who were studying in the ELT departments at Bartın University and Necmettin Erbakan University in Türkiye. 54 of them participated in the Erasmus student mobility program. As a quantitative research method, questionnaires were employed to collect data. The surveys were sent to the participants via Google Forms. The intermediate and structural equality models (SEM), SPSS 26.0, and Jamovi 2.3.28 software were used in the study's analysis and interpretation. The findings concluded that the most significant variables influencing Erasmus's participation are age, general point average, and years of English learning experience. A significant difference was found between the years of English learning experience and WTC and CA. Furthermore, WTC and CA of ELT students revealed a negative correlation. The present study is original since it is revealed that PICC has a positive relationship with CA and a negative relationship with WTC. What is more, PICC has a mediating role in the WTC's influence on CA, yet this role was found in an unexpected way. This outcome might be related to the context of the questions on the PICC scale. It is recommended that future studies may be conducted in a qualitative study to reveal clearly the results of PICC scale.

**Keywords:** Erasmus program, willingness to communicate, communication apprehension, perceived intercultural communicative competence, ELT

## CHAPTER I

### 1. INTRODUCTION

Globalization has led to the majority of people speaking only one internationally recognized language—English—when interacting with people abroad (Rao, 2019). Since English is a universal language in today's globalized world, it facilitates cross-cultural communication and international travel by fostering an English-speaking environment.

Teaching English receives considerable attention due to the importance of the English language. Foreign language instruction in Türkiye has not been as effective as anticipated (Erdem & Atar, 2018). It is well-known that even though English is taught in schools starting in the first year and continuing through universities, most of those using English as a second language (ESL) cannot communicate in the language in everyday situations. Inadequate exposure and practice in the target language is one of the main causes of failure in foreign language learning (Prakash, 2017). Foreign language learning is a cooperative and interactive process, where students as in Türkiye without a diverse population are unable to interact with native speakers and enhance their language abilities in this manner (Sabitha, 2013). Studying in another country or joining a training program in a foreign country enables youth to gain professional, social, and interactional skills therefore participating in a study-abroad program might solve the problem (Gürlek, 2021).

Studying abroad not only helps academic attainment but also presents distinctive prospects for acquiring a second language. Students can enhance their language acquisition by immersing themselves in an authentic linguistic environment. Additionally, they gain firsthand expertise in the pragmatic application of language through their immersion in diverse cultures. Students experience significant academic and psychological growth by selecting a university or language school that offers fluency in a second language. These experiences cultivate their individuality with a global outlook and enhance their competitiveness in the future corporate landscape. Studying abroad has numerous benefits that facilitate the acquisition of a second language. Additionally, engaging in English language practice in a realistic setting is the optimal and most efficient method.

One means of studying abroad may be the Erasmus program, a leading program of the European Union, which provides millions of European students with the chance to study abroad

in a country with a different culture and language. The program defines international student mobility as the chance for students "to undertake learning and professional experience in another country" (European Commission 2021, p:14). This country is typically referred to as the "host" country for mobility. In contrast, the country where the student typically completes their course of study is called their "home country." Starting in higher education institutions, the Erasmus program has promoted the idea of European integration—living and working together—and has eradicated prejudices among the European community. Student participation and involvement are essential steps towards integration into the European higher education system since in its more than thirty years of existence, Erasmus has grown to be the world's largest program for international student mobility, and Europeans view it as one of the EU's greatest accomplishments (Kantar 2018).

The primary goal of the Erasmus Plus Program is to prepare talented and educated people to fill positions in the increasingly globalized labor market. The program will foster a sense of community and shared European values to achieve this. To solidify the idea of a European person, Erasmus initially characterized this objective as enhancing communication between citizens of various member states. One potential strategy for advancing European integration has been considered to be cross-border human mobility. In this regard, the European Union views Erasmus student mobility as a top priority strategy to improve cooperation between member states and institutions and to create a qualified workforce with a European identity over the long run (Sigalas, 2010). Therefore, Erasmus leads students to communicate in an international environment, which is closely linked to intercultural communicative competence (ICC).

Intercultural communication is defined as interactions between individuals from various countries (Gudykunst, 2002). As for interacting with people from different cultures while living abroad, the Erasmus program offers some of the best settings for this. Students are encouraged to use the target language when they are in an international setting. Intercultural communicative competence is explained as “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes” (Deadorf, 2016, p. 13). The primary focus of the current study is perceived intercultural communicative competence (PICC), which is defined as an individual's self-perception of their capacity to engage in appropriate and productive interactions in an international context with individuals from different cultures. The purpose of the PICC assessment is to evaluate the participants'

metalinguistic awareness. PICC term plays a significant role in the Erasmus context since it is based on communication in an international environment. The current study aims to contribute the intercultural communication.

A learner's desire or willingness to communicate is just as important to the development of their communicative skills as the skills and abilities needed to enable them to establish communication. Language learning is primarily concerned with communication. When the topic comes to communication, the term willingness to communicate (WTC) shows itself. Willingness to communicate is a willingness to engage in discourse with a specific person or people at a specific time using a second language (McIntyre et al, 1998). Willingness to communicate is crucial and essential for enhancing an individual's communication proficiency. When students are willing to speak in L2, they feel more secure and have less anxiety about communicating.

Both L2 anxiety and communication apprehension refer to feelings of fear experienced during communication (Horwitz, Horwitz, & Cope, 1986). Communication apprehension (CA) is the degree of fear or anxiety a person feels when they are going to communicate with another person or people, whether in person or virtually (McCroskey, 1977). Anxiety has a great influence on L2 communication, as evidenced by the finding that language anxiety among English majors had a greater influence on their L2 behavior than their willingness to speak in English. According to Nagy (2009), there should be more focus on reducing students' anxiety and improving their sense of self and multicultural awareness. Since the relationship between multicultural environment, willingness to communicate, and communication apprehension, it is crucial to investigate all terms together in this study.

Since they have a significant impact on one another, the terms ICC, WTC, and CA are related to each other. Due to their significant influence on communication, these terms are especially important for students studying English Language Teaching (ELT). Language proficiency is important for all students and departments, but it is especially important for the ELT department. As aspiring English teachers, ELT students must speak the language fluently and effectively. Upon graduation, they intend to become English teachers. To effectively instruct in the target language, they must be able to speak and understand it in conversation. As a result, they have to speak confidently and fearless in L2. It indicates that they should have minimal communication anxiety and be willing to speak with one another in English. The significance of having a high willingness to communicate and minimal apprehension of

communication can now be seen. Students should participate in international programs to practice their English and reduce their communication anxiety. It takes us to the Erasmus+ Student Mobility Program, which has developed into the largest international student mobility program in the world over its more than thirty years of existence. Europeans consider this program to be among the most advantageous results of the European Union (Kantar 2018).

Given the significance of the Erasmus program, a thorough analysis of its effects is warranted. Numerous studies about Erasmus and its effects can be found in the literature, but there are not as many that focus on Türkiye. Furthermore, only a small number of studies have looked into the important terms of ELT; WTC, CA, and PICC and their effects on ELT students. Furthermore, no study looks into how Erasmus affects ELT students' communication apprehension, willingness to communicate, and perceived intercultural communicative competence. When searching YÖKTEZ, no studies focusing on the effects of Erasmus and the experience of ELT students are found in the Turkish context. This significant gap in the literature encourages me to carry out this study on the effects of Erasmus on ELT students' WTC, CA, and PICC.

### **1.1. Statement of the Problem**

Numerous people from various backgrounds and nationalities can benefit greatly from Erasmus+ projects. Such endeavors can be thought of as great methods to increase a language learner's motivation and foreign language proficiency. In addition, participants do not have to pay for the projects, and they do not require as much time as language classes. (Cantez, 2020). The Erasmus+ program will spend more than 26 billion euros during its current programming period (2021–2027). According to the European Commission (2021a), 70% of this budget is set aside to support opportunities for international mobility in education across all educational levels and life stages, including higher education, adult education, job training and education, and schools. The majority of mobility supported by the Erasmus+ program is that of higher education students; during the 2013–2020 programming period, this group participated in about half of the mobility (European Commission 2021b). International student mobility programs like Erasmus(+) have already involved millions of students in higher education. Over 500,000 higher education staff and student mobilities throughout Europe and the rest of the world were funded by Erasmus+ projects that were contracted in 2019 alone (European Commission, 2020a). Due to its importance, governments allocate substantial funds for Erasmus, which

benefits many higher education students. As a result, a thorough investigation into the Erasmus program is necessary in the Turkish context.

The reasons for Erasmus' significant role are mainly related to participants' motivation and its impacts on students. Four primary factors have been identified in the literature as motivating students to participate in mobility: experiences and personal growth; other skill development; job placement enhancement; and educational advancement. Among them, traveling and experiencing a new country seemed to be particularly significant motivators, as performed learning a new language. With the contribution of these motivations, students decide to take part in the program, and its effects prove the significance of the program. The effects of Erasmus(+) have mainly been studied in four areas, which are closely related to the previously mentioned motivations: academic learning, the development of other skills, the outcomes for the labor market, and personality and identity. The information that is currently available suggests that there are Erasmus(+) effects in each of these fields (Souto-Otero et al. 2023). Therefore, the impacts of Erasmus should be investigated in detail.

Among these fields affected by the Erasmus+ program, the impact of mobility on using English as a foreign language has attracted the attention of numerous researchers in Türkiye. Gürlek (2016) and Mulcar (2019) researched how attitudes toward learning English were affected by the Erasmus Student Exchange Program. The study's findings revealed that participation in the exchange program improved or supported participants develop positive attitudes about learning English. Similarly, Atif (2020) conducted a study on the impact of living in a foreign country on the acquisition of spoken English skills as a second language in Croatia. The primary goal of this research was to examine the impact of the Erasmus program on students' oral proficiency. It was concluded that the majority of students succeeded in improving their oral proficiency. Moreover, according to Kayaoğlu (2016), who examined student perceptions and experiences related to the Erasmus Exchange Program, a large number of participants acknowledged improving their foreign language proficiency.

More precisely, there have been studies conducted on students who are studying English majors. For instance, Sağlamel & Doğan (2016) conducted a study to determine the influence of studying abroad on the self-efficacy of English as a Foreign Language (EFL) learners. İlhan & Külekçi (2020) conducted a study to examine the perspectives of Turkish prospective EFL teachers on the academic, linguistic, social, cultural, personal, professional, and career development benefits of the Erasmus exchange program. The study also explored the challenges

they faced before, during, and after participating in the program. Even though there are some studies conducted about the impact of Erasmus on students studying in English majors, there are a limited number of studies on English language teaching students specifically in Turkish context. This study is primarily focused on ELT students since they are the ones who are teaching the students a new language and communication style. They should constantly improve themselves before they can expand their students' horizons (İlhan, 2021). They are also actively involved in the field as the carriers of L2 culture.

Teaching students a second or foreign language (L2) should aim to prepare them to communicate with people from different cultural backgrounds, according to academics, educators, and instructors (Kramsch 2013; Jin 2014; Oz & Saricoban 2014). Consequently, it is important to consider the intercultural component of language acquisition. The teaching of language should no longer be constrained by appropriateness or accuracy. The role of intercultural environments in language teaching demonstrates the significance of the Erasmus+ program. In this case, the intercultural communicative competence (ICC) term arises which is closely associated with the Erasmus+ program since it teaches students how to communicate globally. ICC is defined as the understanding, skills, and mindsets a person needs to interact and communicate across cultural boundaries (Byram, 1997). ICC is recognized as a crucial determinant of the professional identities of EFL teachers (Sercu et al., 2005).

To speak in an intercultural environment, ELT learners should be willing to communicate and should not have a fear of communication. Intercultural communicative competence brings us two affective variables such as willingness to communicate and communication apprehension. The willingness to use a second language in conversation with a particular person or people at a particular time is referred to as the willingness to communicate in L2 (McIntyre et al, 1998). It is a necessary variable to interact with others in an international setting. People are more willing to communicate when they do not have communication apprehension. Communication apprehension directly affects the students' willingness to communicate. Individuals who experience anxiety when speaking with others often escape from interactions with others (Richmond & McCroskey, 1998). It is crucial to feel relaxed in speaking English.

Given their interdependence, WTC, CA, and ICC are extremely important terms in the field of English language teaching. It is important to examine them all collectively in the context of Türkiye as a result. The study conducted by Ünlü (2023) sought to examine the English language instructor levels of ICC, WTC, and CA. This is the first and only study that focuses

on these three aspects of ELT instructors in the Turkish setting. The following factors set the present study apart from the others: First, rather than measuring intercultural communicative competence, the study measures students' perceived intercultural communicative competence. According to McCroskey (1982), it is a measurement of a person's self-perceived level of communication proficiency. Its goal is to learn how the students view themselves as second-language learners in an international environment. Second, no research has been conducted in the literature to examine how Erasmus affects ELT students' communication apprehension, willingness to communicate, and perception of their intercultural communicative competence all at once. By examining the WTC, CA, and PICC, this study will close the knowledge gap in the Turkish context regarding the impact of the Erasmus program on ELT students and recent graduates.

## **1.2. Purpose of the Study**

The objective of the present study is to find out how the Erasmus program affects ELT students concerning their willingness to communicate (WTC), communication apprehension (CA), perceived intercultural communicative competence (PICC), and their relations with each other. The following questions will guide the study:

- 1.** Is there any significant difference between the scales (WTC, CA, PICC) and demographic variables?
- 2.** Is there any significant difference between scales (WTC, CA, PICC) and Erasmus participation status?
- 3.** Is there any relationship between scales (WTC, CA, PICC)?
- 4.** What is the impact of Erasmus program on ELT students concerning their WTC, CA, and PICC?
  - 4.a.** How does Erasmus program affect ELT learners' Willingness to Communicate (WTC)?
  - 4.b.** How does Erasmus program affect ELT learners' Communication Apprehension (CA)?
  - 4.c.** How does Erasmus program affect ELT learners' Perceived Intercultural Communicative Competence (PICC)?

5. Does PICC have a mediator role on WTC and CA of participants who participated in Erasmus program?

6. Does PICC have a mediator role on WTC and CA of participants who intended to participate Erasmus program?

## **2. Significance of the Study**

As a priority, this study aims to search Erasmus mobility's impact on ELT students and analyze their willingness to communicate, communication apprehension, and perceived intercultural communicative competence with participants who participated in Erasmus and who intended to participate in Erasmus. Namely, the study aims to discover how affects the Erasmus program ELT learners' WTC, CA, and PICC. Moreover, the current study analyzes ELT learners' WTC, CA, and PICC and their relations since these terms are directly connected to communication in L2. If ELT learners have low communication apprehension, they will be willing to communicate in an intercultural environment. After spending time in the Erasmus program as an intercultural environment, it is expected that ELT students will find a high willingness to communicate and a low level of communication apprehension. Therefore, the study's findings could help us reveal the significance of the Erasmus program for ELT learners due to decreasing their communication apprehension and increasing their willingness to communicate via their perceived intercultural communicative competence. The study also shows us the role of PICC on ELT students because the results of ICC already show that PICC is related to students' perceptions of themselves. Furthermore, the findings could be taken into consideration in assessing the current situation of the Erasmus program in the Department of English Language Teaching.

In the Turkish context, the studies about Erasmus's mobility are generally with other disciplines, and limited studies have been conducted on students studying English language teaching. However, there are no studies conducted on the impact of Erasmus on English Language Teaching students concerning their WTC, CA, and PICC. The participants in the present study, who are candidates of English language teachers, make it unique in terms of analyzing their WTC, CA, and PICC. The primary motivation of the study is to examine the effects of Erasmus on prospective English language teachers who will be actively involved in the field since they play a significant role as carriers of L2 culture and communication. Their roles are more crucial in charge of teaching not just a new language but also new forms of

interaction, communication, cultural norms, and viewpoints. Fostering intercultural communicative competence is a way to improve teacher performance, language acquisition, and instruction (Estaji & Rahimi, 2018). Turkish aspiring English language teachers might be able to push themselves beyond their comfort zones and acquire cross-cultural experience within the Erasmus exchange program based on the findings of the study. This study may improve ELT students' readiness for the process by shedding light on the Erasmus program's effects on their WTC, CA, and PICC through a deeper understanding of their experiences. Furthermore, the study might encourage increased enrollment in the Erasmus program. This study is unique in the Turkish context regarding how ELT students' WTC, CA, and PICC terms are handled collectively after taking part in Erasmus program.

### **1.3. Assumptions of the Study**

In this study, it was assumed that;

- Participants who participated in the survey answered the questions sincerely and accurately.
- Questionnaires used in the study were sufficient to reach reliable data.
- The number of students who participated in the current study was enough to collect reliable statistical data.

### **1.4. Limitations of the Study**

As in almost every study, this present study may have some limitations. First of all, the scope of the study can be limited with both the number of the students who will contribute to the study and the place. 124 participants who studied at the Department of English Language Teaching at Bartın University and Necmettin Erbakan University between 2018 and 2023 and were recent graduates were included in the study. 54 of them participated in the Erasmus program, and 70 of them did not participate in the program, yet they tended to participate. Although the number of students studying in the ELT department was much higher, a limited number were included in the study. The reason for this is to ensure equality between students who participated in the Erasmus program and students who intended to participate in Erasmus program. The number of universities and students might be increased in future studies.

Moreover, this study is only limited to the students of English Language Teaching departments of two state universities; thus, students from other departments might be included in further studies.

Lastly, this study is limited to collecting data through questionnaires from students who participated and intended to participate in the Erasmus program. Further research may use qualitative research method to reveal students' opinions and thoughts in detail. These limitations should be taken into consideration for further research studies.

## 1.5. Definitions

**Communication Apprehension:** Feelings of nervousness, irritation, uncertainty, fear, or concern are generally linked to anxiety (Brown, 1994). It is thought to be among the affective variables influencing learning a second language. In particular, communication anxiety is the degree of fear or anxiety a person feels when they are going to communicate with another person or people, either in real life or in anticipation (McCroskey, 1977, 1984). The purpose of the use of the CA scale is to evaluate people's overall communication anxiety when conversing with others. The McCroskey's Communication Apprehension Scale (1982) is the modified and simplified version that the researcher used in the present study. Dombi (2013) was the one who first used the modified version. Additionally, the new scale was adjusted for use in Google Forms for English language learners in Türkiye.

**Intercultural Communicative Competence:** Understanding the language and customs of the target community and being able to communicate them to members of one's community is explained as intercultural communicative competence (Corbett, 2003).

**Perceived Intercultural Communicative Competence:** This idea is specifically applied in this study to highlight the need for perceptions of participants in an international context while speaking L2. In this study, the PICC scale asks participants to imagine a scenario and rate their perceived level of competence in it. The Self-Perceived Communicative Competence scale and ICC from McCroskey & McCroskey (1988) and Byram (1997) served as the basis for developing the scale's items, thus the name was completely optional. The PICC scale is used in the study in order to determine how ELT students perceive themselves in an intercultural setting. The scale of PICC is adapted to Google Forms to be used effectively in this study.

**Willingness to Communicate:** MacIntyre et al. (1998) defined willingness to communicate in L2 as "a readiness to enter into discourse at a particular time with a specific person or persons, using an L2" (p. 547). McCroskey's WTC scale (1992) is used in the current study by the researcher; it has only been modified for Google Forms to make it accessible to all participants quickly and easily.

## CHAPTER II

### 2. LITERATURE REVIEW

The key concepts reviewed in this chapter concern the following: firstly the definition of Erasmus+, and its benefits all around the world were provided. Then, Willingness to Communicate (WTC) and its details were presented. After, Communication Apprehension (CA) and its types, causes, and effects were also given in detail. Then, Intercultural Communicative Competence (ICC) and perceived intercultural communicative competence (PICC) were explained. Lastly, related studies concerning Erasmus and all terms were given at the end of the chapter.

#### 2.1. Erasmus+

Every year, hundreds of thousands of students participate in exchange programs and study abroad in a variety of nations and international organizations. ERASMUS (European Region Action Scheme for the Mobility of University Students), supported by the European Commission, is one of the most significant and effective programs currently in existence due to its easily accessible opportunities, high efficacy, and substantial economic and social impacts (European Commission, 2017).

The program was named after the famous thinker Erasmus, who lived in Rotterdam in the 16th century, because Erasmus traveled to work and study in the most prominent educational institutions, including Cambridge, Paris, and Leuven, and did not stay attached to accessing knowledge and learning about different cultures. Erasmus advocated the concept of free will and the ability of individuals to learn and adapt through broad interaction and experience (Akyürek, 2019).

In 1987, the Erasmus program was established and involved 3,244 students from 11 European countries: Belgium, Denmark, Germany, Greece, France, Ireland, Italy, Netherlands, Portugal, Spain, and the United Kingdom. Since then, the program has expanded to include 22 additional European countries: Austria, Bulgaria, Croatia, Czechia, Cyprus, Estonia, Finland, the Former Yugoslav Republic of Macedonia, Hungary, Iceland, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Norway, Poland, Romania, Slovenia, Slovakia, Sweden, and Turkey (European Commission,- Press release, 2017).

Since its establishment, the Erasmus program has gone through several modifications. From the original 11 participating countries and 3,244 higher education students who traveled abroad for study in 1987, the number of participants has increased dramatically. This growth is the result of multiple EU expansions as well as the program's gradual opening to participants from the rest of the world, including both non-EU nations inside and outside of Europe. The program's budget has been increased and the range of supported activities has expanded to include staff mobility, traineeships abroad for higher education students, cooperation projects with a primary focus on innovation, sharing of best practices, and network formation, as well as support for policy development. Lastly, Erasmus has been incorporated into "umbrella programs" that are getting broader and broader, encompassing activities in education, training, youth, and sports outside of higher education. In 1994, the Socrates program was launched, and in 2000, Socrates II followed. The Lifelong Learning Program was first introduced in 2007. After a recent redesign in 2013, "Erasmus+" has been functioning since 2013 and is expected to stay in place at least through 2027. Since the founding of the original Erasmus program, these umbrella programs have experienced name and scope changes about every 6-7 years (Souto-Otero, Favero, Basna, Humburg & Oberheidt, 2023).

The program had a total budget of €4 billion, which is in line with the annual goals. It has benefited over 73,000 organizations, supported about 26,000 projects, and given more than 1.2 million students, learners, professors, teachers, trainers, youth workers, and young people access to learning mobility opportunities (Erasmus+ Statistics, 2022). Over 26 billion euros will be allocated to the Erasmus+ program for the current programming period (2021–2027). According to the European Commission (2021a), 70% of this budget is set aside to support opportunities for international mobility in education across all educational levels and life cycles, including higher education, adult education, vocational education and training, and schools. Most of the mobility funded by the Erasmus+ program is undertaken by students enrolled in higher education; during the 2013–2020 programming period, this group was responsible for about half of all mobility. Participation in Erasmus(+) international student mobility has reached millions of students in higher education to date. Over 500,000 staff and student mobility projects in higher education throughout Europe and the rest of the world were funded by Erasmus+ contracts that were signed in 2019 alone (European Commission, 2021b).

Erasmus+ provides support for students at all levels of higher education (short cycle, bachelor's, master's, and doctoral). The majority of the time, the study abroad program is

conducted at a university, where the student will normally study for three to twelve months after deciding on a course of study. "Study mobility" accounted for about 70% of all student mobility for higher education participants in the 2018 Erasmus+ call. A grant from the EU (which is occasionally supplemented by other national or regional funding schemes) is given to students to help with the additional costs associated with international mobility. The credits and grades they earn at the host university are accepted by their home institution toward their degree. Additionally, there are no additional fees to pay at the host university (European Commission 2020a).

Erasmus's primary components that assist citizens in their personal and professional development are education, training, youth, and sport. In the end, high-quality, inclusive education and training, along with informal and non-formal learning, give participants of all ages the credentials and abilities required for their successful transition into the workforce, intercultural understanding, and meaningful engagement in a democratic society (European Commission, - Press release, 2021).

Although there are many justifications for student mobility in higher education, two primary goals stand out. Students' personalities and social skills are primarily improved by studying abroad, which helps them behave appropriately in unfamiliar situations. Second, in addition to enhancing their foreign language ability, studying abroad might help students pick up new skills. It encourages the possibility of future employment and a career in an international field (Kehm, 2005). Moreover, it provides exceptional prospects for individuals and organizations to engage in projects, establish new connections, interact with people from different countries, enhance their proficiency in foreign languages, explore diverse European destinations, immerse themselves in various cultures, uncover fresh possibilities, and expand their perspectives (Cantez, 2020). In this line, Kurnaz's study (2020) demonstrated how much the Erasmus program may impact language learning, career development, and cross-cultural communication. The Program is a highly effective means of gaining knowledge and appreciation of diverse cultures. All of the involved students expressed how satisfied they were with their study abroad experience and how they would suggest it to others. Students have greatly benefited from the Erasmus program in many areas, most notably in terms of their development as individuals and as professionals. Students claimed that, despite coming from a nation where English was not widely spoken, their proficiency in the language had greatly improved.

Several variables have been found in the literature examining the reasons behind students' desire to study abroad for a portion of their degree, as part of Erasmus+. Four main categories can be used to group student motivations, which are mentioned in the vast majority of studies: academic learning, other skill development, employability enhancement, and personal development/life experiences. At first, one key incentive for studying abroad is academic learning (Souto-Otero et al, 2023). According to Murphy-Lejeune (2002), students frequently desire to study academically abroad and have access to knowledge and learning opportunities that are not available at their home institution. Additional competencies like flexibility, self-motivation, proactive behavior, and understanding of culture act as significant sources of motivation for students. Enhancing job placement is another compelling reason to study abroad. According to Souto-Otero et al. (2019), students frequently believe that international mobility experiences, along with the knowledge and skill acquisition and personal development they enable, improve career prospects and employability. Lastly, the main drivers of study abroad are personal growth and life experiences; among the top reasons given by Erasmus+ students for traveling abroad are frequently living abroad and making new friends (Brandenburg et al. 2014; Souto-Otero et al. 2019; Ulicna et al. 2017).

## **2.2. Willingness to Communicate**

People vary greatly in how much they talk, even though talk is essential to interpersonal communication and the growth of interpersonal relationships. Some people rarely talk at all and only speak when someone speaks to them. Others have the propensity to speak virtually nonstop. To some receivers, people tend to talk more than others in certain situations. This variation in talking behavior stems from a personality trait known as “willingness to communicate” (McCroskey & Bear, 1985). A model describing the relationships between several individual difference variables as predictors of WTC in the L1 was put forth by MacIntyre (1994). The findings supported a model that suggested that a combination of perceived communication competence and communication apprehension was the primary factor influencing WTC. Consequently, it was determined that introversion, self-worth, and, to a lesser degree, loneliness were the root causes of these variables. An individual's WTC can be impacted by a variety of factors, including the topic of the discussion, the number of people, the formality of the setting, the degree of familiarity between communicators, and the degree of evaluation of the speaker. However, the most significant variable in communication that can be altered is speech-language. Changing the language of communication has the potential to

impact most of the variables that have contributed to the WTC, so it will result in a significant change in the communication environment (MacIntyre, Clément, Dörnyei, and Noels, 1998). In the same way, it is now widely accepted that communicating in the target language is essential to learning a second language. In reality, one of the other possible variables that may affect an individual's capacity to pick up a second language is communication (Yayla, 2018).

In literature, willingness to communicate in a second language is defined by various authors in a variety of ways. According to the definition by McIntyre et al. (1998), willingness to communicate is “a readiness to enter into discourse at a particular time with a specific person or persons, using an L2” (p.547). WTC is also defined as a fundamental continuity that reflects a person's tendency to communicate or not, given the option, is their willingness to do so (MacIntyre, Baker, Clement, and Donovan, 2003). Moreover, Dörnyei (2005) asserts that the desire to communicate is a compound variable of individual differences that leads to an integrated structure of linguistic and psychological factors, combining several student variables that have been successfully established on the use and acquisition of a second language.

A model was developed by MacIntyre et al. (1998), who also claimed that the influences included in the model had an impact on the willingness to communicate in L2. The influences were displayed in a pyramid (Figure 1).

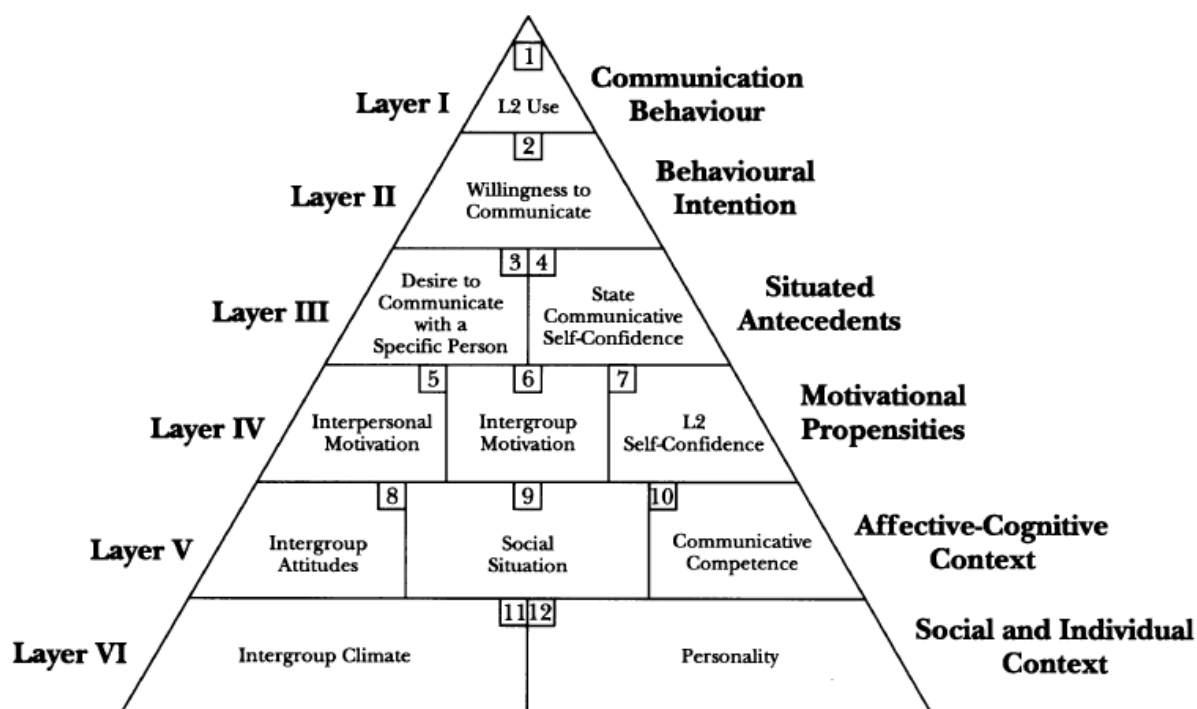


Figure 2.1. Heuristic model of variables influencing WTC (MacIntyre, Dornyei, Clement, & Noels, 1998, p. 547)

This pyramid consists of 6 layers with 12 components. Layers are sorted in the pyramid as follows; it starts with communication behavior and behavioral intention, continues with situated antecedents, social and individual context, affective-cognitive context, and ends with motivational propensities. MacIntyre et al. (1998) categorized them as “the first three layers (I, II, & III), which represent situation-specific influences on WTC at a given moment in time; and the latter three layers (IV, V, & VI), which represent stable, enduring influences on the process” (p. 547). At first, layer I explained that in an L2, authentic communication can be understood as the outcome of an intricate structure of interconnected parameters. Layer II, willingness to communicate, is defined as having a chance to communicate does not always mean that one must do so to be willing to communicate. Desire to communicate with a specific person and state communicative self-confidence are the components of situated antecedents in Layer III. The aforementioned factors only have a temporal effect on the learner because they depend on the particular conditions under which the individual performs at a given time. Furthermore, layer IV is motivational propensities including self-confidence, intergroup motivation, and interpersonal motivation. Layer V is called affective-cognitive context and consists of communicative competence, social situation, and intergroup attitudes. At last, personality and intergroup climate are the insides of social and individual context in Layer VI. Considering that they are less likely to alter over time or in response to various situations, these factors have a more consistent impact on students' WTC (MacIntyre et al. 1998). Students' WTC is highly affected by communication apprehension.

### **2.3. Communication Apprehension**

The first definition of communication apprehension dates back to the 1970s. According to McCroskey (1977), communication apprehension (CA) is “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons” (p.78). Further, one's degree of communication apprehension is likely the most accurate indicator of a person's capacity for communication. Lower levels of willingness to communicate are associated with higher CA levels (McCroskey, 1987). In the same way, individuals who experience CA typically communicate less or not at all. People who are afraid of communicating with others tend to isolate themselves from social interactions (Richmond & McCroskey, 1998). On the other hand, it is crucial to remember that even though some people have CA, this does not always mean that they will not try oral communication. Rather, compared to peers with lower levels of CA, the individual will interact far less frequently

(McCroskey, 1977). It shows that communication apprehension and willingness to communicate are directly related to each other. The less a person has communication apprehension, the more he or she is willing to communicate.

### **2.3.1. Types of Communication Apprehension**

According to McCroskey & Beatty (1986), communication apprehension is divided into four groups as follows; trait-like, generalized context, person group, and situational. The first one is called trait-like communication apprehension defined as “a relatively enduring, personality-type orientation toward oral communication across a wide variety of contexts” (p.281). The personality of the speaker is associated with trait-like CA. What a person brings to a speaking situation is their internal anxiety (McCroskey, 1984). Another description of trait-like CA is as “an actual trait, e.g. eye color, height and weight, which are not able to change. Although we can change our eye colors by using contact lenses, the real eye color cannot be changed” (Richmond and McCroskey, 1998, p.43 as cited in Booncherd, 2016).

Secondly, generalized context CA is defined as “a relatively enduring, personality type orientation toward communication in a given type of communication context” (McCroskey & Beatty, 1986, p. 282). The type of generalized context of CA is a sort of different version of trait-like CA. According to this perspective, people may experience extreme anxiety when speaking in a certain context, but not at all when speaking in a different one (McCroskey, 1984).

Another type is person group CA is stated as “a relatively enduring orientation toward communication with a given person or group of people. It is not viewed as a personality based, but rather as a response to situational constraints generated by other person or group” (McCroskey & Beatty, 1986, p.282). It is assumed that this kind of CA is more a result of the situational limitations imposed by the other person or group than it is of the individual's personality (McCroskey, 1984).

Lastly, situational CA is defined as “a transitory orientation toward communication with a given person or group of people” (McCroskey & Beatty, 1986, p.283). It symbolizes a person's responses to speaking with a specific person or set of people at a particular time. Out of all the CA types, this one is the most state-like (McCroskey, 1984).

### **2.3.2. Effects of Communication Apprehension**

The view of communication apprehension's effects is divided into two categories: internal and external. The internal effect of communication apprehension is analyzed first. A cognitive approach is used to analyze communication apprehension instead of a behavioral one. CA is felt internally by each individual, even though it might have some behavioral effects. An internally felt sense of discomfort is the only effect of CA that is expected to be common to all CA cases and individuals. Internal discomfort decreases with decreasing communication apprehension. It is predicted that any psychological variable will not be consistently linked to CA in all individuals or across all types of CA because people's cognitions and psychological arousal are defectively related. Individual reports of their experiences are the only possibly reliable indicator of CA because CA is experienced internally. Consequently, the only potentially reliable measure of CA is people's self-reports, which can be collected through careful interviews or paper-and-pencil tests conducted in situations where the subjects have nothing to lose and can not possibly lie. The methods of measuring CA that are inherently inadequate are psychological activation measures and behavior observation, which can only offer indirect evidence of CA as the best option. For this reason, self-report measures ought to validate psychological and behavioral tools meant to quantify CA rather than the other way around. Such measures ought to be regarded as invalid to the extent that they have nothing to do with self-report data. Such psychological tests and behavioral observation techniques appear to be low to moderately invalid based on the data that is currently available (McCroskey, 1984; McCroskey & Beatty, 1986).

In the second place, the external effect of communication apprehension is considered. McCroskey (1984) stated that as a function of different levels of CA, no behavior is expected to be universal. Still, depending on the level of CA, certain behaviors that can be observed externally have a greater or lower likelihood of occurring. It is possible to assume that the behavioral patterns in response to high CA will be broadly applicable, with one pattern being characterized as atypical but occasionally occurring. The three behavioral patterns are withdrawal from communication, disruption of communication, and avoidance of communication. Upon encountering a situation that they know will cause them discomfort, people can choose to face it head-on or find a way to make the most out of it and spare themselves the discomfort. The decision between "fight" and "flight" is how some people describe it. Studies in the field of CA suggest that most of the time, the option "flight" is preferred. Some choose careers with low communication responsibilities so they won't have to

deal with high CA. Avoiding conversations is not always an option. Furthermore, without any prior notice, an individual may find themselves in a circumstance that results in a high degree of CA. Withdrawal from communication is the expected behavioral pattern in these circumstances. One may choose to withdraw completely, in which case there would be no talking, or partially, in which case there would be only necessary talking. This response might be represented by a very brief speech in a public speaking context. The third pattern, known as behavioral presentation or abnormal nonverbal behaviors, is a behavioral pattern linked to high CA that is related to communication disruption. The individual might exhibit abnormal nonverbal behaviors or verbal presentation inconsistencies. Likewise, probable is suboptimal decisions regarding communication tactics, which occasionally manifest as the retrospective "I wish I had (had not) said..." phenomenon. It is noteworthy, nevertheless, that both high CA and poor communication skills can result in such behavior. Therefore, concluding seeing these kinds of behaviors isn't always appropriate (McCroskey, 1984).

McCroskey (1984) noted that because communication breakdowns can be linked to a wide range of other factors, it is extremely difficult to identify high communication anxiety through observation alone. For this reason, when determining the degree of CA, self-report measures are stressed as being the most important. Therefore, it is noted that an internally felt sense of discomfort is the only effect of CA that is anticipated to be common to all CA cases and individuals.

### **2.3.3. Causes of Communication Apprehension**

Common personality traits like shyness, reticence, and quietness often lead to communication apprehension. According to Friedman (1980), verbalization hinders one's ability and desire to engage in conversation, which leads to shyness or reticence. Individual differences exist in the degree of shyness and the range of situations that it affects.

Seven factors have been identified as potentially contributing to a quiet student: (1) low intellectual skills; (2) speech skill deficiencies; (3) voluntary social introversion; (4) social alienation; (5) communication apprehension; (6) low social self-esteem; and (7) differences in ethnic/cultural communication norms (as cited in Abu Taha & Abu Rehez, 2018).

The Negative Cognitive Appraisal Model is another widely recognized theory that explains the root cause of communication apprehension (Glaser, 1981). According to the model, the quiet child's early language development was criticized. As a result, the child gained the

ability to foresee unpleasant reactions and steer clear of them by remaining silent. The child will perform poorly and avoid oral communication situations even if educators, parents, or other kids just stop reacting negatively to their talk (Bond, 1984).

Depending on the types of CA, different causes exist. There are only two main theories in the social sciences that account for why people behave differently in terms of traits: environment and heredity. In short, it is something we can learn or are born with. Certain personality traits or inclinations are present in newborns. As a result, a child's early experiences will influence their personality traits and dispositions, which will persist into adulthood. Nonetheless, despite sharing the same environmental conditions, children's reactions will differ due to their innate tendencies and predispositions. Thus, the relationship between environment and heredity is thought to be the source of adult tendencies and predispositions like CA (McCroskey, 1984; McCroskey & Richmond 1987).

Buss (1980) identified novelty, formality, subordinate status, conspicuousness, unfamiliarity, dissimilarity, and degree of attention from others as the causes of situational CA (as cited in McCroskey, 1984). The opposite of these elements is commonly assumed to result in a decrease in CA in the situation. The person finds themselves in a situation where they are unsure of how to behave in an unfamiliar setting, leading to a more uncertain experience. Approaching such a situation would most likely result in a sharp rise in CA. Formal contexts, which are frequently associated with highly prescribed appropriate behavior, usually allow for very little room for variation. In formal settings, there are stricter guidelines for acceptable behavior, which leads to an increase in CA—people in subordinate positions and those interacting with one another experience similar circumstances. The person with a higher rank decides what is considered proper behavior in these situations. This is particularly important in situations where there is evaluation, which happens often when superiors and subordinates interact. More than anything else, being noticeable in one's environment can likely increase CA. Speaking in front of an audience is among the best ways to stand out. This also applies to raising your voice in class or during a meeting. In the same way, feeling unfamiliar or a new person in a social setting can cause someone to feel awkward. If someone feels more noticeable, they typically experience more CA. While not everyone reacts to unfamiliarity in the same way, a lot of people find that conversing with familiar faces makes them feel much more at ease than speaking with strangers. As familiarity increases, the level of CA generally decreases. There is a similar effect that comes from similarity. Communicating with people who are similar to them

is typically easier for most people than communicating with people who are very different from them. There are a few notable exceptions to this rule, though. Communication with peers can be particularly uncomfortable for some people because they worry more about the opinions of their peers than about those of people who are very different from them. When they are getting moderate attention from others, most people feel most comfortable. When people completely ignore us or just stare at us while we speak, our CA level is likely to rise suddenly and dramatically. Furthermore, it can make us feel very uneasy if people constantly probe our innermost thoughts and feelings (McCroskey, 1984).

Another factor affecting communication anxiety is cultural differences. Eastern culture is known for its "collectivistic" values, which place a high importance on group members accomplishing objectives. On the other hand, western culture differs in concept and action. People are encouraged in "individualistic" cultures to prioritize their rights over those of the group. Communication apprehension is significantly impacted by individualism or collectivism (Croucher, 2013).

One can argue that the best indicator of a person's willingness to communicate is perhaps their degree of communication apprehension. A person with a high level of communication anxiety is less likely to be eager to communicate. The research implied that individuals who experience severe anxiety or fear when speaking tend to withdraw and avoid interactions with others. A person's willingness to communicate is directly impacted by CA. It is thought that CA was the most prevalent previous construct of willingness to communicate (McCroskey & Richmond, 1987). Moreover, Vevea, Pearson, Child, and Semlak (2010) supported this idea by saying that students with lower levels of communication apprehension are also more willing to communicate. Similarly, the study by Rahmatollahi and Khalili (2015) implied that students' levels of CA were lower when they were more open to communication. Although people's WTC encourages them to approach a communicative encounter, their communication apprehension encourages them to stay away from it.

#### **2.4. Intercultural Communicative Competence**

The ability to successfully and fully adjust an individual to an intercultural context in terms of social, communicative, individual, and strategic aspects is known as intercultural communicative competence (ICC). Individuals should be able to perform at the same time and cooperative processes as part of the concept of intercultural communicative competence. The term intercultural communicative competence came from communicative competence.

Communicative competence is defined as instead of focusing on linguistic form, social scientists should study how people use language to interact in culturally specific speech events (Jones, 2012). Since an intercultural speaker is necessary in this century, the term "communicative competence" was replaced with "intercultural communicative competence." The change became apparent in the latter half of the 20th century. To foster better communication and cooperation between people from different national cultures living in the European Union or a global economy, the term "intercultural" first emerged in the fields of intercultural education and intercultural communication in the 1980s (Kramsch, 2013).

It is important to note that scholars refer to intercultural communicative competence under different names. Fantini (2006) lists the following terms as examples of intercultural communication: "intercultural interaction," "multiculturalism," "pluriculturalism," "international communication," "transnational communication," "cross-cultural communication," and "international competence."

ICC is described as "the ability to communicate and interact across cultural boundaries" by Byram (1997, p.7). According to Taylor (1992), intercultural communication competency is a dynamic skill that people can use to improve their ability to be flexible and shift their perspective to communicate with people from different cultural backgrounds. In the same line, Gudykunst (2002) implied that intercultural communication is interactions between people from different nations. Similarly, intercultural communication competence is described by Chen and Starosta (1999) as a tool for effective interaction that helps us get over cultural differences. The significance of three dimensions in defining intercultural communication was stressed. These are intercultural sensitivity, which deals with emotional processes, intercultural adroitness, which deals with attitudes and manners, and intercultural awareness, which involves mental processes. Furthermore, intercultural communication competence, a topic that has gained importance in today's society, is defined as being objective and flexible in communication with people from diverse cultural backgrounds (Alred and Byram, 2002).

One of the most well-known and influential theorists in the field, Byram (1997), has put forth a model that stands out because it is the most comprehensive and offers instructions for assessing students' ICC in various contexts. To achieve successful intercultural interaction, Byram (1997) suggested an ICC model (illustrated in Figure 2) that consists of five *savoirs* (capacities) that enhance intercultural competence.

	Skills interpret and relate <i>(savoir comprendre)</i>	
Knowledge of self and other; of interaction: individual and societal <i>(savoir être)</i>	Education political education critical cultural awareness <i>(savoir s'engager)</i>	Attitudes relativising self valuing other <i>(savoir être)</i>
	Skills discover and/or interact <i>(savoir apprendre/faire)</i>	

**Figure 2.2.** Five Components of Intercultural Communicative Competence (Byram, 1997, p. 34)

Based on the table by Byram (1997), five components of intercultural communicative competence are analyzed in detail as follows: attitudes, knowledge, skills for interpreting and relating, skills for discovery and interaction, and critical cultural awareness/political education.

**Attitudes (*savoir être*):** The attitudes toward those who consider to be different from us because of cultural factors are the ones listed above. These attitudes lead to issues in cross-cultural communication and are typically characterized as prejudice or stereotypes (Byram, 1997).

**Knowledge (*savoirs*):** Byram (1997) categorizes knowledge into two primary groups using intercultural terminology. Understanding social groups and their customs within one's nation is one of them. Understanding social interaction processes at the individual and societal levels is the other. Through socialization processes, which start at home with family and frequently continue at school formally, the first one is unavoidably present to some extent. It is common to assume that this kind of knowledge is unconsciously held. Understanding social and cultural processes entails understanding concepts and processes as they interact. This is the second knowledge area.

**Skills for interpreting and relating (*savoir comprendre*):** These abilities relate to prior knowledge and may only be used when working with documents. One needs to be knowledgeable about both his own and the other nation's documents to interpret one from the other or discern connections between documents. These skills do not require interaction with an interlocutor. The use of timescales for interpretation is flexible for each individual because social interaction is not a part of the process (Byram, 1997).

**Skills for discovery and interaction (*savoir apprendre/faire*):** When a person lacks a sufficient knowledge base, the skill of discovery becomes involved. According to Byram (1997), this kind of skill is "it is the skill of building up specific knowledge as well as an understanding of the beliefs, meanings, and behaviors which are inherent in particular phenomena, whether documents or interactions" (p. 38). Despite the limitations in terms of time and shared attitudes and perceptions, social interaction is an important way to learn.

**Critical cultural awareness/political education:** Byram (1997) argues that this ability is what allows one to critically evaluate the perspectives and practices of both one's own and other cultures. However, to do this, one must critically examine how these practices have been formed and the intricate web of social forces that surround them.

Despite its flaws, Byram's model is the most comprehensive and well-articulated model of intercultural competency in the field (Newton et al. 2010). This is the reason this model has been expanded upon in the research.

The term Perceived Intercultural Communicative Competence emerged to provide a more accurate and dependable picture of the participant's level of intercultural communicative competence in Ünlü's study (2023), a wide range of data from multiple sources is required. It refers to an individual's perceived ability to picture themselves in a specific scenario in an intercultural setting. The aim is to find out how participants perceive themselves in an intercultural environment and reveal their metalinguistic awareness. McCroskey & McCroskey (1988) and Byram's (1997) Self-Perceived Communicative Competence scale served as the model for the items on the scale, which led to its renaming as Perceived Intercultural Communicative Competence.

## 2.5. Related Studies

Gürlek (2021) carried out research that aimed at illustrating how Erasmus students in Türkiye have changed their perspectives on education since participating in the Exchange

program. The number of participants was 65 studying at Kahramanmaraş Sütçü İmam University. Their ages were between 22 and 26. Throughout their semester, they took part in Erasmus programs in different countries. To collect data, qualitative and quantitative techniques were used. Both pre and post-questionnaires and semi-structured interviews were applied to the participants. Data collected from questionnaires were analyzed by using the SPSS program. The study's findings suggest that spending time in a multicultural setting either enhanced the participants' preexisting positive attitudes toward learning English as a second language or assisted them in developing new ones. Moreover, learners' perceptions of the significance of learning EFL are enhanced by direct exposure to the language in authentic contexts. The study suggested that teachers should incorporate cultural elements that can increase learners' awareness of other cultures. It could be also possible to plan cultural visits as a component of the language learning process, where students engage with English-speaking people from various backgrounds.

In his study, Cantez (2020) decided to find out how participants in the Erasmus+ Youth Exchange (YE) programs of the European Union (EU) feel about their motivation to learn a foreign language and their progress in speaking proficiently. Participants in the study included members of two non-governmental organizations: Sakarya Cycling and Nature Sports Club Association and Edirne Nature Sports Club Association. These groups were active participants in European Union Erasmus+ projects between the years 2014 and 2020. A qualitative research design was employed, along with the "standardized open-ended interview" model to collect the data. To analyze the interviews, the content analysis method was applied. The study's conclusions show that, in the opinion of the participants, EU Erasmus+ Youth Exchange Projects improve participants' foreign language proficiency in a number of ways and have increased their motivation to learn a foreign language and their ability to speak English effectively.

To determine whether the Erasmus program enhances students' intercultural communicative competence, Altug, Sezgin, and Onal (2019) conducted a study. The purpose of this study is to compare two student groups studying English language teaching: those who took part in the Erasmus+ program during their undergraduate studies and those who did not, concerning intercultural attitude, knowledge, action, and skill. Ergün (2016) questionnaire has been employed to evaluate the participants' perspectives regarding ICC. The data was analyzed using SPSS version 22, and the means of the two groups were examined independently using

the t-test. The study's findings indicate that there is a statistically significant difference between the two participant groups. Therefore, it is possible to conclude from these results that students' perceptions of ICC are positively impacted by the Erasmus+ Program. Consequently, one could correctly contend that there ought to be a greater number and caliber of these kinds of exchange programs.

Kang's study (2013) looked at how study abroad (SA) experiences affected the willingness to communicate (WTC), speaking skills, and interaction in classes taught by native English speakers (NEST) in the home country of English as a foreign language (EFL) learners. The participants were 60 students who studied in Seoul, Korea. At the beginning of the research, 80 students were evaluated by "Practical English I" at the university. Then, the class was taught by US native English speakers, and using Korean in the classroom was forbidden. Only sixty of the students spent eight weeks of their summer vacations participating in SA programs in the US, the UK, or Canada. These sixty learners signed up for "Practical English II" after they got back home. The NEST taught both "Practical English I" and "Practical English II." The data-gathering instrument was a Korean questionnaire. The questionnaire asked about the participants' self-assessed English-speaking ability, participation in SA, and trips to L1 English-speaking nations, among other background-related questions. Based on the findings, the author emphasized that the learners' WTC, speaking skills, and involvement in classroom activities were greatly enhanced by an eight-week SA in L1 English-speaking countries. The relationship between learner autonomy, learner beliefs, and contextual factors was primarily responsible for the development. The connection between them seems to provide a more thorough and fundamental explanation of the pedagogical advantages of L2 SA experiences. Regarding proficiency-dependent changes in the impact of SA experiences on WTC and speaking capacities, the SA experience had varying effects on EFL learners across the three-level groups.

To examine how Iranian EFL Students' oral fluency, language competency, and willingness to communicate relate to one another, Biria & Jouybay (2016) conducted research at a Shokouke-Enghelab English language institute in Tehran. Their volunteer participants were 48 females and 18 males who were between 18 and 27 years old. The Willingness to Communicate questionnaire by MacIntyre et al (2001) was given to the participants to complete. After that, they were given some conversation starters, like family and hometown. To increase the rater's reliability, the participants' oral proficiency was assessed by two raters. Then, Spearman's rank-order correlation was used to determine the correlation between the

three sets of scores. Findings indicated that there was a highly significant relationship between learners' oral proficiency, language competency, and willingness to communicate. Consequently, learners who were more willing to communicate were also able to express themselves clearly. TEFL researchers, instructors, and students may all benefit from the research's findings.

Çetin (2019) carried out research which was aimed at finding the correlation between the willingness to communicate levels of Turkish academics and the correlation between their proficiency as measured by YDS (Foreign Language Examination) and their WTC. Moreover, this study aimed to investigate the factors influencing academicians' WTC in English and to find out what they think about it. The number of participants was 450 academicians who were employed by Education Faculties in Türkiye. To collect the data, both qualitative and quantitative methods which were WTC scale and semi-structured interview were used. All of the participants answered the online questionnaire, and 8 of them participated in the interviews. Findings showed that academicians preferred speaking with friends and participating in small group discussions, and they were only somewhat willing to communicate in English. Additionally, there was a moderate correlation ( $r=.37$ ) between their communication willingness levels and their YDS scores. Regarding willingness level and preference types, the interview results were consistent with the quantitative findings. Language anxiety and foreign language ability (personal factors), the nature of the interlocutor, the formality of the setting, peer support, being evaluated, and the topic of the conversation (situational factors) all had an impact on their willingness.

Çetinkaya (2005) aimed to determine whether or not university students studying English as a second language in a Turkish context were willing to communicate when given the chance, and whether or not the relationships between social-psychological, linguistic, and communication variables in this context could be explained by the WTC model. The number of participants in the study was 356 undergraduate students studying at Dokuz Eylül University in İzmir. Both qualitative and quantitative data-gathering tools are integrated into the study. All participants answered the questionnaire as quantitative data and only 15 participants were randomly involved in interviews as qualitative data. The findings showed that the students had low communication anxiety, felt a bit competent to communicate in English, were slightly extraverted, had a positive attitude toward the international community, and were somewhat willing to communicate in the language. They were also motivated to learn the language. It was

discovered that these students' attitudes toward the international community and their perceived linguistic self-confidence were closely correlated with their willingness to communicate. It was discovered that there was an indirect relationship between students' linguistic self-confidence and their motivation to learn English as well as their personality traits, such as introversion or extroversion. Ultimately, there was a correlation between their personality and attitude toward the international community.

Through a study, Adella (2021) examined the Communication Apprehension level of forty-seven third-semester students enrolled in the English Language Education Study Program in Indonesia. Research findings indicated that students' oral performance suffered by 51% due to Communication Apprehension. Most research participants received average scores. Students with low communication anxiety and low anxiety outnumbered those with high communication anxiety. Additionally, it was discovered that students were frightened to speak in groups, particularly when they had to respond to questions, as a result of being required to take part in open discussions. The two most frightening things were having to make mistakes and being in an assessment situation. In situations involving interpersonal communication, the students felt more at ease.

Lei (2021) conducted research with 201 Primary English Education major students, or pre-service English teachers in the first semester of their fourth year. There were 22 men and 179 women among the participants. This research attempts to find out how much the pre-service English teachers at a Chinese public university knew about their ICC levels and whether there were any correlations between those levels and their gender or place of origin. Using the "Intercultural Communication Competence Self Rating Scale (ICCSRS)" developed by Zhong et al. (2013), data were gathered from 186 pre-service English teachers. With an average score of 3.20, the results demonstrated that the ICC of pre-service English teachers is only moderate. Language proficiency had the lowest score (2.72) among the eight ICC dimensions, with attitude having the highest score (3.87). It was also found in the study that pre-service English teachers who are female have higher ICCs than those who are male, but there is no difference between pre-service English teachers in urban and rural areas. The study concluded that the university should adopt a more flexible approach to class division and instruction, give pre-service English teachers greater opportunities to communicate across cultural boundaries and place greater emphasis on ICC development in the classroom due to the low ICC of these teachers.

Croucher, Rahmani, Sakkinen & Hample (2016) aimed to investigate Singapore's place on the spectrum of communication apprehension, self-perceived communication competence, and willingness to communicate, according to the theory that different cultural perspectives place varying values on various facets of communication. The number of participants in the study was 314, 209 of them were originally Chinese but born in Singapore and 105 of them were Malay immigrants. Their ages were between 18 and 60. Participants of the study were found by using a convenience sample. Quantitative data-gathering tools are integrated into the study. All participants answered 3 different types of scales during the study; communication apprehension scale, willingness to communicate scale, and self-perceived communication competence scale. The results indicated that Malay immigrants have the highest level of CA, while ethnic Chinese born in Singapore have the lowest level. This outcome is explained by the "immigrant effect" of Malay immigrants as a result of their social standing. They do not feel secure and relaxed in conversation, in contrast to Singapore's ethnic Chinese population. Furthermore, compared to their neighbors in the region, ethnic Chinese and Malay immigrants have lower levels of WTC and SPCC.

To examine how Iranian EFL Students' willingness to communicate, communication apprehension, and self-perceived communicative competence, Bahadori (2018) conducted a research at Islamic Azad University in Iran. Their volunteer participants were 30 females and 30 males who were between 19 and 25 years old. The setting is the English Institutes in Bandar Abbas, Iran. The participants were divided into two groups, one experimental and one control group. The experimental group received cooperative teaching-based training, while the control group received traditional training. Before and after the intervention, the WTC questionnaire, self-perceived competence questionnaire, and CA questionnaire were given to the participants to complete. Findings indicated that there was a negative correlation between communication anxiety and WTC as well as a positive correlation between self-perceived efficacy and WTC in Iranian EFL learners after the intervention. The findings also showed that cooperative teaching can affect students' WTC, self-perceived efficacy, and communication anxiety.

Ünlü (2023) aimed to find the levels of English language teachers' Intercultural Communicative Competence (ICC), Communication Apprehension (CA), and Willingness to Communicate (WTC), their relations, and the effects of demographic factors on them as well. 108 (84 women, 24 men) English language instructors employed by eight different Turkish universities' Schools of Foreign Languages provided data for the study, which used a

quantitative method design. 4 types of questionnaires were used to collect the data. The findings indicated that the results of data analysis showed that the levels of ICC, CA, and WTC of English language instructors were average. Furthermore, there was an important relationship between these constructs. Age, gender, the total number of years spent teaching, educational background, and the length of stay abroad did not seem to have a substantial statistical effect on the ICC, CA, and WTC levels of English language instructors according to the demographic factors. On the other hand, an interesting finding about the amount of time spent abroad is that the mean values of ICC rise with increased time spent abroad, while the mean values of CA decrease.



## CHAPTER III

### 3. METHOD

This chapter covered detailed information about the methodology of the current study. The research design and procedure were given at the beginning. The setting and participants of the study were presented as follows. Lastly, data collection instruments and data analysis were provided. The data were analyzed and interpreted using SPSS 26.0, Intermediate and Structural Equality Model (SEM), and Jamovi 2.3.28.

#### 3.1. Research Design and Procedure

The main objective of the present study was to find out the impacts of the Erasmus Program on ELT students analyzing the relationship between WTC, CA, and PICC. It also compared ELT students who participated in Erasmus and who intended to participate in Erasmus program with demographic features and other variables (WTC, CA, and PICC).

This study was conducted with a survey technique which is one of the quantitative research methods. In quantitative research, the researcher selects the subject of the study, formulates focused questions, gathers numerical data from participants, applies statistical analysis to the data, and conducts the investigation impartially and objectively (Creswell, 2005). A questionnaire is a systematic and written data collection technique that is conducted by asking questions to the source persons constituting a universe and/or sample in line with hypotheses or questions on certain subjects. Fraenkel and Wallen (2006) defined that one of the most popular forms of data used in quantitative research is the questionnaire. Individuals fill out a questionnaire by writing their answers or, more frequently, by marking response sheets. One benefit of using questionnaires is that they can be sent by mail or sent to a large number of individuals at once. To reach as many participants as possible through an online platform, the questionnaire design was chosen for the current study. It was challenging to find participants in person because they came from two separate state universities in Türkiye. Additionally, the study ought to be grounded in independent and neutral findings, which is why the quantitative research method was the most practical choice for this particular investigation.

To this end, three different questionnaires were used to gather data from participants about Willingness to Communicate, Communication Apprehension, and Perceived Intercultural Communicative Competence. Participants were students who have studied in the Department

of English Language Teaching and recent graduates who participated in the Erasmus program and who intended to participate in Erasmus program.

Both participants who participated in Erasmus program and who tended to participate in Erasmus program were selected using a purposive sampling method. Samples are sometimes chosen following the goals of the study and based on our understanding of the universe's characteristics. The term "purposeful sampling" refers to this kind of sampling. Purposeful sampling involves the researcher choosing a subgroup as a typical sample that he believes best represents the universe. It is particularly useful when the researcher is aware of the universe and the sample framework is not defined (Lincoln & Guba, 1985).

The participants were selected from the English Language Teaching (ELT) departments of two state institutions in Turkey. A total of 130 surveys were gathered. Six surveys with extreme results and outliers were eliminated from the study due to their inappropriateness for the data set, following a comparison with other data. Necmettin Erbakan University had a total of 69 participants, whereas Bartın University had a total of 55 people. It included thirteen males and ninety-three females. Due to its practicality and efficiency in reaching all participants simultaneously, Google Forms was utilized to distribute surveys to the students. The data of the current study were analyzed and interpreted utilizing the SPSS 26.0 software, the Intermediate and Structural Equality Model (SEM), and the Jamovi 2.3.28 program.

### **3.2. Setting and Participants**

The setting of the study was the Department of English Language Teaching of two public universities which is called Necmettin Erbakan and Bartın University. Firstly, The English Language Education Program of a large size public university in Konya, Türkiye. Necmettin Erbakan University was established in 1982 and operated as a part of Selçuk University until 2012. Then, it was transferred to Ahmet Kelesoglu Faculty of Education at Necmettin Erbakan University in 2012. The English Language Education Program provides undergraduate and master's degrees to national and international students. The program admits 90 undergraduate students every year.

Secondly, The English Language Education Program of a public university in the Black Sea region of Türkiye. Bartın University was established on May 22, 2008. The English Language Program of Bartın University started to give lectures in 2019. The educational duration of this department is five years with a preparatory program. The department applies

an exam to determine which student will have a preparatory program. If the new students can pass the exam, their study period will start from the first grade. However, if they can not get enough scores on the exam, they will be a part of the preparatory program which includes reading, writing, grammar, speaking, and listening courses. After the preparatory program, students take courses in the field of education and linguistics such as teaching language skills, linguistics, language strategy training, teaching English to young learners, and a second foreign language (German).

The participants of the study consisted of ELT students and recent graduates who graduated in 2023 from Bartın University and Necmettin Erbakan University between the years 2018 and 2023. A purposive sampling method was used in the research. In the online application, 130 questionnaires were obtained. When compared with other data, six questionnaires with outliers and extreme values that were not suitable for the data set were not included in the study. Thus, 124 questionnaires were analyzed. 54 students who participated in the survey took part in Erasmus. Therefore, Considering that an average of five members of the ELT department from each of the universities participate in Erasmus each year, this study was unable to reach five students from Necmettin Erbakan University and only one from Bartın University. Also, 70 students who tended to participate in Erasmus program took part in the survey.

### **3.3. Data Collection Instruments**

The survey technique is one of the quantitative research methods used in the research. A questionnaire is a systematic and written data collection technique that is conducted by asking questions to the source persons constituting a universe and/or sample in line with hypotheses or questions on certain subjects. All kinds of domestic and foreign academic studies (theses, articles, journals, books, etc.) related to the variables subject to this research were examined.

Three types of questionnaires were used as instruments to gather the data. Below, it was explained in three sections:

The first scale is named Perceived Intercultural Communicative Competence (PICC) which includes nine items. The PICC items were created by McCroskey & McCroskey (1988) and Bayram (1997) as a basis according to the PICC questionnaire of Ünlü (2023). In Turkish context, PICC scale was used and confirmed for the first time in Ünlü's study (2023). To use effectively in the present study, it was adapted to the Google form structure to obtain participants' responses swiftly. In this questionnaire, participants were given a five-point Likert

scale (5=Completely Competent; 4=Competent; 3=Undecided; 2=Incompetent; 1=Completely Incompetent) to rate their level of English proficiency in a variety of hypothetical scenarios in an English-speaking setting.

The second scale is Communicative Apprehension (CA). The scale consists of eighteen statements that discuss your likely feelings regarding speaking English with others. This section is answered by the participants using a five-point Likert scale: 5 = Strongly agree; 4 = Agree; 3 = Neutral; 2 = Disagree; and 1 = Strongly disagree. A summarized and rearranged version of McCroskey's Communication Apprehension Scale (1982) generated the items. Dombi (2013) used the modified version at first. The new scale was also adapted to be used and confirmed in Türkiye with English language instructors in Ünlü's study (2023). The current study was modified to comply with the structure of Google Forms so that students' responses could be accessed quickly and simply.

Thirdly, the Willingness to Communicate (WTC) scale with twenty items. It was asked of the participants how often they would be willing to speak in English in imagined scenarios that were presented to them. The items on the scale are the original version of McCroskey's WTC scale (1992). Öz, Demirezen & Pourfeiz (2014) used and confirmed willingness to communicate scale in Turkish context so as to report on findings of an investigation into English as a foreign language (EFL) learners' perceptions of willingness to communicate. In the present study, it is adapted to the Google Forms structure. Originally, participants should number the percentage of times they would choose to communicate from 0 to 100, yet it was added a five-point Likert Scale (5=Always; 4=Often; 3=Sometimes; 2=Seldom; 1=Never) to the questionnaire in this study. The aim was to make it easier for participants to evaluate situations through the Google form.

**Table 3.2.** Levels of reliability (Yıldız & Uzunsakal, 2018)

Reliability Intervals	Levels of Reliability
$0 < \alpha < 0,40$	Not reliable
$0,40 < \alpha < 0,60$	Low reliable
$0,60 < \alpha < 0,80$	Pretty Reliable
$0,80 < \alpha < 1,00$	High Reliable

Table 2 shows the levels of reliability that scales should have. Table 2 shows the reliability values of all scales included in the study.

**Table 3.3.** Results of reliability analysis of the study

Scales	Cronbach's Alpha	Number of Items
PICC	,918	9
CA	,964	18
WTC	,932	20

It is seen that the reliability rates of the study are highly reliable ( $0.80 < \alpha < 1.00$ ) in all scales (PICC, CA, and WTC).

### 3.4. Data Analysis

The statistical analysis of the study was conducted and interpreted using SPSS 26.0, the Intermediate and Structural Equality Model (SEM), and the Jamovi 2.3.28 program, where the main variable of this research revealed meaningful differences concerning demographic variables. Reliability analysis for each of the three scales was included in the study. To find out if demographic traits indicate a significant difference in variables, the T-test and ANOVA were used for parametric scales and the Mann-Whitney U and Kruskal Wallis tests for non-parametric scales. Chi-Square and Cramer's V tests were used to measure the relationship between gender – Erasmus participation, GPA–Erasmus participation, and GPA intimacy with English. For the correlation analysis, Spearman's Rho and Pearson were used, and lastly, mediation tests and SEM were carried out to measure the mediating role of scales.

## CHAPTER IV

### 4. FINDINGS

#### 4.1. Findings on Demographic Features of the Participants

Gender, age, the university they are attending, grade levels, average grades, years of English learning experience, Erasmus participation status, and the amount of time spent abroad under the Erasmus program are all taken into consideration when measuring the demographic characteristics of the participants. Statistics about the length of stay abroad under the Erasmus program are also indicated, along with the percentage rates that correspond to these frequencies.



**Table 4.1.** Frequency analysis of demographic factors

Demographic Factors		f	%
Gender	Female	93	75
	Male	31	25
Age	18-22	73	58,9
	23-26	37	29,8
	27-30	7	5,6
	31+	7	5,6
University	Necmettin Erbakan University	69	55,6
	Bartın University	55	44,4
Grade	1st grade	6	4,8
	2nd grade	49	39,5
	3rd grade	18	14,5
	4th grade	25	20,2
	Graduated	26	21
	GPA	2,00-2,50	5
2,51-3,00		19	15,3
3,01-3,50		70	56,5
3,51-4,00		26	21
Years of English learning experience	1-5	19	15,3
	6-10	59	47,6
	11-15	33	26,6
	16-20	7	5,6
	21+	6	4,8
Erasmus Participation Status	Yes	54	43,5
	No	70	56,5
The Amount of Time Spending in Erasmus	2 months	5	4
	2-5 months	12	9,7
	5-8 months	31	25
	8-12 months	8	6,5
Country for Erasmus participation	England	2	1,6
	Finland	2	1,6
	Germany	2	1,6
	Italy	15	12,1
	Poland	17	13,7
	Rome	1	,8
	Spain	13	10,5
	The Netherlands	1	,8
	UK	1	,8
	Hungary	1	,8

93 (75%) of the participants are female and 31 (25%) are male. 73 (58,9%) are between the ages of 18-22, 37 (29,8%) are between the ages of 23-26, 7 (5,6%) are between the ages of 27-30, and 7 (5,6%) are 31 years and over. 69 (55,6%) are students or graduates of Necmettin Erbakan University and 55 (44,4%) are students or graduates of Bartın University. 6 (4,8%) are from 1st grade, 49 (39,5%) are from 2nd grade, 18 (14,5%) are from 3rd grade, 25 (20,2%) are from 4th grade and 26 (21%) are graduated students. 5 (4%) students are in the 2,00-2,50 range of GPA, 19 (15,3%) students are in the 2,51-3,00 range of GPA, 70 (56,5%) students are in the 3,01-3,50 range of GPA, 26 (21%) students are in the 3,51-4,00 range of GPA and 4 (3,2%) students did not answer. 19 (15,3%) students have been learning English for 1-5 years, 59 (47,6%) students have been learning English for 6-10 years, 33 (26,6%) students have been learning English for 11-15 years, 7 (5,6%) students have been learning English for 16-20 years and 6 (4,8%) students have been learning English for 21 years or more. 54 (43,5%) students participated in Erasmus Program, while 70 (56,5%) students did not participate in Erasmus program.

Four (3.2%) of students participating in Erasmus Programme have stayed for 2 months, 11 (8.9%) students have stayed for 2-5 months, 31 (25%) students have stayed for 5-8 months, 8 (6.5%) students have stayed for 8-12 months. The participants attending the Erasmus Program studied respectively in the following countries: 17 (13.7%) were from Poland, 15 (12.1%) were from Italy, 13 (10.5%), were from Spain, 2 (1,6%) were from Finland, 2 (1,6%) were from Germany, 1 (0,8%) was from England, 1 (0,8%) was from Rome, 1 (1,8%) was from The Netherlands, 1 (2,8%) was from UK, and 1 (0,8%) was from Hungary.

## 4.2. Findings on Variables

**Table 4.2.** Test of normality (WTC, CA, PICC scales)

	<b>M.</b>	<b>SD</b>	<b>Min-Max</b>	<b>Skewness</b>	<b>SE</b>	<b>Kurtosis</b>	<b>SD</b>
<b>PICC</b>	1,9756	,06245	1,00-5,00	,897		2,013	
<b>CA</b>	2,6522	,08209		,392	,218	-,584	,433
<b>WTC</b>	3,4646	,06158	1,25-5,00	,101		,338	

As a result of the normality test (Skewness/Std. Error and Kurtosis/Std. Error), it is seen that the Skewness and Kurtosis values of the scales are greater than -1,500 and +1,500. Tabachnick & Fidell (2013) mention that if the Skewness and Kurtosis values are greater than -1,500 and +1,500, the scale distribution does not show a normal distribution. In line with this information, while PICC is non-parametric distributed, CA and WTC are parametric distributed. Mann-Whitney U and Kruskal Wallis tests is used for non-parametric distributed scales, and T-test and ANOVA tests is used for parametric scales to investigate whether demographic characteristics reveal a significant difference in variables.

**Table 4.3.** The relationship between gender and Erasmus participation status

		Erasmus Participation Status				Chi-Square	Cramer's V	p.
		Yes		No				
		N	%	N	%			
Gender	Female	40	43	53	57	,044	,019	,834
	Male	14	45,2	17	54,8			

When Erasmus participation status is examined in terms of gender, it is concluded that 40 women participated in Erasmus program while 53 women did not participate in Erasmus program. 14 men participated in Erasmus program while 17 men did not participate in Erasmus program. Since the statistical significance of the Chi-Square value (0,044) is  $p=0,834 > 0,05$ , it has been concluded that there is no significant difference between gender and Erasmus participation status. The number of females who participated in Erasmus program is more than males.

**Table 4.4.** The relationship between age and Erasmus participation status

		Erasmus Participation Status				Chi-Square	Cramer's V	p.
		Yes		No				
		N	%	N	%			
Age	18-22	16	21,9	57	78,1	33,855	,523	,000
	23-26	28	75,1	9	24,3			
	27-30	5	71,4	2	28,6			
	31+	5	71,4	2	28,6			

When examining Erasmus participation status in terms of age, it is concluded that 16 students aged 18-22 participated in Erasmus program, yet 57 students of the same age did not participate in Erasmus program. 28 students aged 23-26 participated in Erasmus program, yet

9 students of the same age did not participate in Erasmus program. 5 students aged 27-30 participated in Erasmus program, yet 2 students of the same age did not participate in Erasmus program. 5 students who are 31 years of age and older participated in Erasmus program, yet 2 students of the same age did not participate in Erasmus program. Since the statistical significance of the Chi-Square value (33,855) is  $p=0,000<0,05$ , it has been concluded that there is a significant difference between age and Erasmus participation status. According to Cramer's V test (0,523), the relationship between age and Erasmus participation status is strong, as the V value is 52.3%. The findings indicate that the intensity of participation is between the ages of 23-26, whereas the 18–22 age group should normally participate in Erasmus program at higher rates. The reason for these results is that recent graduates were included in the study as well. It indicates that Erasmus targets university students.

**Table 4.5.** The relationship between GPA (General Point Average) and Erasmus participation status of all participants

		Erasmus Participation Status of All Participants				Chi-Square	Cramer's V	p.
		Yes		No				
		N	%	N	%			
GPA	2,00-2,50	0	0	5	100	8,409	,265	,038
	2,51-3,00	5	26,3	14	73,7			
	3,01-3,50	32	45,7	38	54,3			
	3,51-4,00	15	57,7	11	42,3			

Analyzing the Erasmus program participation status in terms of GPA, it is determined that participants in the 2.00 to 2.50 range GPA did not participate in Erasmus program. 5 participants in the 2.51- 3.00 range GPA participated in Erasmus program while 14 students who had the same range of GPA did not participate in Erasmus program. 32 participants in the 3.01 to 3.50 range GPA participated in Erasmus program while 38 participants who had the same range of GPA did not participate in Erasmus program. 15 participants in the 3.51-4.00 range GPA participated in Erasmus program while 11 participants who had the same range of GPA did not participate in Erasmus program. As a result of the Chi-Square value (8,409)'s statistical significance ( $p=0,038<0,05$ ), it has been determined that there is a relationship between GPA and Erasmus participation status. There is a significant difference between GPA and Erasmus participation status, based on the Cramer's V test result of 0,523, which is 52.3%. Students participating in the Erasmus program must have an overall grade point average of 2.50 or above. Therefore, the student's grade who participated and intended to participate in Erasmus

program is not lower than 2.50. Students have to be successful to be eligible for Erasmus program. The findings indicate that students who participated in Erasmus program are already successful. Also, students who intended to participate in Erasmus program are successful based on Table 4.5. Moreover, the number of students who had in the 3.50–4 range GPA seems to be lower than the 3-3.50 average when the averages are examined. The reason why might be related that students who participated in Erasmus program have slightly lower grade averages because they are enrolled in modules that they are not familiar with.

**Table 4.6.** Significant difference analysis of years of English learning experience according to scales

Scales	Years of English learning experience	N	Mean	Std. Error	Test	p.
PICC	1-5	19	1,9883	,17097	2,144	,080
	6-10	59	2,1243	,08571		
	11-15	33	1,7811	,10149		
	16-20	7	1,9841	,41249		
	21+	5	1,4444	,26527		
	Total	123	1,9756	,06245		
CA	1-5	19	2,9678	,20055	4,038	<b>,004</b>
	6-10	59	2,8173	,11466		
	11-15	33	2,4091	,14375		
	16-20	7	2,3333	,44029		
	21+	5	1,5556	,11111		
	Total	123	2,6522	,08209		
WTC	1-5	19	3,2447	,18189	4,044	<b>,004</b>
	6-10	59	3,3203	,07237		
	11-15	33	3,8212	,11298		
	16-20	7	3,3786	,37778		
	21+	5	3,7700	,25865		
	Total	123	3,4646	,06158		

The present study is conducted with all participants who participated in Erasmus program and who intended to participate in Erasmus program. When the Kruskal Wallis test results are examined, it is concluded that years of English learning experience did not mean a significant difference ( $p=0,080>0,050$ ) from PICC. The reason for this result is that the measurement was completed with the participation of all student. Since the participants taking part in the Erasmus is not included alone, it is not possible to measure PICC.

Based on the results, the average scores of the participants are close to each other or equal. When the ANOVA test results are examined, it is concluded that years of English learning experience showed a significant difference ( $p=0,004<0,050$ ) compared to CA. Significant differences between intervals are determined by post-hoc testing and will be shown below in Table 4.7. When the ANOVA test results are examined, it is concluded that the years of English learning experience showed a significant difference ( $p=0,004<0,050$ ) compared to WTC. Significant differences between intervals are determined by the post-hoc test in Table 4.8.

**Table 4.7.** Post-hoc test to determine significant difference in CA perception of years of English learning experience

Dependent Variable	(I) Years of English learning experience	(J) Years of English learning experience	Mean Difference (I-J)	Std. Error	p.
CA	<b>1-5</b>	6-10	,15051	,22902	,965
		11-15	,55875	,25004	,174
		16-20	,63450	,38388	,467
		<b>21+</b>	<b>1,41228*</b>	<b>,43640</b>	<b>,013</b>
	<b>6-10</b>	1-5	-,15051	,22902	,965
		11-15	,40823	,18873	,201
		16-20	,48399	,34708	,632
		<b>21+</b>	<b>1,26177*</b>	<b>,40440</b>	<b>,019</b>
	11-15	1-5	-,55875	,25004	,174
		6-10	-,40823	,18873	,201
		16-20	,07576	,36129	1,000
		21+	,85354	,41666	,250
	16-20	1-5	-,63450	,38388	,467
		6-10	-,48399	,34708	,632
		11-15	-,07576	,36129	1,000
		21+	,77778	,50839	,545
	<b>21+</b>	<b>1-5</b>	<b>-1,41228*</b>	<b>,43640</b>	<b>,013</b>
		<b>6-10</b>	<b>-1,26177*</b>	<b>,40440</b>	<b>,019</b>
		11-15	-,85354	,41666	,250
		16-20	-,77778	,50839	,545

It is concluded that the years of English learning experience made a significant difference in the perception of CA. A post-hoc test is carried out to determine which of the two categories contained this significant difference. Based on the results of the post-hoc test, it is

concluded that years of English learning experience made a significant difference in students' communication apprehension. The results show that there is a homogeneous distribution that students who had 1-10 years of English learning experience and students who had more than 21 years of English learning experience. Both of these student' groups have high communication apprehension.

**Table 4.8.** Post-hoc test to determine significant difference in WTC perception of years of English learning experience

Dependent Variables	(I)Years of English Learning Experience	(J) Years of English Learning Experience	Mean Difference (I-J)	Std. Error	p.
WTC	1-5	6-10	-,07560	,17179	,992
		<b>11-15</b>	<b>-,57648*</b>	<b>,18755</b>	<b>,022</b>
		16-20	-,13383	,28795	,990
		21+	-,52526	,32734	,497
	6-10	1-5	,07560	,17179	,992
		<b>11-15</b>	<b>-,50087*</b>	<b>,14157</b>	<b>,005</b>
		16-20	-,05823	,26034	,999
		21+	-,44966	,30334	,576
	11-15	<b>1-5</b>	<b>,57648*</b>	<b>,18755</b>	<b>,022</b>
		<b>6-10</b>	<b>,50087*</b>	<b>,14157</b>	<b>,005</b>
		16-20	,44264	,27100	,479
		21+	,05121	,31254	1,000
	16-20	1-5	,13383	,28795	,990
		6-10	,05823	,26034	,999
		11-15	-,44264	,27100	,479
		21+	-,39143	,38134	,843
	21+	1-5	,52526	,32734	,497
		6-10	,44966	,30334	,576
		11-15	-,05121	,31254	1,000
		16-20	,39143	,38134	,843

It is determined that the years of English learning experience significantly affect students's willingness to communicate. A post-hoc test is performed to find out which of the two categories contained the significant difference. The outcomes reveal that a significant difference between students who had 21+ years of English learning experience and students who had 1–10 years of English learning experience. It is observed that students who had 1-15 years of English learning experience are more willing to speak. Table 4.7.and Table 4.8. indicate that although students who had 1-15 years of English learning experience are willing to communicate and feel communication anxiety at the same time, students who had 21+

years of English learning experience are not willing to speak, even if they have communication apprehension. The reason of the result might be related that people become more enthusiastic and idealistic when they are younger yet their willingness to communicate begins to decrease over the years.

**Table 4.9.** Analysis of significant differences by scale of participation in the Erasmus program

Scales	Erasmus Participation Status	N	Mean	Std. Error	Test	p
PICC	Yes	54	1,7023	,59308	1043,500	,000
	No	70	2,1825	,69454		
CA	Yes	54	2,2579	,74465	3,530	,000
	No	70	2,9508	,91534		
WTC	Yes	54	3,7368	,67952	1,242	,000
	No	70	3,2586	,61385		

When the Mann-Whitney U test results are analyzed, it is concluded that Erasmus program participation measured a significant difference ( $p=0,000<0,050$ ) from PICC. The results show that students who intended to participate in Erasmus program have higher averages PICC than students who participated in Erasmus program. The reason for this result could be related to the real-life experiences of students who participated in Erasmus program. Erasmus participants have less faith in themselves because they know what to do and what not to do in the context of PICC. They have already experienced an intercultural environment, and they may communicate with people about the topic on a PICC scale. Therefore, they might feel uncomfortable and unwilling to communicate in such contexts. The low PICC could stem from Erasmus participants' real-life experiences in Erasmus program. However, students who did not take part in Erasmus program consider themselves to be more courageous and committed to talk about it in the context of PICC scale. In this way, their higher PICC could be related to their perceptions about themselves.

When the T-Test results are examined, it is concluded that the Erasmus participation status showed a significant difference ( $p=0,000<0,050$ ) compared to the CA. The findings reveal that students actively engaged in the Erasmus program achieved higher averages than their non-participating peers. This outcome is anticipated, given that participation in the Erasmus program is associated with decreased communication apprehension. Being an Erasmus

participant involves immersion in the target language and frequent interaction with native speakers, fostering a supportive environment that bolsters students' confidence in using their second language fluently and communicatively. This positive environment significantly contributes to their ease and speaking proficiency, enhancing their overall language-learning experience.

Examining the T-Test results, it is determined that there is a significant difference ( $p=0,000<0,050$ ) between the Erasmus participation status and the WTC. The findings indicate that students who participated in the Erasmus have higher averages than students who tended to participate in Erasmus program. Engaging in the Erasmus program encourages participants to speak in L2, which makes them more open to communication. They consequently begin to feel less nervous and more confident when they recognize how capable they are while speaking in English.

The degree of relationship between the variables is determined using correlation analysis. In this analysis, non-parameter variables are correlated using Spearman's, and parameter variables that have a normal distribution are analyzed using Pearson.

**Table 4.10.** Correlation analysis of WTC, CA, and PICC

Scales	Correlation	WTC	CA	PICC
WTC	Spearman's rho	1		
	Sig.	.		
	N	123		
CA	<b>Pearson's r</b>	<b>-,569**</b>	<b>1</b>	
	Sig.	,000	.	
	N	123	123	
PICC	<b>Spearman's rho</b>	<b>-,465**</b>	<b>,539**</b>	<b>1</b>
	Sig.	,000	,000	.
	N	123	123	123

The correlation analysis conclude that there is a negative correlation between WTC and CA (correlation ratio =-0,569). While there is a negative correlation between WTC and PICC (correction ratio=-0,465), there is a positive correlation between the PICC and CA (Correlation Rate =0,539). The correlation analysis are conducted with all participants who participated in Erasmus program and who intended to participate in Erasmus. These values suggest that perceived intercultural communication decreases with increasing communication willingness. In general, ELT students are open to communication, but in practice, perceptions are not always

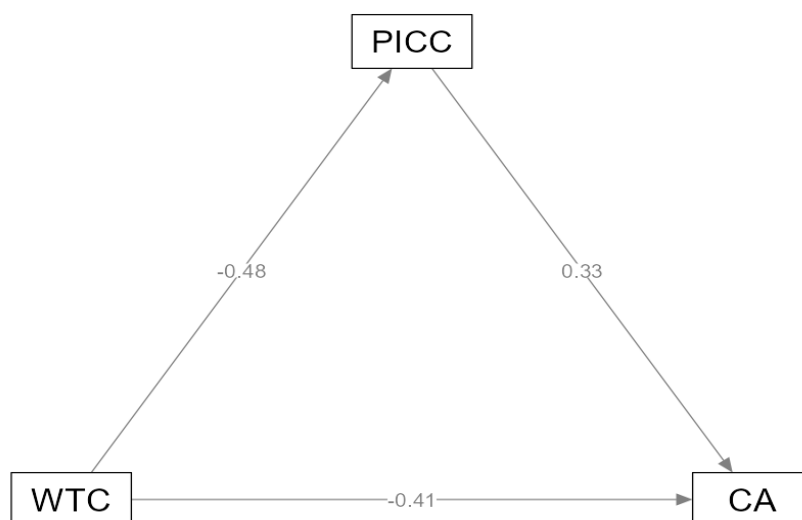
as they seem. It is crucial to understand the context of the questions on PICC scale at this point because students become less able to communicate when they see questions on the PICC scale and mentally picture the circumstance. When given a script, people often worry that they will not be able to do it, but this is not always the case. When we analyzed the questions of the PICC scale, we could see that all the questions occurred in a specific context. As a result, students must know the background information and speak English at least at the C1 level to see themselves as capable on the PICC scale. As an example; a question from the PICC scale says” Ask English-speaking friends about general attitudes towards immigrants and minorities in their country”. To speak about this, the participant has to know about immigrants and minorities in their own country and have a level of C1 English level according to CEFR. The other question is that “discuss with a group of English-speaking acquaintances the similarities between social networking in their country and Türkiye”. In this case, students have to know about social networking otherwise even if they have a level of C1 English, they do not have anything to say due to the deficiency of the context. The other question is also about the public holidays of students' countries, so students have to know all the public holidays of their countries. The context of the questions in the PICC scale requires all high-level information. Students who participated in Erasmus and have a tendency to participate in Erasmus both consider themselves inability to speak in that scenario because of their deficiency in the context. Their communication apprehension increases when they perceive themselves in speaking about this context as well. These statements “I can speak English” and “Talk in English about the way Turks celebrate their religious holidays in a small group of English-speaking strangers” are not expected to be answered in the same way with the same anxiety. The questions on PICC scale are more detailed and ask students to be more specific, proficient in English, and knowledgeable about the context given in the questions. The results of the confirmation analysis were confirmed with SEM.

As part of the study, separate SEM and mediatory role analyses are conducted for participants who participated in Erasmus program. Both the mediation test and the SEM are conducted to measure whether the PICC has a mediating role in the impact of the WTC on CA among Erasmus participants.

**Table 4.11.** Indirect and Total effects and path estimates of participants who participated in Erasmus program

	<i>Label</i>	<b>Estimate</b>	<i>SE</i>	<b>Z</b>	<b><math>\beta</math></b>	<b>p</b>
WTC→ PICC	a	-0.485	0.0803	-6,04	-0,478	< .001
PICC → CA	b	0.431	0.1039	4.15	0,328	< .001
WTC → CA	c	-0.550	0.1054	-5,22	-0,412	< .001

The analysis revealed that the WTC had 48% PICC (Estimate=-0,485), PICC had 33% CA (Estimate=0,431), and WTC had 241% CA (Estimate =-0,550). In addition, WTC has a negative effect on CA and PICC, while PICC has a positive impact on CA. Indirect and total effects and path estimates of WTC, CA, and PICC are analyzed by using the Jamovi 2.3.28 program and SEM. Table 4.12 shows that WTC has a negative effect on CA and PICC while PICC has a positive impact on CA. It is explained that when students who participated in Erasmus are willing to communicate, their communication apprehension decreases as expected. However, when students perceive themselves in an intercultural environment, their willingness to communicate decreases. When students who participated in Erasmus see the questions of PICC scale, they start to feel anxiety rather than willingness to communicate. The questions of PICC scale are as follows; “ask an English-speaking friend about general attitudes towards immigrants and minorities in their country.”, and “explain in English to an English-speaking acquaintance why 29th October is a public holiday in Türkiye.” When it is seen in the examples, the questions are related to a particular context that requires background knowledge. When students who participated in Erasmus program see the question of PICC scale and imagine themselves in these intercultural contexts, their willingness to communicate decreases as it is concluded from the estimate rate (-0,485). Erasmus experience of students might be affected by this result since they have already experienced a similar context and might feel anxiety. When PICC is increased, CA is increased due to their positive relationship as it is concluded from estimate rate (0.431). When CA is increased, WTC is decreased due to their negative relationship as it is concluded from the estimate rate (-550). Consequently, when WTC is decreased, PICC and CA are increased.



**Figure 4.1.** Statistical diagram of path analysis of participants who participated in Erasmus program

When the Statistic Diagram is examined in addition to Table 4.12, the  $\beta$  values and direction of the effect are also seen.

Figure 4.1. indicates that the  $\beta$  values are the real values of participants who participated in Erasmus, and estimate values are confirmed by  $\beta$  values. PICC has a negative impact on WTC (-0,48) while it has a positive impact on CA (0,33). WTC has a negative impact on CA (-0,41).

The results of WTC and CA are found to be in line with expectations, as it is seen in Figure 4.1. Their rates are negatively correlated. WTC diminishes participants' communication anxiety and encourages them to feel comfortable in speaking English. Therefore, when willingness to communicate increases, communication apprehension decreases. The rate between PICC and WTC is found as (-0,48). It indicates that when PICC increases, WTC decreases. The same results between PICC and CA are also seen in the figure 4.1. The reason for these results stems from the questions of the PICC scale. ELT students who participated in Erasmus program may experienced situations in the PICC scales, therefore they are aware of how difficult to communicate when they did not have information about the context.

**Table 4.12.** SEM-related compliance values of participants who participated in Erasmus program

Compatibility Criteria	Perfectly Compatibility	Acceptable Compatibility	SEM
$\chi^2/sd^*$	$\chi^2/sd < 2$	$\chi^2/sd < 3$	1,863
RMSEA*	$0 < RMSEA < 0,05$	$0,05 \leq RMSEA \leq 0,08$	0,068
SRMR*	$0 \leq SRMR \leq 0,05$	$0,05 \leq SRMR \leq 0,10$	0,087
NFI*	$0,95 \leq NFI \leq 1$	$0,90 < NFI < 0,95$	0,973
NNFI*	$0,97 \leq NNFI \leq 1,00$	$0,95 \leq NNFI \leq 0,97$	0,987
CFI*	$0,95 \leq CFI \leq 1$	$0,90 \leq CFI < 0,95$	0,988
GFI*	$0,95 \leq GFI \leq 1,00$	$0,90 \leq GFI \leq 0,95$	0,976
AGFI*	$0,90 \leq AGFI \leq 1,00$	$0,85 \leq AGFI \leq 0,90$	0,970

\*  $\chi^2$ = Chi-Square; df= Degree of Freedom; RMSEA= Root Mean Square Error of Approximation; SRMR= Standardized RMR; NFI= Normed Fit Index; NNFI= Non- Normed Fit Index; CFI= Comparative Fit Index; GFI= Goodness of Fit Index; AGFI= Adjusted Goodness of Fit Index (İlhan & Çelik, 2014).

The compatibility values are examined;  $\chi^2/sd$ , NFI, NNFI, CFI, GFI, and AGFI are excellent, while RMSEA and SRMR are acceptable. SEM is applied to only the students who participated in Erasmus program.

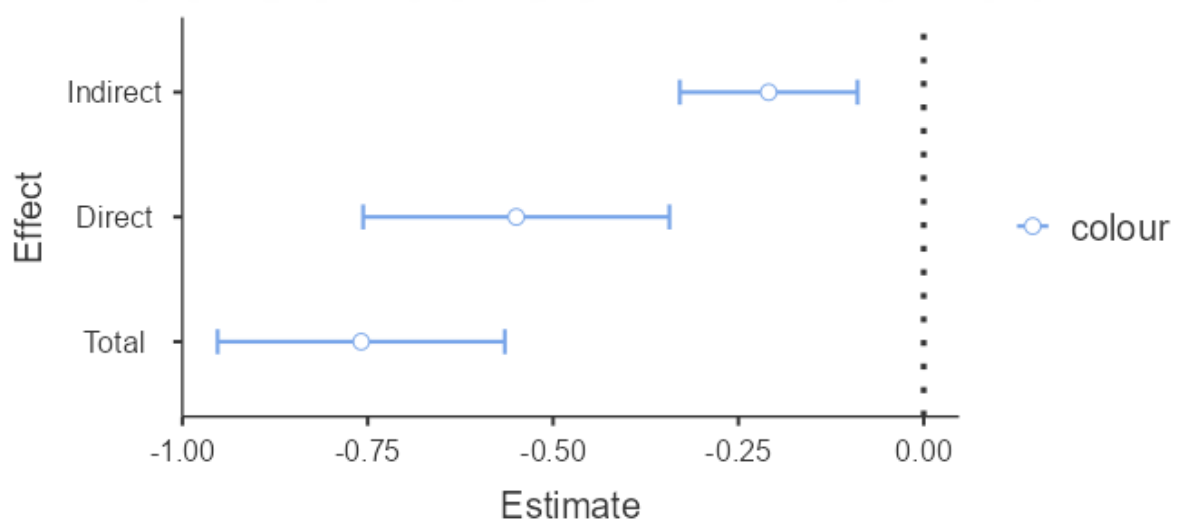
**Table 4.13.** PICC's intermediate role in the WTC's influence on CA

Effect	Label	Estimate	SE	95% Confidence Interval		Z	p	% Mediation
				Lower	Upper			
Indirect	$a \times b$	<b>-0,210</b>	<b>0,0611</b>	-0,329	-0,10893	-3,42	< ,001	27,6
Direct	c	<b>-0,550</b>	<b>0,1054</b>	-0,756	-0,3430	-5,22	< ,001	72,4
Total	$c + a \times b$	-0,759	0,0988	-0,952	-0,5651	-7,68	< ,001	100,0

The direct effect of WTC on CA (first) is  $\beta_1 = -0,550$ , and the indirect impact of the WTC upon CA through PICC is  $\beta_2 = -0,210$  in the table 4.14. When  $\beta_1$  and  $\beta_2$  are examined, the second value is shown to be increased. This result indicates that the medium is the direct intermediary of the variable. As a result, PICC plays a full mediator role in the WTC's influence on CA.

Based on the results of SEM, WTC has a negative impact on CA ( $\beta_1 = -0,550$ ) as it is expected. When PICC arises, it plays a full mediator role in the WTC's influence on CA.

However, the mediator role of PICC is not in the way as it is expected because of the rate ( $\beta_2 = -0,210$ ). The rate is decreased in a negative way. It is concluded that when PICC arises, the negative impact of WTC on CA decreases. Normally, PICC is expected to increase the negative impact of WTC on CA. However, the mediatory role of PICC is not found as it is expected, yet it confirmed the results of the correlation analysis. It is commented that WTC have a negative impact on CA. Therefore, when students' willingness to communicate increases, their communication apprehension decreases. However, with the mediator role of PICC, when students' willingness to communicate increases, their communication apprehension rates start to increase. This is a surprising and unexpected result of the study. Consequently, when students who participated in Erasmus program imagine themselves in the specific context of PICC, their willingness to communicate decreases, and communication apprehension increases as well. The main reason for this impact might be related to the specific and sensitive context of the PICC scale as it is aforementioned. Erasmus participants might have a conversation about the context of PICC scale, and they might experience in a real-life context. Therefore, they might feel anxious to talk about the sensitive and specific context of PICC. That's why when they imagine the context of PICC scale, their willingness to communicate decreases based on their real-life experiences.



**Figure 4.2.** Estimate plot of effects of participants who participated in Erasmus program

In the triple impact analysis, the detection of the negative and significant effect between PICC, WTC, and CA, since  $p < 0,05$ , also shows a negative and meaningful relationship between these three variables. In this context, it confirms that the PICC has a mediating role in the WTC's influence on CA.

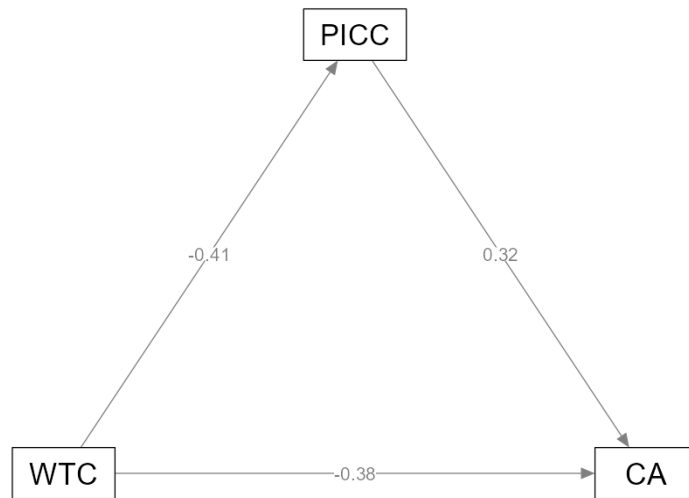
In the study, both the mediation test and the SEM are conducted to measure whether the PICC has an intermediary role in the impact of the WTC on CA, with students who did not participate in Erasmus Program but intended to participate.

**Table 4.14.** Indirect and total effects and path estimates of participants who intended to participate in Erasmus program

	Label	Estimate	SE	Z	$\beta$	p
WTC → PICC	a	-0.467	0.123	-3.79	-0,412	< .001
PICC → CA	b	0.426	0.139	3.07	0,323	.002
WTC → CA	c	-0.572	0.157	-3.64	-0,384	< .001

The results of the analysis show that the WTC gave 41% of the PICC (Estimate=-0,467), PICC 32% of CA (Estima=0,426), and WTC 38% ( Estima=-0,572) of CA. In addition, the WTC has a negative impact on CA and PICC, while the PICC has a positive impact on CA.

The findings indicate that WTC has a negative impact on CA and PICC, although PICC has a positive impact on CA. When willingness to communicate increases, communication apprehension decreases as it is expected. When WTC increases, PICC decreases due to the negative effect. When PICC increases, CA increases as well. The findings give the same results among the participants who participated in Erasmus program and who intended to participate in Erasmus program. When students who intended to participate in Erasmus program imagine themselves in an intercultural environment, they do not tend to talk, and their apprehension increases. The reason for the findings may stem from the questions of the PICC scale containing sensitive contexts that participants do not tend to discuss.



**Figure 4.3.** Statistical diagram of participants who intended to participate in Erasmus program

When the Statistic Diagram is examined in addition to Table Q, the  $\beta$  values and direction of the effect are also seen.

Figure 4.3. indicates that the  $\beta$  values are the real values of participants who intended to participate in Erasmus program, and estimate values are confirmed by  $\beta$  values. PICC has a negative impact on WTC (-0,41) while it has a positive impact on CA (0,32). WTC has a negative impact on CA (-0,38).

The results of Figure 4.3. are in the same line as Figure 4.1. The findings are concluded the same with participants who participated in Erasmus and who intended to participate in Erasmus program. The only difference is  $\beta$  values between students who participated in Erasmus program. When CA increases, WTC decreases. It means that when PICC increases, WTC decreases as well. When PICC increases, CA increases. The results of Figure 4.3. confirm the path estimates of participants who intended to participate in Erasmus program.

**Table 4.15.** SEM-related compliance values of participants who intended to participate in Erasmus program

Compatibility Criteria	Perfectly Compatibility	Acceptable Compatibility	SEM
$\chi^2/sd^*$	$\chi^2/sd < 2$	$\chi^2/sd < 3$	1,827
RMSEA*	$0 < RMSEA < 0,05$	$0,05 \leq RMSEA \leq 0,08$	0,076
SRMR*	$0 \leq SRMR \leq 0,05$	$0,05 \leq SRMR \leq 0,10$	0,098
NFI*	$0,95 \leq NFI \leq 1$	$0,90 < NFI < 0,95$	0,948
NNFI*	$0,97 \leq NNFI \leq 1,00$	$0,95 \leq NNFI \leq 0,97$	0,974
CFI*	$0,95 \leq CFI \leq 1$	$0,90 \leq CFI < 0,95$	0,976
GFI*	$0,95 \leq GFI \leq 1,00$	$0,90 \leq GFI \leq 0,95$	0,953
AGFI*	$0,90 \leq AGFI \leq 1,00$	$0,85 \leq AGFI \leq 0,90$	0,942

\*  $\chi^2$ = Chi-Square; df= Degree of Freedom; RMSEA= Root Mean Square Error of Approximation; SRMR= Standardized RMR; NFI= Normed Fit Index; NNFI= Non- Normed Fit Index; CFI= Comparative Fit Index; GFI= Goodness of Fit Index; AGFI= Adjusted Goodness of Fit Index (İlhan & Cetin, 2014)

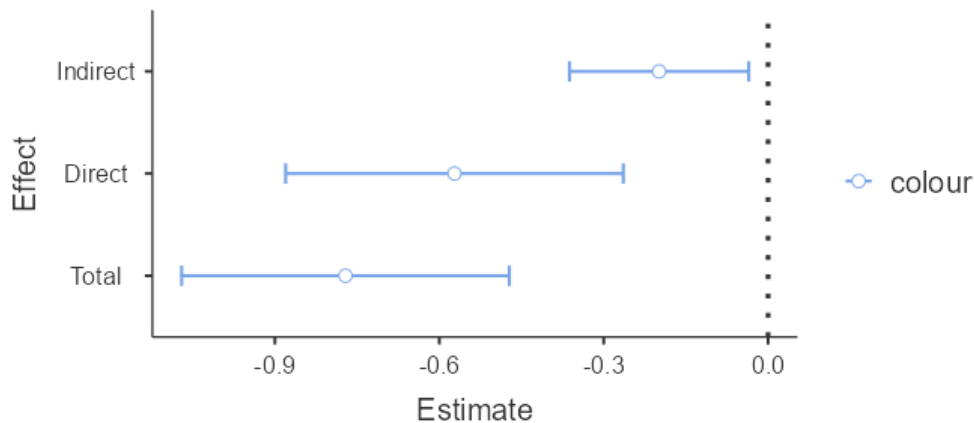
When the compatibility values are examined,  $\chi^2/sd$ , NNFI, CFI, GFI, and AGFI are excellent, while RMSEA, SRMR, and NFI are acceptable.

**Table 4.16.** PICC's intermediate role in the WTC's influence on CA

Effect	Label	Estimate	SE	95% Confidence Interval		Z	p	% Mediation
				Lower	Upper			
Indirect	a × b	<b>-0,199</b>	<b>0,0834</b>	-0,362	-0,0353	-2,38	<b>,017</b>	25,8
Direct	c	<b>-0,572</b>	<b>0,1572</b>	-0,880	-0,2642	--3,64	<b>&lt;,001</b>	74,2
Total	c + a × b	-0,771	0,1525	-1,070	-0,4722	-5,06	<b>&lt;,001</b>	100,0

The direct effect of the WTC on CA (first) is  $\beta_1 = -0,572$ , and the indirect impact of WTC upon CA through PICC is  $\beta_2 = -0,199$  in Table 4.16. When  $\beta_1$  and  $\beta_2$  are examined, the second value is shown to be increased. The results indicate that the medium is the direct intermediary of the variable. As a result, the PICC plays a full mediator role in the WTC's influence on CA.

The findings are given the same results with students who participated in Erasmus program, yet the rates are different. WTC has a negative impact on CA ( $\beta_1 = -0,572$ ), which indicates that when students' WTC increases, CA decreases. However, when PICC arises, the rate of WTC on CA is decreased ( $\beta_2 = -0,199$ ). The value is decreasing and becoming meaningless in the table 4.16.



**Figure 4.4.** Estimate plot of participants who intended to participate in Erasmus program

In the triple impact analysis, the detection of the negative and significant effect between PICC, WTC, and CA, since  $p < 0,05$ , also shows a negative and meaningful relationship between these three variables. In this context, it confirms that the PICC has a mediating role in the WTC's influence on CA.

Based on the result of SEM on ELT students who intended to participate in Erasmus program, PICC has a mediator role in the WTC's influence on CA. PICC arises, and the CA increases, however, when WTC increases, the PICC decreases. These results are parallel with the results of ELT students who participated in Erasmus program. However, their ratios are different. Both participants do not tend to communicate when they perceive themselves in an intercultural environment; thus, their communication apprehension shows an increase.

## CHAPTER V

### 5. DISCUSSION, CONCLUSION, AND SUGGESTIONS

This chapter provided a discussion of the findings, conclusion, and suggestions.

#### 5.1. Discussion

Initially, the present study analyzed the demographic characteristics of the subjects. Demographic characteristics vary among individuals. This study considered various variables, including gender, age, the university attended by the participants, grade levels, overall average, years of English learning experience, duration of English study abroad, and involvement in the Erasmus program. Upon analysis of the findings, it was determined that the study consisted of a greater number of females (93) compared to males (31). According to Gürsoy (2013), the department has a higher number of female ELT teacher candidates since females generally have more favorable attitudes towards English compared to males. Out of the total of 124 pupils, 26 were recent graduates. A total of 54 students actively participated in the Erasmus program, while 70 students expressed their intention to participate but did not take part.

When the relationship between gender and Erasmus participation status was analyzed, it was revealed that 40 of the women participated while 14 of the men participated in Erasmus. The findings of Lesjak, Juvan, Yap, and Axelsson (2015) were also parallel to the current findings. The number of females ( $n=243$ ) who participated in Erasmus program was more than males ( $n=117$ ). However, the statistical significance of the Chi-Square value (0,044) was  $p=0,834 > 0,05$ , so it was indicated that there was no significant difference between gender and Erasmus participation status.

Moreover, a statistically significant difference was found between the age factor and the Erasmus participation status. The program's highest participation rate was seen among students between the ages of 23-26 ( $n=28$ ), while the lowest participation rate was seen among students 31+ ( $n=5$ ). The ages of 18-22 students also followed the highest participation rate with 16 students. Given that the Chi-Square value (33,855) and Cramer's V value is 52.3% had a statistical significance of  $p=0,000 < 0,05$ , it was inferred that there was a significant difference between age and Erasmus participation status. The results showed that the age range with the highest levels of participation was between 23-26, while the 18-22 age group should typically have higher rates of program participation. It can be explained by the fact that the study also included recent graduates ( $n=26$ ). The high correlation between participation and age is

indicated that Erasmus program primarily targets university students as participants. Through Erasmus International Student Mobility, millions of students in higher education have already taken part in the program (Souto-Otero et al., 2022). According to the European Commission (2020a), study mobility accounted for about 70% of all student mobilities for higher education students in the 2018 Erasmus+ call. It demonstrates that the data was collected appropriately in the current study. In their study, Souto-Otero, Huisman, Beerkens, De Wit & Vujic (2013) also confirmed that the majority of respondents, both Erasmus and non-Erasmus, were younger than 24, with less than 10% of respondents being older than 25.

General point average (GPA) also affected Erasmus participation status since a significant difference was found. When the effect of GPA is analyzed in detail, it was noted that there was not any student in the range of 2-2.50 GPA participated in Erasmus program. Also, the number of students in the range of 2,51-3,00 GPA who participated in Erasmus program was 5. The number of students in the range of 3,01-3,50 GPA who participated in Erasmus program was 32. The number of students in the range of 3,51-4,00 GPA who participated in Erasmus program was 15. According to the Cramer's V test (0.523) and Chi-Square value (8,409), it was found that there was a significant difference between GPA and Erasmus participation status. It was concluded that students have to fulfill specific requirements to be eligible for Erasmus program such as general point average. Based on the results, it can be observed that there was not any student in the range of 2 - 2.50 GPA who took part in Erasmus program. The reason for this situation is that universities require applicants to have a GPA of at least 2 or 2.20 to be eligible for Erasmus program. Students have to be successful to participate in the program. These tests were conducted on all participants who participated in Erasmus program and who intended to participate in Erasmus program. It indicated that Erasmus participants were successful because they had a chance to participate in the program. In addition, students who intended to participate in Erasmus were also successful based on the results. Similarly, Nwosu (2021) stated that students who intend to study abroad for a semester or longer have to achieve a minimum grade requirement at their home institution. Furthermore, there were fewer students in the range of 3.50–4 (n=15) GPA than there were in the range of 3-3.50 (n=32) GPA. This is a result of Erasmus participants enrolling in classes during the program that they are not familiar with. As a result, their GPA slightly decreased.

In the current study, the factor of years of English learning experience was analyzed according to the scales (PICC, WTC, and CA) with students who participated in Erasmus

program and students who intended to participate in Erasmus program. The analysis of the Kruskal-Wallis test indicated that there was no significant difference between the years of English learning experience and PICC ( $p = 0.080 > 0.050$ ). The Kruskal-Wallis test was utilized due to the non-parametric nature of the PICC, as determined by the normality test. On the other hand, when the ANOVA test results were examined, a significant difference ( $p = 0.004 < 0.050$ ) was discovered between the years of English learning experience and WTC and CA. ANOVA tests were employed because both WTC and CA were determined to be parametric according to the normality test.

After revealing the significant difference between scales, a post-hoc test was applied to WTC and CA. It was carried out to determine which of the two categories contained significant differences. Based on the results of the post-hoc test, it was concluded that the factor of years of English learning experience made a significant difference in students' communication apprehension. The results showed a homogeneous distribution between students who had 1-10 years of English learning experience and students who had 21+ years of English learning experience. Both of these student groups had high communication apprehension. In a similar vein, Molnar & Crnjak (2020) investigated the association between the year of study and the communication apprehension degree of undergraduate and graduate students. The findings of the study indicate that the year of study is not an important indicator of CA. Additionally, there was no difference between undergraduate and graduate student's CA levels.

Furthermore, the results of a post-hoc test on WTC revealed that there was a significant difference between students who had 1-10 years of English learning experience and students who had more than 21 years of English learning experience. Students who had 1-10 years of English learning experience were more willing to communicate than students who had more than 21 years of English learning experience. It indicated that when people start learning a new language, they are always more enthusiastic and eager, which makes them more confident and less anxious. Younger people are always more courageous, idealistic, and confident to communicate. Although students who had 1-15 years of English learning experience were willing to communicate and feel communication anxiety at the same time, students who had 21+ years of English learning experience were not willing to speak, even if they had communication apprehension. In contrast to the current study's findings, the study of Alemi, Tajeddin, and Mesbah (2013) concluded that students' communication and intercultural skills increased with the amount of time they spent studying English, which led to a higher level of

WTC. In terms of proficiency, it is concluded that people who have studied a foreign language for a long time will be more confident in their ability to communicate and will be more willing to speak.

The core of the study was presented with the following findings. There was a significant difference between Erasmus participation status and scales (WTC, CA, and PICC) of the study. Tests were conducted with all participants who participated in Erasmus program and who intended to participate in Erasmus program. Based on the Mann-Whitney U test results, the participation in Erasmus program measured a significant difference ( $p=0,000<0,050$ ) in PICC. The results demonstrated that students who intended to participate in Erasmus program had higher averages than students who participated in Erasmus program. The reason for this result might stem from the questions on PICC scale. At this point, it can be concluded that reality and perception differ from each other. Erasmus participants might have experienced the situations on PICC scale, therefore, they might have imagined their real-life experiences during Erasmus program. They might have encountered the context of PICC scale, and may not have shown a tendency to talk about such contexts. The topics of contexts were as follows; immigrants, minorities, public and religious holidays, and family values. However, non- Erasmus students only imagine the situations on PICC scale and trust themselves to talk about such situations. They might believe that they can speak about the specific topics of PICC as they talk in L1, so they might be more willing to communicate.

When the T-Test results were examined, it was concluded that Erasmus participation status showed a significant difference ( $p=0,000<0,050$ ) on CA. The results indicated that participants who intended to participate in Erasmus program had higher averages than students who participated in Erasmus program. Furthermore, analysis of the T-Test results revealed that there was a significant difference ( $p=0,000<0,050$ ) between Erasmus participation status and WTC. The results show that WTC of students who participated in Erasmus program was higher than students who intended to participate in Erasmus program. Willingness to communicate (WTC) is defined as “readiness to enter into discourse at a particular time with a specific person or persons using a L2” (MacIntyre et al., 1998, p. 547). Participating in Erasmus program encourages participants to communicate in L2, which increases their willingness to communicate. Erasmus participants gain proficiency in the target language in a real-world setting and feel more comfortable and confident. An individual's proficiency in a second

language increases with the amount of time they spend abroad. Due to their international environment, Erasmus participants are required to express themselves in the target language. Their communication anxiety minimizes and their self-confidence increases as they interact with others in L2. It is expected that students who have spent time abroad in an English-speaking environment will have greater confidence in their language skills, which will make them less nervous and more willing to try communicating in English (Wang, 2009). The results highlighted how important studying abroad is to reduce students' communication apprehension and increase their willingness to communicate. The literature has numerous comparable findings about the beneficial impact of Erasmus on students' low anxiety and willingness to communicate. The findings of Yardımci's (2014) study clearly showed that when learners are exposed to a foreign language in real-world situations, they realize how positive impact of exposure on language acquisition. Likewise, encouraging the use of English as a common language in a multicultural setting fosters or strengthens positive language attitudes. Fidan & Karatepe (2020) also pointed out that every participant thought that studying abroad had improved their language skills and that language learning was a positive experience. In the same vein, Ahn (2014) noted that participants felt that taking part in a student exchange program helped them broaden their perspective and improve their language skills because they were exposed to various languages and cultures. Moreover, Akyürek's study (2019) supported the idea by saying that following the Erasmus+ Program, students' language proficiency generally rose. They were seen to have attained the B2 level. Students participating in the Erasmus program think that they are living positively, and this positive environment leads them to feel comfortable while expressing themselves in L2. In this way, it is obvious that learners' willingness to communicate mainly depends on their motivation level and their communication confidence (Altmer, 2017).

The results of correlation analysis showed that there was a negative correlation between the WTC and CA (correlation ratio =-0,569) and between the WTC and PICC (correction ratio=-0,465) while between the PICC and CA, it was concluded there was a positive correlation (correlation rate =0,539).

The correlation analysis of the study regarding English language teaching students' WTC and CA found a negative relationship (correlation ratio=-0,569). A negative relationship implies if WTC is higher, CA is lower, so they affect each other in a negative way. The negative relationship between WTC and CA is an expected result based on the findings of the current

study. When students feel comfortable, they tend to speak in L2. The findings of the study are supported by several studies in the literature. Fatemipour & Shirmohamadzadeh (2014) revealed that the willingness to communicate and the communication anxiety of EFL students are significantly correlated. EFL students' willingness to communicate will decline if their communication anxiety increases. Croucher (2016) also found that a higher level of communication anxiety indicates a lower level of willingness to communicate. Similarly, Bahodori (2018) stated that there is a negative correlation between communication apprehension and willingness to communicate among Iranian EFL learners. Likewise, Nagy (2005) found that English majors are less likely to speak English when they feel uncomfortable. The researcher discovered that lowering the level of CA is the most effective strategy to raise WTC levels in L2 as learners improve their proficiency. Likewise, prior research by MacIntyre (2007) revealed a strong relationship between perceived competence, communication anxiety, and L2 WTC. The study's findings demonstrated a significant negative correlation between WTC and the level of communication anxiety. In a similar vein, Nagy & Nikolov (2007) found that English majors' ability to communicate was completely impacted by their fears of making mistakes, being in a formal setting, and having a larger number of interlocutors.

Surprisingly, a negative relationship was found between WTC and PICC. The correlation analysis concluded that there was a negative correlation between the WTC and PICC (correlation ratio=-0.465), while the relationship between PICC and CA was found positive (correlation rate=0.539). The WTC has a negative relationship with CA and PICC, although the PICC has a positive relationship with CA. It implies that when participants perceive themselves in an intercultural environment, their willingness to communicate decreases, and their communication apprehension increases. Normally, it is expected that when students are willing to communicate, their PICC must be higher. There must be a positive relationship between WTC and PICC. To this end, the present study aimed to reveal the positive impact of Erasmus on ELT students' perceived intercultural communicative competence. It was expected that when students perceive themselves in an intercultural environment, it might affect their WTC in a positive way, and they tend to talk. However, the findings of the current study revealed that there is a negative relationship between students' perceived intercultural communicative competence and willingness to communicate. The present study is original and significant since it is found a negative relationship between WTC and PICC.

Normally, studies in the literature indicate the significance of intercultural environment and its benefits on students, significantly Erasmus program due to its success in terms of providing an international environment to students (Jenkins, 2009; Fidan & Karatepe, 2020; Baranova et al, 2020; Lei, 2021; Ünlü, 2023) However, the studies as mentioned above have measured the intercultural communicative competence of participants and have used ICC scales in their studies. The results of the present study show a difference in assessing perceived intercultural communicative competence by using PICC scale.

Perceived Intercultural Communicative Competence was a term that was adopted from Ünlü's study (2023). It describes the need for a wide range of data from multiple sources to provide a more reliable and accurate picture of the participant's intercultural communicative competence (ICC) level in her study. However, in the current study, the PICC scale was used to assess students' perceived intercultural communicative competence. In the current study, participants who filled out the PICC scale were asked to rate their perceived level of competence to imagine themselves in a particular situation in an intercultural context. Using the PICC scale makes the current study unique in the literature to reveal students' perceptions about themselves since the ICC scale has already been used in several studies (Oz & Saricoban, 2014; Sarigoz, 2014; Sevimeel-Sahin, 2020; Hapsari, 2021; Lei, 2021; Ünlü, 2023).

In the PICC scale of the current study, participants are asked to picture themselves interacting with people from different cultures. The reason for using the PICC scale instead of the ICC scale is to focus on the perceptions and metalinguistic awareness of ELT students since perceptions and reality might be different. Real situations may not be found as imagined in students' brains. Although ELT students are communicative and receptive, perceptions are not always accurate in real life. Therefore, it is critical to grasp the context at this point. Our analysis of the PICC scale questions revealed that most of the questions were asked in a specific context. As a result, to speak about the subject, students have to speak C1-level English and be knowledgeable about the relevant background. What is more, some contexts of PICC scale are sensitive to talk about in Turkish culture. The example of the PICC scale statements is given as follows; "Ask English-speaking friends about general attitudes towards immigrants and minorities in their country". When analyzing this example, it is clear that to speak on this topic, the participant has to be knowledgeable about immigrants and minorities in their nation and possess a CEFR level C1 English proficiency. If they do not have background information, they do not tend to speak. Moreover, students do not prefer to communicate about small minorities

and immigrants since it has been a delicate matter in Turkish culture (Ünlü, 2023). The other statements say that “Ask English-speaking friends about public holidays in their country”. In this context, ELT students have to know public holidays to have a conversation with someone. Another statement is that “Talk in English about the way Turks celebrate their religious holidays in a small group of English-speaking strangers”. Students must have background information about religious holidays to be willing to communicate about them. Otherwise, even if they have a C1 level of English, they are not willing to communicate and feel anxious to speak about the context. Also, they should be interested in talking about religious holidays, otherwise, they do not prefer to speak, and their willingness to communicate increases in this way. In the same way, Ünlü (2023) concluded that people would prefer not to talk about topics they are not interested in, therefore they are less likely to communicate. The findings of the study are also in line with other research conducted in different settings. Kang (2005) concluded that if a topic was unfamiliar to students, and made them feel uncomfortable, they were reluctant to talk about it. In their qualitative research, Nagy & Nikolov (2007) also indicated that the English major's willingness to communicate was affected by the topic of conversation. Students stated that they were less inclined to speak in English if they could not relate to the subject matter of the conversation or if they did not know much about it. Likewise, Pawlak & Mystkowska-Wiertelak (2015) concluded that the topic was one of the affecting factors of students' willingness to communicate. According to participants in the study, a lack of opinions caused to decrease in willingness to communicate. Similarly, Zarrinabadi (2013) implied that one's familiarity with the subject greatly impacts one's ability to use language confidently. The ability to communicate more effectively in language is enhanced by having knowledge of the subject matter being discussed. Consequently, the more you have knowledge about the topic, the more you tend to talk about it.

Indirect and total effects and path estimates of WTC, CA, and PICC were analyzed by using the Jamovi 2.3.28 program and SEM with students who participated in Erasmus program. The analysis revealed that the WTC had 48% PICC (Estimate=-0,485), PICC had 33% CA (Estimate=0,431), and WTC had 241% CA (Estimate =-0,550). The estimated values of the current study demonstrate that WTC has a negative impact on CA and PICC while PICC has a positive impact on CA. It is explained that when students who participated in Erasmus program were willing to communicate, their communication apprehension decreased as it was expected. However, when PICC increases, CA increases because of the positive relationship based on the result. When students who participated in Erasmus program saw the question of PICC scale and

imagined themselves in intercultural contexts, their willingness to communicate decreased as we concluded from the estimated rate (-0,485). Their Erasmus experience might be affected by this result since they have already experienced a similar context and might have felt anxiety. When PICC is increased, CA is increased due to their positive relationship as we concluded from the estimated rate (0,431). When CA is increased, WTC is decreased due to their negative relationship as we concluded from the estimated rate (-550). Consequently, when WTC is decreased, PICC and CA are increased.

Statistical diagrams of path analysis were conducted in the present study. According to the results, estimate values were confirmed by  $\beta$  values. PICC has a negative impact on WTC (-0,48) while it has a positive impact on CA (0,33). WTC has a negative impact on CA (-0,41).

In the present study, both the mediation test and SEM were carried out on the students who participated in Erasmus program so as to measure whether PICC has a mediating role in the impact of the WTC on the CA or not. The results showed that the direct effect of WTC on CA is  $\beta_1 = -0,550$ , and the indirect effect of WTC upon CA through PICC is  $\beta_2 = -0,210$  in the model. This indicates that the medium is the direct intermediary of the variable. As a result, the PICC plays a full mediator role in the WTC's influence on CA. In the same way, the triple impact analysis carried out, the detection of the negative and significant effect between PICC, WTC, and CA also showed that there is a negative and meaningful relationship between these three variables. In this context, it confirms that the PICC has a mediating role in the WTC's influence on CA. normally WTC has a direct and negative impact on CA with the value of  $\beta_1 = -0,550$ . However, when PICC arises, the impact of WTC on CA is increased ( $\beta_2 = -0,210$ ). The impact of PICC is unexpected in the study, yet it is confirmed the result of correlation analysis as it is aforementioned. When PICC arises, WTC decreases, and thus CA increases. It is implied that students who participated in Erasmus are not willing to communicate when they imagine themselves in an intercultural environment. Their real-life experiences during Erasmus program might be the reason for this result. Since they might talk about the same context and feel anxious. When they imagine the same situations, their communication apprehension increases and their willingness to communicate decreases.

On the other hand, numerous studies have been found in the literature to show the importance of taking part in Erasmus in terms of ICC. ICC indicates that the intercultural environment helps to decrease communication anxiety and makes participants relaxed. The Erasmus program is directly related to intercultural communicative competence, and it is

defined as the Erasmus Program that has provided higher education students with the opportunity to meet with different cultures and to live and study together. University students have the opportunity to go abroad and get to know other cultures in a different country and at the same time promote their own culture (Akyürek, 2019). Baranova, Kobicheva & Tokareva (2020) noted that students' intercultural communication skills were enhanced by their participation in the Erasmus Mobility program. The study of Jenkins (2009) revealed that the Erasmus Exchange Program helps participants develop an appreciation of being a non-native English speaker in a multicultural environment. Yardımcı (2014) noted that providing opportunities for students to engage directly with individuals from diverse cultural and linguistic backgrounds is crucial. In the same line, Gürlek's findings (2021) demonstrated that the learners recognize that exposure to a foreign language in its native tongue is essential to learning it. As a result, it is more crucial than ever to provide opportunities for students to engage directly with individuals from diverse linguistic and cultural backgrounds. Fidan & Karatepe (2020) also suggested that Erasmus participants made steady progress in speaking and expressing themselves during the process. Additionally, they have relished their time abroad, meeting people from other nations, and discovering new cultures. The latest similar study Ünlü (2023) investigated the WTC, CA, ICC, and PICC levels of English language instructors and their relations. In her study, it is concluded that the longer participants stayed abroad, the higher their average PICC ranking was. The relationship between ICC-PICC-WTC was positive, but the connections between PICC-CA and WTC-CA were all negative. On the other hand, the longer a person spends abroad, the higher their mean scores and rankings on the ICC and PICC, thus the lower their average scores on the CA.

In the present study, both the mediation test and the SEM were conducted to measure whether the PICC has an intermediary role in the impact of the WTC on CA with students who did not participate in the Erasmus Program but intended to participate.

Indirect and total effects and path estimates of WTC, CA, and PICC are analyzed by using the Jamovi 2.3.28 program and SEM with students who intended to participate in Erasmus program. The results of the analysis showed that the WTC gave the PICC (Estimate=-0,467), PICC CA (Estima=0,426), and WTC ( Estima=-0,572) of CA. In addition, the WTC has a negative impact on CA and PICC, while the PICC has a positive effect on CA. Moreover, statistical diagram of path analysis were also indicated estimate values were confirmed by  $\beta$  values. PICC has a negative impact on WTC (-0,41) while it has a positive impact on CA (0,32).

WTC has a negative impact on CA (-0,38). The findings are given the same results among participants who participated in Erasmus program and who intend to participate in Erasmus. In this case, the impact of Erasmus program was not found on participants.

In the present study, both the mediation test and the SEM were carried out on the students who intended to participate in Erasmus program so as to measure whether the PICC has a mediating role in the impact of the WTC on the CA. It was found that the direct effect of the WTC on CA is  $\beta_1 = -0,572$ , and the indirect impact of WTC upon CA through PICC is  $\beta_2 = -0,199$ . This indicates that the medium is the direct intermediary of the variable. As a result, the PICC plays a full mediator role in the WTC's influence on CA. Based on the result of SEM on ELT students who intended to participate in the Erasmus program, the PICC has a mediator role in the WTC's influence on CA. The PICC arises, and the CA increases, however, when WTC increases, the PICC decreases. These results are parallel with the results of ELT students who participated in the Erasmus program. However, their ratios are different. Both participants feel anxious when they perceive themselves in an intercultural environment, thus their willingness to communicate shows a decrease. The reason for these findings is related to the PICC scale questions. When students imagine themselves in the context of PICC such as small minorities, public and religious holidays, and family values, they are not willing to communicate and feel anxious. Based on the findings, the impact of Erasmus on ELT students was not found concerning PICC scales. PICC shows that ELT participants are not willing to communicate and feel communication anxiety when they perceive themselves in an intercultural environment because of the sensitive and particular context of PICC scale.

Normally, in this study PICC results were expected to be parallel with the ICC, however, the findings were given different results. It could be commented that it stems from the context of PICC scales. Also, the PICC and ICC scales are different from each other, and the PICC scale was used for the first time in the present study therefore results are limited to support the literature. PICC was only used in Ünlü (2023) study so as to confirm the results of ICC scales. The reason why, the current study is unique since it is the first study that used PICC scale to gather data separated from the ICC scale. The findings indicated how different the PICC scale is compared to the ICC scale. This study is also unique since the participants were selected ELT students and recent graduates who participated in the Erasmus program and who intended to participate in Erasmus. The aim was to determine the impact of Erasmus on ELT students and recent graduates concerning WTC, CA, and PICC. These three scales were also used together

on the ELT students who participated in the Erasmus program for the first time. Therefore, the findings of the present study are significant and original.

## **5.2. Conclusion**

This chapter presented the conclusion part of the study and suggestions for further studies.

The current study aimed to research to investigate the impact of the Erasmus program on ELT students' willingness to Communicate (WTC), communication Apprehension (CA), perceived intercultural communicative competence (PICC), and their relationships with each other. Demographic factors affecting Erasmus participation were also analyzed in the study. Given that the present study is the first to collect data using PICC scale independently from ICC scale, the findings are significant and original. Additionally, the current study applied WTC, CA, and PICC scales together for the first time on ELT students who participated in Erasmus and students who intended to participate in Erasmus program.

Firstly, demographic factors of ELT students affecting Erasmus participation status were analyzed. Analysis of questionnaires provided that age and general point average were significantly affected the participation in Erasmus. The findings indicated that Erasmus targets university students since participants age range was mostly between 18-26. In addition, students who participated in Erasmus and students who intended to participate in Erasmus were found successful since they had a high rate of GPA. When the other factors were analyzed, it was not found a significant difference between gender, years of English learning experience, and Erasmus participation status.

Moreover, the factor of years of English learning experience was analyzed according to the scales (PICC, WTC, and CA) with students who participated in Erasmus program and students who intended to participate in Erasmus program. Findings revealed that although there was a significant difference between CA, WTC, and the years of English learning experience, a significant difference was not found between PICC and the years of English learning experience. Although students who had 1-15 years of English learning experience were willing to communicate and felt communication anxiety at the same time, students who had 21+ years of English learning experience were not willing to speak, even if they had communication apprehension.

The core of the present study was provided with significantly different analysis results. It was revealed the impact of Erasmus on ELT students. Significant difference analyses were

conducted on scales with Erasmus participants and non-Erasmus participants. Findings demonstrated that there was a significant difference between WTC and Erasmus participation status. Students who participated in Erasmus program were found more willing to communicate. Participating in the Erasmus program encourages ELT students to communicate in L2, and increases their willingness to communicate. Furthermore, analyzing the relationship between Erasmus participation and CA revealed that students who participated in Erasmus program had less communication apprehension when comparing students who intended to participate in Erasmus program. Students are less inclined to speak when they are nervous. This is the point at which WTC and CA greatly impact one another. The current study's findings highlight the benefits of the Erasmus program for ELT students. Due to the fact that Erasmus participants live in an international environment and must communicate in the target language, their confidence is increased and their communication anxiety decreases when they interact with others in the L2. Similar studies illustrating the importance of studying abroad for increasing WTC and decreasing CA have been included in the literature.

When the result of PICC was analyzed, interestingly it was found that students who intended to participate in the Erasmus program had higher averages than students who participated in Erasmus program. The reason for this result might stem from the questions in PICC scales and its context since the context of PICC requires specific knowledge to talk about specific topics such as small minorities, public and religious holidays, and family values. Students who participated in Erasmus program might experience these contexts in real-life situations so they are aware of their communication limits. However, students who intended to participate in Erasmus program only imagine the context so they might think that they can express their opinions in L2 as it is in L1. Therefore, they feel more secure and comfortable to talk about such topics of PICC scale. It can be concluded that perceptions and real life are different. Since Erasmus participants might experience the reality, their PICC was found lower in the study.

Correlation analyses were conducted in the present study to reveal the relationship between PICC, WTC, and CA. Based on the findings, there was a negative relationship between ELT students WTC and CA. ELT students are less likely to speak English when they feel uncomfortable. In the same vein, if students are willing to communicate, they feel more confident and their communication apprehension decreases. Several studies supported the negative relationship between CA and WTC in the literature.

Surprisingly, a negative relationship was found between WTC and PICC, while there was a positive relationship between PICC and CA. It indicates that when students imagine themselves in an intercultural environment, their willingness to communicate decreases, and communication apprehension increases. Normally, it is expected that when students are willing to communicate, their PICC must be higher. There must be a positive relationship between WTC and PICC. To this end, the present study aimed to reveal students' intercultural communicative competence with the impact of the Erasmus program. It was expected that when students perceive themselves in an intercultural environment, their willingness to communicate should be affected in a positive way. However, the findings of the current study are original and significant since it was found a negative relationship between WTC and PICC. In literature, ICC scale is used to measure students' intercultural communicative competence. PICC scale was used to collect data separated from ICC scale for the first time in the current study. Consequently, the results indicated that PICC and ICC provided different results. Since perceptions and reality may differ, PICC scale was used to concentrate on the perceptions and metalinguistic awareness of ELT students. Normally, ELT students are willing to communicate and have low communication apprehension in L2, however, some factors may affect their enthusiasm, and make them feel anxious such as the topic of conversation. At this point, it is crucial to analyze the topics of context on PICC scale. The interesting result of the impact of PICC can be attributed mainly to PICC scale because the questions are designed within a specific context which requires context knowledge. Also, they include some sensitive manners in the Turkish context. Students' willingness to communicate might decrease when they mentally picture themselves in the context of PICC scale. After reviewing the questions on PICC scale, it can be concluded that questions were asked in a specific context such as public and religious holidays, immigrants, and small minorities. In addition to having a C1 proficiency in English, students have to be familiar with these contexts so as to be able to talk about them. Moreover, students should be interested in the context in order to show a tendency to talk about them. In contrast, they become more anxious and are less inclined to talk. Consequently, the unexpected impact of PICC on WTC and CA of ELT students stems from the context of the questions on PICC scale.

All in all, the mediation test and the structural equation modeling (SEM) were used in the study with students who participated in Erasmus program and who intended to participate in Erasmus program separately. The aim was to determine whether PICC has a mediator role in the WTC's influence on CA. Findings demonstrated that when PICC plays a full mediator

role in the WTC's influence on CA. It demonstrated that when PICC arises, the ratio of CA decreases with the influence of WTC. The impact of PICC is unexpected in the study, yet it is confirmed the result of correlation analysis. When PICC arises, WTC decreases, and thus CA increases. The findings were the same parallel with participants who participated in Erasmus program and students who intended to participate in Erasmus program, yet the ratio of values was different between these two group of students. When both participants picture themselves in a cross-cultural setting, they feel nervousness so it lowers their willingness to communicate. The reason for these findings is related to the questions on PICC scale. Students are unwilling to communicate and feel nervous when they picture themselves in PICC contexts that include sensitive and specific topics, such as small minorities and immigrants, public and religious holidays, and family values. The results indicated that neither the Erasmus participant group nor the non-Erasmus participants were willing to communicate when asked to picture themselves in the PICC scale statements. It can be concluded that although participating in Erasmus program affects ELT students' willingness to communicate and communication apprehension, it does not affect students' perceived intercultural communicative competence. Both Erasmus participants and non- Erasmus participants have reached the same conclusion on PICC with different rates. The original result of the impact of Erasmus on ELT students' perceived intercultural communicative competence highlights the significance of the present study.

### **5.3. Suggestions**

The impact of Erasmus program on ELT students' willingness to communicate, perceived intercultural communicative competence, and communication apprehension has been investigated through a study that included 124 ELT students from Necmettin Erbakan University and Bartın University. It could be more beneficial to work with more students and universities to conclude the findings.

Unlike the willingness to communicate (WTC) and the communication apprehension (CA) scale, the perceived intercultural communicative competence (PICC) scale was used for the first time separated from the intercultural communicative competence (ICC) scale in the present study. Based on the findings, the impact of the PICC scale on ELT students has been found unexpected and original. Further studies can compare the PICC and ICC scales to reveal the difference between these scales with a similar group of participants.

Moreover, the current study was conducted via surveys which is one of the quantitative research methods. Consequently, findings were collected and interpreted through numerical data. It could be more clear and beneficial to collect data through the interview which is one of the data collection techniques in qualitative research since the goal of interviews is to reveal the experiences of individuals and how they interpret these experiences based on their opinions. Considering the unexpected and original results of PICC, further studies should conduct qualitative research by using the PICC scale on similar group of participants.

What is more, the impact of Erasmus on ELT students' WTC, CA, and PICC have been evaluated through the current study that included 54 students who participated in Erasmus program and 70 students who intended to participate in Erasmus program. It could give more effective and beneficial results to work with only Erasmus participants by applying pre and post-tests before and after attending Erasmus program.

## GENİŞLETİLMİŞ TÜRKÇE ÖZET

Necmettin Erbakan Üniversitesi, Eğitim Bilimleri Enstitüsü  
Yabancı Diller Eğitimi Anabilim Dalı  
İngiliz Dili Eğitimi Bilim Dalı  
Yüksek Lisans Tezi

### ERASMUS PROGRAMININ İNGİLİZCE ÖĞRETMENLİĞİ ÖĞRENCİLERİ ÜZERİNDEKİ İLETİŞİM İSTEKLİLİĞİ, ALGILANAN KÜLTÜRLERARASI İLETİŞİM YETENEĞİ VE İLETİŞİM KAYGISI ÜZERİNE ETKİSİ

İremnur CESUR

#### GİRİŞ

Erasmus programı, Avrupa'da üniversite öğrencilerine yönelik bir değişim programı olarak tanımlanabilir. Bu program, öğrencilere yabancı bir ülkede bir dönem veya daha uzun süre eğitim görme, staj yapma veya araştırma yapma imkanı sunarak kültürel ve akademik deneyimlerini zenginleştirmelerini sağlar. Özellikle İngilizce öğretmenliği gibi dil odaklı bölümlerde okuyan öğrenciler için Erasmus, dil becerilerini geliştirme ve dili etkin bir şekilde kullanabilme yeteneği kazanma açısından kritik bir rol oynar. Bu öğrenciler, ileride dil öğretmeni olarak çalışacakları için dilin günlük hayatta ve profesyonel bağlamda nasıl kullanılacağını doğrudan deneyimleme fırsatı bulurlar.

Erasmus program sayesinde öğrenciler farklı kültürleri tanıma ve anlama şansı bulurlar, bu durum da kültürlerarası iletişim becerilerini geliştirmelerine yardımcı olur. Aynı zamanda, iletişim istekliliği ve iletişim kaygısı gibi kavramlar da Erasmus deneyimiyle ilişkilidir. Yeni bir dil ve kültürle karşılaşma süreci, öğrencilerin iletişim istekliliğini artırırken, aynı zamanda iletişim kaygısını azaltmalarına yardımcı olabilir. Bu bağlamda, Erasmus programı, hem dil becerilerini hem de iletişim yeteneklerini geliştirmek isteyen öğrenciler için benzersiz bir öğrenme ve kişisel gelişim fırsatı sunar. Daha önceki çalışmalar Erasmus'un etkilerine, iletişim istekliliğine ve iletişim kaygısına odaklanmış olsa da bu üç kavramın birlikte çalışıldığı çalışmalar oldukça sınırlıdır. Aynı zamanda kültürlerarası iletişim yeteneği daha önce araştırılmış olsa da algılanan kültürlerarası iletişim yeteneği'nin Erasmus programına katılan ve katılma niyetinde olan İngilizce öğretmenliği öğrencileri üzerindeki etkisi araştırılmamış ve buna ek olarak iletişim istekliliği, iletişim kaygısı ve algılanan kültürlerarası iletişim yeteneğine Erasmus programının etkisini araştıran bir çalışmaya Türkiye bağlamında rastlanmamıştır. Bu sebeple, güncel çalışma Erasmus programının İngilizce öğretmenliği bölümünde okuyan

öğrenciler üzerindeki etkisini ölçmeyi hedeflemiştir. Bu doğrultuda, çalışma İngilizce öğretmenliği öğrencilerinin iletişim kurma istekliliklerini, iletişim kaygıları, algılanan kültürlerarası iletişim yetenekleri ve bu değişkenlerin birbirleriyle olan ilişkilerini ortaya çıkarmayı amaçlamıştır. Bu araştırma konusuna açıklık getirmek için 6 tane araştırma sorusu üzerinden sonuca ulaşılmak istenmiştir.

## METODOLOJİ

Bu çalışmada, nicel bir araştırma yöntemi olarak, veri toplamak için anketler kullanılmıştır. Veriler 3 anket aracılığı ile toplanmıştır, anketler sırasıyla iletişim istekliliği anketi, iletişim kaygısı anketi ve algılanan kültürlerarası iletişim istekliliği anketi olarak isimlendirilmektedir. Anketler katılımcılardan daha kolay ve hızlı şekilde veri toplayabilmek amacıyla Google Formlarına göre uyarlanmıştır ve katılımcılara gönderilmiştir. Katılımcılar, Türkiye'deki Bartın Üniversitesi ve Necmettin Erbakan Üniversitesi'nde İngilizce öğretmenliği bölümlerinde eğitim gören 130 kişiden oluşmaktadır, ancak 6 katılımcının cevapları uygunsuz bulunarak çalışmanın dışında bırakılmıştır. Katılımcıların 54'ü Erasmus programında yer alan 70'i ise programa katılma eğilimi gösteren kişilerden oluşmaktadır. Çalışmanın istatistiksel analizi SPSS 26.0, Orta ve Yapısal Eşitlik Modeli (SEM) ve Jamovi 2.3.28 programı kullanılarak yapılmış ve yorumlanmıştır. Üç ölçekten her birinin güvenilirlik analizi yapılmış ve çalışmaya dahil edilmiştir. Demografik özelliklerin değişkenlerde önemli bir fark olup olmadığını belirlemek için, parametrik ölçekler için T-test ve ANOVA ve parametrik olmayan ölçekler için Mann-Whitney U ve Kruskal Wallis testleri kullanılmıştır. Ayrıca, demografik değişkenler arasındaki ilişkiyi ölçmek için Chi-Square ve Cramer'in V testleri kullanılmıştır. Korelasyon analizi için Spearman'ın Rho ve Pearson kullanılmıştır ve son olarak, ölçeklerin ortalama rolünü ölçmek için ortalama testler ve SEM uygulanmıştır.

## BULGULAR VE SONUÇ

Sonuçlar incelendiğinde, demografik faktörlere bakıldığında Erasmus katılımını etkileyen en önemli değişkenlerin yaş, genel not ortalaması ve İngilizce öğreniminde harcanan yıl olduğunu görülmüştür. Elde edilen veriler ve buna dayanan bulgular ışığında sırasıyla araştırma sorularının sonuçlarına odaklanılmıştır: *1) Demografik faktörler ve ölçekler (iletişim istekliliği (WTC), iletişim kaygısı (CA), algılanan kültürlerarası iletişim yeteneği (PICC)) arasında anlamlı bir farklılık var mıdır?* Algılanan kültürlerarası iletişim yeteneği ile İngilizce öğreniminde harcanan yıl faktörü arasında herhangi bir anlamlı farklılık bulunamazken, iletişim

istekliliği ve iletişim kaygısı ile İngilizce öğreniminde harcanan yıl arasında anlamlı bir farklılık bulunmuştur. Oluşan anlamlı farklılığın hangi yıllar arasında olduğunu saptanması için pst-hoc testleri uygulanmıştır. Post-hoc testleri sonucu 1-10 yıl arası İngilizce öğrenme deneyimine sahip olan katılımcılar ile 21 yıl üzerinde İngilizce öğrenme deneyimine sahip olan katılımcıların iletişim kaygısı duyduğunu ortaya koymuştur. Fakat 1-15 yıl arası İngilizce öğrenme deneyimine sahip olan katılımcılarda iletişim istekliliği yüksek iken, 21 yıl üzeri İngilizce öğrenme deneyimine sahip olan katılımcılarda iletişim kaygısı olmasına rağmen iletişim istekliliği bulunmamaktadır. Bu İngilizce öğrenilmeye başlanılan ilk yıllarda insanların daha istekli ve idealist olduklarını fakat yıllar geçtikçe bu istekliliği kaybettiklerini göstermektedir. 2) *Erasmus'a katılma durumu ile ölçekler arasında anlamlı bir farklılık var mıdır?* Elde edilen bulgular Erasmus programına katılma durumu ile ölçekler arasında anlamlı bir farklılık olduğunu ortaya koymuştur ve bu bulgular çalışmanın en önemli sonuçları arasında yer almaktadır. Erasmus programına katılmayan fakar katılma niyetinde olan öğrencilerin algılanan kültürlerarası iletişim yeteneği daha yüksek çıkmıştır. Bunun sebebi gerçek hayatın ve algılama durumunun birbirinden farklı olmasından kaynaklanabilir. Programa katılan öğrenciler gerçek hayatta bu gerçekliği yaşadıkları için, katılmayan öğrencilere göre daha farkında olarak ölçeği cevaplandırmış olabilirler. Bu noktada algılanan kültürlerarası iletişim yeteneği ölçeğindeki sorular ve soruların geçtiği bağlamlar önemli rol oynamaktadır. İletişim istekliliği ve iletişim kaygısı ile Erasmus'a katılma durumu arasındaki anlamlı farklılık incelendiğinde, bulgular Erasmus'a katılan öğrencilerin daha az iletişim kaygısı duyduğunu ve iletişim kurmaya daha çok istekli olduğunu ortaya koymuştur. Bu sonuç Erasmus programının öğrencilerin iletişim istekliliğini arttırmakta ve iletişim kaygısını azaltmaktaki önemini vurgulamaktadır. 3) *Ölçekler arasında bir ilişki var mıdır?* Çalışmanın bulguları ölçekler arasında bir ilişki olduğunu ortaya koymaktadır. İletişim istekliliği ile iletişim kaygısı arasında negatif bir ilişki bulunmaktadır. Bu durum iletişim kaygısı arttıkça, iletişim istekliliğinin azaldığını göstermektedir. Algılanan kültürlerarası iletişim yeteneği ile iletişim kaygısı arasında pozitif bir ilişki bulunurken, algılanan kültürlerarası iletişim yeteneği ile iletişim istekliliği arasında negatif bir ilişki bulunmuştur. Bu beklenmedik bir sonuçtur. Katılımcılar kendilerini kültürlerarası bağlamda hayal ettiğinde iletişim isteklilikleri azalmakta ve iletişim kaygılarının artmakta olduğunu göstermektedir. Bu sonucun sebebi algılanan kültürlerarası iletişim istekliliği ölçeğindeki sorulardan kaynaklanmaktadır. Soruların bağlamları azınlıklar, göçmenlik, milli ve dini bayramlar gibi konularda geçmektedir ve bu konular hassas olarak değerlendirilebileceği gibi konuşmak için bir bilgi birikimi gerektiren konulardır. Katılımcılar iyi bir İngilizceye sahip olsa bile hassas buldukları konularda veya bilgi birikimi olmadıkları

konularla karşılaştıklarında konuşma istekliliği göstermeyip konuşma kaygısı duyabilmektedir. 4) *Erasmus programı'nın iletişim istekliliği, iletişim kaygısı, algılanan kültürlerarası iletişim yeteneği açısından İngilizce öğretmenliği okuyan öğrenciler üzerindeki etkisi nedir?* Bulgular Erasmus programı'nın İngilizce öğretmenliği öğrencilerinin iletişim istekliliğini arttırdığını ve iletişim kaygısını azalttığını göstermektedir. Fakat Erasmus'a giden ve gitmeyen öğrenciler kıyaslandığında algılanan kültürlerarası iletişim yeteneği üzerinde bir fark gözlemlenmemiştir. Her iki katılımcı grubunda algılanan kültürlerarası iletişim yeteneği ölçeğine verdikleri cevaplar aynıdır. 5) *Erasmus programına katılım sağlayan öğrencilerin iletişim istekliliği ve iletişim kaygısı üzerinde algılanan kültürlerarası iletişim istekliliğinin aracı bir rolü var mıdır?* Bulgular algılanan kültürlerarası iletişim yeteneğinin iletişim istekliliğinin iletişim kaygısına olan etkisi üzerinde tam aracılık rolü olduğunu ortaya koymuştur fakat bu rol beklenmedik bir şekilde konuşma kaygısı ve iletişim istekliliği arasında olan negatif değeri arttırmakta ve pozitif doğru yaklaşılmaktadır ve bu durum anlamsız bir sonuca ilerlemesi demektir. 6) *Erasmus programına katılmayan fakat katılma eğiliminde olan öğrencilerin iletişim istekliliği ve iletişim kaygısı üzerinde algılanan kültürlerarası iletişim istekliliğinin aracı bir rolü var mıdır?* Bulgular Erasmus programına katılmayan öğrenciler üzerinde de katılan öğrenciler üzerindeki sonuçlarla aynı doğrultudadır, sadece değerleri farklıdır. Algılanan kültürlerarası iletişim yeteneği iletişim istekliliğinin iletişim kaygısına olan etkisi üzerinde tam aracılık rolü oynamakta fakat bu rol Erasmus katılan öğrenci grubunda olduğu gibi ilginç bir şekilde konuşma kaygısı ve iletişim istekliliği arasında olan negatif değeri arttırmakta ve pozitif doğru yaklaşılmaktadır, bu durum da anlamsız bir sonuca doğru ilerlemesi demektir. Sonuç olarak algılanan kültürlerarası iletişim yeteneği hem Erasmus programına katılan hem katılmayan öğrenciler üzerinde beklenmedik ve original bir sonuç vermiştir. Bunun sebebinin algılanan kültürlerarası iletişim yeteneği ölçeğindeki soruların bağlamlarının hassas içeriğe sahip olması, belirli bilgi birikimi gerektirmesi ve iyi derecede İngilizce becerisine sahip olmayı gerektirmesi olduğu düşünülmektedir.

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## APPENDIX

### Appendix A: Main Study Questionnaire (WTC, CA, PICC, and Ideal L2 Self Scale)

Dear Participant,

As a part of my research for my master's degree, I would appreciate it if you fill out this survey. Your thoughts and experiences are of interest to me. Sincerely answering these questions is the only way to ensure that my investigation is successful. Thank you for your contribution.

Q1	Are you a student or an instructor?	a) Student b) Instructor
Q2	Age:	a) 18-22 b) 23-26 c) 27-30 d) 30+
Q3	Gender:	a) Female b) Male
Q4	University:	a) Bartin University b) Necmettin Erbakan University
Q5	Grade:	a) Preparation class b) 1st grade c) 2nd grade d) 3rd grade e) 4th grade f) Graduated
Q6	What is your GPA (General Average Point)?	
Q7	How many years have you been studying English? a) 1-5 b) 6-10 c) 16-20 d) 20+	
Q8	Have you ever participated Erasmus Student Mobility Program? a) yes b) no	
Q9	If yes, how many months did you spend abroad under the Erasmus Student Mobility Program? 2 months 2-5 months 5-8 months 8-12 months	
Q10	Which country were you in during the Erasmus Student Mobility Program?	

## 1. Willingness to Communicate Scale

I. Below are 20 situations in which a person might choose to communicate. Presume you have completely free choice. Choose one of the adverbs of frequency you would choose to communicate in each type of situation by deciding whether are you willing to;					
	(5) Always	(4) Often	(3) Sometimes	(2) Seldom	(1) Never
Talk with a servant station attendant.					
Talk with a physician.					
Present a talk to a group of strangers.					
Talk with an acquaintance while standing in line.					
Talk with a salesperson in a store.					
Talk in a large meeting of friends.					
Talk with a police officer.					
Talk with a small group of strangers.					
Talk with a friend while standing in line.					
Talk with a waiter/waitress in a restaurant.					
Talk in a large meeting of acquaintances.					
Talk with a stranger while standing in line.					
Talk with a secretary.					
Present a talk to a group of friends.					
Talk with a small group of acquaintances.					
Talk with a garbage collector.					
Talk in a large meeting of strangers.					
Talk with a spouse (or girl/boyfriend).					
Talk with a small group of friends.					
Present a talk to a group of acquaintances.					

## 2. Communication Apprehension Scale

II. Below are 18 statements about how you might feel about communicating in English with others. Please indicate the degree to which each statement applies to you by marking whether you agree or not:					
	(5) Strongly Agree	(4) Agree	(3) Neutral	(2) Disagree	(1) Strongly Disagree
I am usually very calm and relaxed in conversations when I have to speak.					
I dislike participating in group discussions in English					
Certain parts of my body feel very tense and nervous while giving a presentation in English.					
I tend to feel very nervous in a conversation in English with a new acquaintance.					
I am tense and nervous while participating in group discussions in English.					
While giving a presentation in English, I get so nervous I forget facts I know.					
Engaging in a group discussion in English with new people makes me tense and nervous.					
I am usually very tense and nervous in conversation when I have to speak in English.					
I am calm and relaxed while participating in group discussions in English.					
I face the prospect of giving a presentation in English with confidence.					
I have no fear of speaking in English conversations.					
I like to get involved in group discussions in English.					
I have no fear of giving a presentation in English.					
My thoughts become confused and jumbled when I am giving a presentation in English.					
I am afraid to speak up in English conversations.					
I tend to feel very relaxed in an English conversation with someone I've just met.					
Generally, I am comfortable while participating in group discussions in English.					
I feel relaxed while giving a presentation in English.					

### 3. Perceived Intercultural Communicative Competence Scale

III. Imagine that you are visiting a scholar in a foreign country. You find yourself in situations in which you have the chance to talk in English to both native and non-native speakers of English. Please indicate how competent you believe you are in each of the situations described below.					
	(5) Completely Competent	(4) Competent	(3) Undecided	(2) Incompetent	(1) Completely Incompetent
1. Ask English-speaking friends about general attitudes towards immigrants and minorities in their country.					
2. Discuss with a group of English-speaking acquaintances the similarities between social networking in their country and Turkiye.					
3. Ask English-speaking friends about public holidays in their country.					
4. Discuss with an English-speaking colleague the differences between teaching/professional life there and in Turkiye.					
5. Explain in English to an English-speaking acquaintance why 29th October is a public holiday in Turkiye.					
6. Discuss with an English-speaking friend the differences between attitudes towards people from different cultures in Turkiye and in other European countries.					
7. Talk in English about the way Turks celebrate their religious holidays with a small group of English-speaking strangers.					
8. Discuss with a group of English-speaking acquaintances the similarities between Turkish movies and movies in their country.					
9. Discuss with an English-speaking friend the differences between family values in their country and Turkiye.					

## Appendix B: Ethics Committee Approvals



NECMETTİN ERBAKAN ÜNİVERSİTESİ  
SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMALAR ETİK KURULU  
ETİK KURUL KARARI

<b>Etik Kurul Toplantı Tarihi/Sayısı ve Karar No</b>	<b>Tarih</b> :15/03/2024 <b>Toplantı Sayısı:</b> 06 <b>Karar No</b> :2024/265
<b>Araştırmanın Başlığı</b>	THE IMPACT OF ERASMUS MOBILITY ON ELT LEARNERS' SPEAKING ABILITY AND SELF CONFIDENCE.
<b>Sorumlu Araştırmacı</b>	Dr. Öğr. Üyesi Şeyda YILDIRIM
<b>Yardımcı Araştırmacı</b>	İremnur CESUR Lisansüstü Öğrenci
<b>Etik Kurul Kararı</b>	18487 sayılı başvuru Etik Kurul tarafından değerlendirilmiş olup, başvurunun bilimsel araştırma etiği açısından "Uygun" olduğuna karar verilmiştir.



**NECMETTİN ERBAKAN ÜNİVERSİTESİ**  
**SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMALAR ETİK KURULU**  
**ETİK KURUL KARARI**

<b>Etik Kurul Toplantı Tarihi/Sayısı ve Karar No</b>	<b>Tarih :12/07/2024</b> <b>Toplantı Sayısı:14</b> <b>Karar No :2024/588</b>
<b>Araştırmanın Eski Başlığı</b>	THE IMPACT OF ERASMUS MOBILITY ON ELT LEARNERS' SPEAKING ABILITY AND SELF CONFIDENCE
<b>Araştırmanın Yeni Başlığı</b>	THE IMPACT OF ERASMUS MOBILITY ON ELT STUDENTS' WILLINGNESS TO COMMUNICATE, PERCEIVED INTERCULTURAL COMMUNICATIVE COMPETENCE AND COMMUNICATION APPREHENSION
<b>Sorumlu Araştırmacı</b>	Dr. Öğr. Üyesi Şeyda YILDIRIM
<b>Yardımcı Araştırmacı</b>	Lisansüstü Öğrenci İremnur CESUR
<b>Etik Kurul Kararı</b>	20281 sayılı başvuru Etik Kurul tarafından değerlendirilmiş olup, tez başlığı değişikliğinin bilimsel araştırma etiği açısından "Uygun" olduğuna karar verilmiştir.

ASLI GİBİDİR  
12/07/2024

Doç. Dr. Almet KURNAZ  
Başkan