

**ERASMUS TEACHING STAFF MOBILITY: FROM THE PERCEPTIONS OF
TURKISH ELT ACADEMICS**

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**ERASMUS TEACHING STAFF MOBILITY: FROM THE PERCEPTIONS OF
TURKISH ELT ACADEMICS**

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Filiz TÜZÜN**

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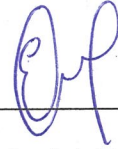
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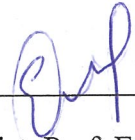
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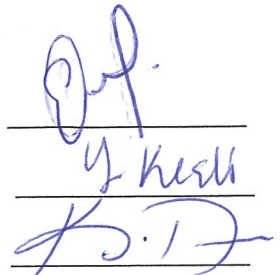
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ABSTRACT

ERASMUS TEACHING STAFF MOBILITY: FROM THE PERCEPTIONS OF TURKISH ELT ACADEMICS

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The purpose of this study is to investigate the perceptions of the Turkish ELT academics about ERASMUS Teaching Staff Mobility Program. Under the light of former studies and literature, this study attempts to investigate the preferences of the ELT academics for participating in the ERASMUS teaching staff mobility, to examine the contribution of the enrollment in this program to their professional development and home institution, and finally, to learn about the problems they faced during the mobility period(s). The study was designed as an explanatory, single case study. A sample of seventeen voluntary Turkish ELT academics participated in this study. The data for this research were obtained through a triangulated approach, in which questionnaires, semi-structured interviews and reflective essays were administered to the participants. The findings of the study revealed that apart from some problems experienced during the program, the Turkish ELT academics preferred to participate in the ERASMUS teaching staff mobility due to its positive impact on their professional development and their home institution. The present study highlights the importance of participating in such a mobility program.

Keywords: ERASMUS Teaching Staff Mobility (TS), English as a Foreign Language (EFL), Professional Development, Higher Education Institution (HEI).

ÖZ

ERASMUS PERSONEL DERS VERME HAREKETLİLİĞİ: İNGİLİZ DİLİ EĞİTİMİ AKADEMİSYENLERİNİN ALGILARI

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Bu çalışmanın amacı, Türk İngiliz Dili Eğitimi akademisyenlerinin ERASMUS personel ders verme hareketlilik programı hakkındaki algılarını incelemektir. Bu çalışma, daha önceki çalışmaların ışığında, Türk İngiliz Dili Eğitimi akademisyenlerinin ERASMUS personel ders verme hareketlilik programına ilişkin tercihlerini, bu programa katılmanın kendi kişisel gelişimlerine ve bağlı bulundukları kuruluşa yapacağı katkıları ve son olarak da program süresince yüzleştikleri zorlukları inceler. Bu çalışma açıklayıcı ve tek seferlik durum çalışmasıdır. 17 gönüllü Türk İngiliz Dili Eğitimi akademisyen bu çalışmaya katılımda bulunmuşlardır. Bu çalışmada kullanılan veriler katılımcıların anket, mülakat ve yansıtıcı deneme yazmadan oluşan 3 aşamalı yaklaşımla elde edilmiştir. Çalışmanın sonucunda elde edilen bulgular, program boyunca yaşanan bazı sorunlar haricinde, Türk İDE akademisyenlerinin Erasmus programını kişisel gelişimleri ve kendi kurumlarına katkıda bulunması gerekçesiyle yararlı bulduklarını ortaya koymuştur. Mevcut çalışma böyle bir programa katılımın önemini vurgular.

Anahtar Kelimeler: Erasmus Personel Ders Verme Hareketlilik Programı, Yabancı Dil Olarak İngilizce, Mesleki Gelişim, Yüksek Öğretim Kurumları.

To My Little Princess, Zeynep

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Chapter 1: Introduction

1.1 Overview

With the globalization, networking, economic integration and the Internet, English has become one of the symbols of our epoch and undisputedly it has had the position as a lingua franca of the world. The rise of English as a global language has a noticeable impact upon policies and practices in educational systems in around the world (Crystal, 1997; Nunan, 2003; Mauranen & Ranta, 2009). Due to the strategic and geopolitical status, Turkey has been under the influence of English and reflected this influence on its educational system as well.

Considering a historical perspective, English in the Turkish education system dates back to the Tanzimat Period, the second half of the eighteenth century. Robert College founded by an American missionary was the first institution teaching the medium of English. With the Turkish Republic period, modernization and westernization movements caused to spread of English Language teaching in Turkey and English had a precedence over other languages notably French which was previously preferred in diplomacy, education and art (Doğançay-Aktuna, 1998; Kirkgöz, 2007).

The Turkish government has recently started to give a particular importance to education in return for economic and political developments, especially due to the attempts of being a membership of the European Union. Consequently, the teaching of English at all levels has had a great importance in the Turkish education system. The government has made a number of reforms on the curriculum, teaching methods, teacher training and teacher education programs (Doğançay-Aktuna, 1998; Doğançay-Aktuna & Kızıltepe, 2005; Kirkgöz, 2007).

Education unity among the European Community has a significant role in the process of unifying Europe. Consequently, with the thoughts of strengthening a regular determined and democratic society, the education ministries of 29 European countries, opened up the unifying process in education by signing the Bologna Declaration in June

19, 1999 (Dolaşır & Tuncel, 2004). The aim of the Bologna Declaration is to create a European Higher Education Area (EHEA) based on international cooperation and academic exchange and to promote the European system of higher education in the world (Van der Wende, 2000).

Turkey joined the Bologna Process after a Prague meeting held in 2001 and since then higher education has gained more attention in the country. As a signatory country, Turkey has followed all of the requirements for integration into higher education (Aydın, 2012; Mızıkacı, 2005). As a final stage of education, higher education generates qualified human resources, improves the competences for the changing needs, shares the information gained by means of in a scientific way and helps the young people grow in the light of European ideals (Aydın, 2012; Dolaşır & Tuncel, 2004). At this point, in the frame of the Bologna process, the European Community Action Scheme for the Mobility of University Students (ERASMUS) program has a great important role.

As the 'flagship' among the educational programs of the European Union, the ERASMUS program, which was launched in 1987 aims to establish a European Higher Education Area (EHEA) by facilitating the mobility of university students and teaching staff in both member and candidate countries (Teichler, 2002). The ERASMUS program includes some activities under three actions in higher education: (1) Student mobility (SM) and Staff Mobility, (2) Cooperation for innovation and (3) Support for policy reform. Promoting the mobility of university students and staff is one of the fundamental goals to be achieved by the European Union education program (Pineda, Moreno, & Belvis, 2008; Aydın, 2012). In the frame of the ERASMUS program, staff mobility for teaching is among the important actions of the program in terms of realizing ERASMUS purposes.

After significant programmatic and structural changes in mid-1990s, as a sub-program under the umbrella the SOCRATES, the role of the center university was supported at the expenses of networks of the departments, and more focus was on curricular innovation, teaching staff mobility and on involvement of the non-mobile students (Janson, Schomburg & Teichler, 2009; Maiworm & Teichler, 2002; Teichler, 2001).

ERASMUS Teaching Staff Mobility aims at promoting the quality of higher education by the way of a pooling of intellectual competences and introducing a European dimension in the courses offered to who can not participate in Erasmus student mobility. It provides a way of further inter institutional cooperation in order to develop curricula and research projects (Delmartino & Beernaert, 1998). Unlike Student Mobility, it is not boosted mainly for the benefit of mobile persons themselves; staff mobility for teaching is expected to contribute to both non-mobile and mobile students' learning. It develops the knowledge base of the departments besides the improvement of the curricula both at home the institution and the host institution (Delmartino & Beernaert, 1998; Enders, 1998; Enders & Teichler, 2005; Engel, 2010; Janson, Schomburg & Teichler, 2009; Kreitz & Teichler, 1997).

Taking into consideration the importance of teaching English in the Turkish education system today, ELT academics working at English Language Teaching Departments in Turkey have an important opportunity to share knowledge and experience in another country and to update their professional knowledge by means of teaching staff mobility (Richards & Farrell, 2005). Such a different experience may have some impacts both on the ELT academics and home institution. Specifically, during the teaching period, the ELT academics broaden their experiences and their skills related to language teaching by improving their international and intercultural understanding. They can learn new teaching methods, and discuss language teaching methods and contents with their colleagues and so they can review their own teaching methods in consideration of the practices at the host instruction. After returning, they can enrich the content of courses related to foreign language teaching at their home institution and use new teaching methods in their courses. They can develop curricula and research projects by inter institutional cooperation as well. In addition to these, they are motivated and enthusiastic to be active for guiding instructors and students who want to participate in ERASMUS. In this way, they can contribute to promote internalization and modernization of the home institution.

1.2 Theoretical Framework

In the framework of ERASMUS, the aim of the staff mobility program is one of the important components, which improves course offers and creates awareness of diversity emphasizing European higher education (Enders, 1998).

The ERASMUS staff mobility program includes two parts, Teaching Staff Mobility (TS) and Staff Training Mobility (ST). Staff training mobility provides teaching and other staff of higher education institutions to spend a period of training between 5 working days and 6 weeks in an enterprise or organization such as a higher education institution in another participating country. On the other hand, teaching staff mobility provides staff to spend a teaching period between 1-day (or at least 5 teaching hours) and 6 weeks at a higher education institution in another participating country.

At this point, teaching staff mobility comes to the forefront in terms of giving opportunities such as learning new ideas, discovering the best practices, finding out first-hand the workings of another European education system and teaching a course with European colleagues. Teaching staff mobility is expected to contribute to the wider internationalization and modernization strategies of the home institution as well as academics' professional development.

The primary aims of the ERASMUS teaching staff mobility program is to:

- Strengthen higher education institutions to broaden and develop the range and content of courses they offer,
- Allow for non-mobile students to participate in a mobility scheme, gain the knowledge and expertise of academic staff from higher education institutions and from invited staff of enterprises in other European countries,
- Promote exchange of expertise and experience on the teaching methods,
- Establish networks higher education institutions and with enterprises,
- Encourage students and staff to be mobile and to guide them in preparing a mobility program (European Commission, 2014a).

Considering the related goals of ERASMUS teaching staff mobility, it is seen

that the ERASMUS teaching staff mobility primarily does not just serve the academics' professional career. On the contrary, it is expected to make contributions to both mobile and non-mobile students' learning. Moreover, teaching staff mobility is expected to improve the knowledge base of the departments as well as the curricula both at home and at the host institution. However, teaching in other countries and other ERASMUS related to activities on the part of the instructors are expected to improve the academics' competences (Bracht et al., 2006; Enders, 1998; Enders & Teichler, 2005; Janson, Schomburg & Teichler, 2009; Kreitz & Teichler, 1997).

Moreover, ERASMUS teaching staff mobility is beneficial for the teachers initially broadening their experiences and competences related to teaching. Instructors acquire information about different contents, concepts and methods of teaching. They are more component in using a foreign language of teaching and they become more open to comparative approaches and foreign literature and publications in their teaching activities (Enders, 1998; Engel, 2010).

Based on the discussion above, it can be indicated that the improvement of perceptions and competences with regard to teaching is not only beneficial for academics but also for the students, the curriculum development and for the teaching functions of the institution of higher education as a whole.

1.3 Statement of the Problem

Education is a key of unifying Europe in terms of economic, monetary, and political union (Aydın, 2012; Pepin, 2007). In the frame of the ERASMUS program, teaching staff mobility is one of the most important components to be achieved. ERASMUS teaching staff mobility does not only serve for non-mobile students to participate in European mobility scheme, but also ERASMUS teaching staff mobility serves for teachers themselves and home institution by encouraging higher education institutions to broaden and developing the range and content of courses they offer, providing the knowledge and expertise of academic staff from higher education institutions and from invited staff of enterprises in other European countries, promoting exchange of expertise and experience on the teaching methods, establishing networks

higher education institutions and with enterprises, and encouraging students and staff to be mobile and guiding them in preparing a mobility program.

Today, teaching English has a great importance at all levels in education systems due to its international status in Turkey. As a result of this, English as a Foreign Language teachers play an important role in English education. When all benefits are considered, such an experience gained by participating in ERASMUS teaching staff mobility may be beneficial for especially EFL teachers working at universities as “knowledge about language teaching and learning is in a tentative and incomplete state” (Richards & Farrell, 2005, p.2). By means of ERASMUS teaching staff mobility, ELT academics exchange of experiences on teaching methods and enrich their pedagogical knowledge and instructional practices. Consequently, the mobility helps to improve ELT academics’ careers as well as enhancing the quality of English language instruction at their home institution.

Taking into consideration the above-mentioned reasons, this study aims to investigate the preferences of the Turkish ELT academics for the participation in ERASMUS teaching staff mobility, the contribution of this program to their professional development and their home institution, and the experiences (both positive and negative) they had during the program.

1.4 Purpose

The purpose of this study is to investigate the perceptions of the Turkish ELT academics about ERASMUS Teaching Staff Mobility Program. More specifically, it attempts to find out their preferences for the participation in ERASMUS teaching staff mobility, to examine the contribution of the enrollment in this program to their professional development and home institution, and finally, to learn about the problems faced during the participation in such mobility period(s).

1.5 Research Questions

The following research questions were addressed in this study:

1. What are the preferences of the Turkish ELT academics for the participation in the ERASMUS teaching staff mobility?
2. What is the potential contribution of the enrollment of the Turkish ELT academics in ERASMUS teaching staff mobility to their professional development?
3. What is the potential contribution of the enrollment of the Turkish ELT academics in ERASMUS teaching staff mobility to their home institution?
4. What are the potential problems faced by the Turkish ELT academics in participating in the ERASMUS teaching staff mobility?

1.6 Significance of the Study

With the launching of the ERASMUS program in 1987, it has become a key in the modernization and internationalization of higher education and inspired the establishment of the Bologna Process. The main aim of the program is to establish a European Higher Education Area (EHEA) by facilitating the mobility of university students and staff in both member and candidate countries. Today, the ERASMUS program is open to thirty-three countries including twenty-seven member states of the European Union, three European Economic Area countries (Iceland, Liechtenstein and Norway) and Croatia, Macedonia and Turkey.

In the process of the full membership of European Union, as a candidate country Turkey follows all of requirements for integration into higher education (Aydın, 2012; Mızıkacı, 2005). The ERASMUS program has been implemented in Turkey since 2004. The ERASMUS program includes some activities under three actions in higher education: (1) Student mobility (SM) and Staff Mobility, (2) Cooperation for innovation and (3) Support for policy reform. In the frame of the ERASMUS program, staff mobility includes two activities: Teaching Staff mobility (TS) and Staff Training mobility (ST). Teaching staff mobility (TS) is one of the key elements. It aims to strengthen higher

education institutions to broaden and develop the range and content of courses they offer, to allow for non-mobile students to participate in a mobility scheme, to gain the knowledge and expertise of academic staff from higher education institutions and from invited staff of enterprises in other European countries, to promote exchange of expertise and experience on the teaching methods, to establish networks of higher education institutions and with enterprises, and to encourage students and staff to be mobile and to guide them in preparing a mobility program.

Teaching staff mobility has an important role on the steps of the full membership of European Union for Turkey in terms of integration into the higher education system. There is a necessity to evaluate ERASMUS teaching staff mobility in terms of teachers' perceptions, thoughts and needs. Such a comprehensive study provides a guiding light to implement the ERASMUS program for the Council of Higher Education of Turkey and boosts up Turkey's universities to participate in the process.

In addition, due to the status of lingua franca in international and political relationships, today, English language teaching has a great importance in all education systems in the world and as a consequence, equipped EFL teachers have needed to arise. Learning to teach is a lifelong period and the knowledge related to language teaching and learning is experimental and in an incomplete state and English as a Foreign Language (EFL) teachers need to regular chances to update their professional knowledge (Richards & Farrell, 2005). ERASMUS teaching staff mobility gives a chance to Turkish ELT academics for exchanging of experience on teaching methods and enriching their pedagogical knowledge and instructional practices and in this way it enhances the quality of English Language instruction in universities. In respect to this, there is a significant need to evaluate the contributions and potential problems by investigating the experiences of Turkish ELT academics.

1.7 Overview of Methodology

The methodology of the study focuses on the research questions, the research design, setting, and participants, data collection instruments and procedures, and data analysis.

1.7.1 Research design. This study is an explanatory, single case study based on the experiences, perceptions, and thoughts of the Turkish ELT academics about participating in ERASMUS teaching staff mobility program and as a research design to conduct this study, qualitative design was used.

1.7.2 Participants. Seventeen Turkish ELT academics working at the Faculty of Educational Sciences, Department of English Language Teaching participated in this study. Prior to conducting research, the research ethics and purposes of the research were explained to the participants.

1.7.3 Setting. This study was conducted at the Faculty of Educational Sciences, Department of English Language Teaching of 5 state and 5 private universities in Turkey during the first and the second semesters of 2014-2015 academic years.

1.7.4 Data collection instruments. For the purposes of this study, data came from three sources: a) questionnaires, b) semi-structured interviews and c) reflective essays. To begin with, for the quantitative aspect of the study, the questionnaire was adapted from the study “The professional value of ERASMUS mobility” conducted by Janson, K., Schomburg, H., and Teichler (“The Professional value of Erasmus mobility: The impact of international experience on former students’ and on teachers’ Careers”, 2009). Specifically, it contained two sections. The first section (Section 1) aimed to collect data related to the demographic information of the Turkish ELT academics such as gender, age, years of teaching experience, educational background, current work place, the host country visited for the ERASMUS program, the target group being taught, and lastly, the duration of their stay. As for the second section (Section 2), it was attempted to obtain information about the Turkish ELT academics’ preferences for participating this program, the contribution of this program to their professional development and their home institution, and the benefits and potential problems the participating academics experienced during the program.

As for the qualitative aspect of this study, data were gathered from semi-structured interviews and reflective essays. First, the aim of the semi-structured interviews was to gather data about the preferences of the Turkish ELT academics in relation to participating in ERASMUS teaching staff mobility, its effectiveness on their

professional development and their home institution, and finally, the problems which they faced in participating in the program. Finally, the participants were asked to write a reflective essay about their experiences during ERASMUS teaching staff mobility period(s).

1.7.5 Data analysis. In attempt to answer the first, second and third research questions, data were collected from questionnaires and semi-structured interviews to investigate the preferences of Turkish ELT academics about joining the ERASMUS teaching staff mobility program and to examine the contribution of the enrollment in this program to their professional development and home institution. The data obtained from the questionnaire were analyzed by using frequency analysis whereas the data gathered from semi-structured interviews were examined through content analysis. As for the fourth research question, which attempted to learn about the potential problems faced by Turkish ELT academics for the participation in the ERASMUS teaching staff mobility, data were obtained from reflective essays, which were also analyzed through content analysis and semi-structured interviews.

1.8 Operational Definitions of Terms

Bologna Process: The Bologna Process is an intergovernmental commitment to restructuring higher education systems, which extends far beyond the EU (Keeling, 2006).

ERASMUS Teaching Staff Mobility (TS): Staff mobility for teaching enables staff to spend a teaching period between 1 day - or at least 5 teaching hours – and 6 weeks at a higher education institution in another participating country (European Commission, 2014a).

Professional Development: Professional development is an intentional, ongoing and systemic process designed to enhance professional knowledge, skills, and attitudes of teachers so that they might, in turn, improve the learning of the students (Guskey, 2000).

English as a Foreign Language (EFL): English as a Foreign Language is defined as the learning of a language in the setting in which the learner receives input provided in the classroom but not in a daily life (Cook, 1999).

Chapter 2: Literature Review

2.1 The ERASMUS Program

The historical background of the ERASMUS program, the role of ERASMUS in higher education, the ERASMUS program in Turkey, the ERASMUS teaching staff mobility program and prior studies related to ERASMUS teaching staff mobility are explained in detail.

2.1.1 The history of the ERASMUS program. The European Economic Community was established in 1950s and at first it touched upon educational matters only in the fields of vocational and the transition from education to employment. When Higher Education became to take part in European agenda, one of the first activities was to support student mobility. To that end, as a pilot program, the Joint Study Programs (JSP) was founded in 1976 and it remained in force for ten years. The JSP gave financial support for only one year to the networks of departments and some funds on a moderate scale to the mobility students. The JSP program commonly was successful in terms of building a beneficial academic and administrative environment for student exchange between cooperating departments of higher education institutions in different countries. Nevertheless, the limited time span of institutional support and extra expenses during the study periods constituted impediments for an extensive success (Bracht et al., 2006; Janson, Schomburg & Teichler, 2009).

Immediately afterwards, ERASMUS program began in 1987. Its name is not only the name of the Dutch humanist, Desiderius Erasmus Roterodamus (1466-1536), but also acronym for European Action Scheme for the Mobility of University Students. The aim of ERASMUS is to increase the quantity of European higher education activities and to extend their scope (Janson, Schomburg & Teichler, 2009).

In 1995, SOCRATES program called as the name of the Greek philosopher and educational reformer of the fifth century B.C. was founded and it started to be implemented in the academic year 1997/98. In a new phase of ERASMUS, SOCRATES

introduced various education programs aimed at managerial effectiveness and based on mutual exchange of ideas on education activities from different sectors for mutual benefit. Besides student mobility, teaching staff mobility and curricular innovation were encouraged in order to improve European dimension in higher education and make non-mobile students benefit from the program. The center of the higher education institutions called Inter-University Co-operation Programs (ICPs) was responsible for administrating student mobility instead of the networks of cooperating departments previously and European Commission and individual education institutions put an end for Institutional Contracts (IC) and became partners (Bracht et al., 2006; Enders, 1998; Enders & Teichler, 2005; Janson, Schomburg & Teichler, 2009; Kreitz & Teichler, 1997; Teichler, 2006).

2.1.2 The ERASMUS approach. Financial support for study in Europe has been the most notable component of the ERASMUS program. More than half of the ERASMUS funds were allocated to student mobility grants, which cover the additional expenses for study abroad. In addition to this, the European Commission supported the departments included in student exchange by giving some funds. There was also support for additional actions such as staff exchange, especially teaching staff mobility, as well as for curriculum development, short intensive programs and some other activities. 1989/90 provided funds provided to departments cooperating in the establishment of the European Credit Transfer System (ECTS) (Janson, Schomburg & Teichler, 2009).

As the flagship among the various newly emerging educational programs of the European Union, ERASMUS became the best student mobility program comparing the other programs established previously, despite the fact that at first the financial base did not achieved the volume required for realizing the ambitious purpose at first set by the European Community of giving support for a temporary study period in another European country of 10 percent of students in higher education (Bracht et al., 2006).

According to Teichler (1996), these are the major characteristics of ERASMUS: 1) a regional mobility among European countries rather than global mobility, 2) a temporary student mobility, that is, a study period as a part of a course leading a degree 3) collective mobility between certain institutions and departments supporting grants for

few participants 4) mobility and cooperation within networks sending and receiving students (from 1987 to 1997), 5) organized study abroad giving institutional support for preparation, accommodation, administrative matters etc., 6) curricular integration, ranging from coordinated curricular activities to study abroad programs being a part of the home curriculum 7) an inclusive approach to temporary study abroad, and 8) a partial and incentive-funding , that is moderate grant is given to the students for the additional costs and moderate fund is given to universities or networks for al expenses incurred.

2.1.3 The SOCRATES approach. With SOCRATES, educational programs established in the late 1980s and early 1990, were integrated. All programs were revised to two new large European programs: SOCRATES for the different sectors of general education and LEONARDO DA VINCI for vocational education. SOCRATES absorbed ERASMUS and LINGUA, which started to become two of a total of five sub-programs (Lanzendorf & Teichler, 2002; Teichler, 2001).

The most remarkable changes of ERASMUS under the SOCRATES were related in the field of management. With SOCRATES, each higher education institution had to present one application involving all its exchange and cooperation activities instead of presenting the applications by networks of cooperating departments. Thus, the base for “Institutional Contract” between the European Commission and the individual institution of higher education constituted. Likewise, bilateral cooperation contracts between partner institutions substituted the inter-university contracts between networks of departments. As a consequence, higher education institution applying for SOCRATES was expected to keep and provide on request written traces of the cooperation that had been built between it and other European institutions. In addition to these, each higher education institution presenting an application for SOCRATES support was asked for including a European Policy Statement (EPS) in its application with the aim of providing a framework for all the actual European activities to be implemented by the applying institution and describing the role SOCRATES support in this framework (Bracht et al., 2006; Janson, Schomburg & Teichler, 2009).

While ERASMUS in the past gave the learning opportunities especially for mobile students, SOCRATES aimed to make non-mobile students benefit from the European dimension in higher education as well. Especially, curricular innovation and increasing teaching staff mobility were believed to contribute European experiences of the non-mobile students. To that end, financial support for teaching staff mobility was considerably enhanced and support for curriculum and intensive programs was made expanded and newly formed. In order to improve the conditions of student mobility, promotion of the European Credit Transfer System was one of first concerns of the aimed measures. Thematic Network projects were presented and expected to encourage innovative concepts of education with discussions and development activities in networks of experts and key factors emphasizing on individual fields of study or special cross-cutting issues (Janson, Schomburg & Teichler, 2009).

In accordance with the decision no 254/2000 of the European Parliament and The Council of 24 January 2000, the second chapter of SOCRATES was founded for the years from 2000 to 2006. Janson, Schomburg and Teichler (2009, pp.24-25) state that, so as to contribute to the development of quality education and support life-long learning, while completely valuing the responsibility of the Member States, first of all, it is crucial that the European dimension in education at all levels be strengthened and wide transnational access to educational assets in Europe be facilitated while promoting equal opportunities throughout all fields of education. Secondly, a quantitative and qualitative improvement of the knowledge of the languages of the European Union, especially those languages that are less widely used and less widely taught should be promoted, in order to lead to greater understanding and solidarity between the peoples of the European Union and support the intercultural dimension of education. Thirdly, cooperation and mobility in the field of education should be fostered, in particular by:

- Emboldening exchanges between educational institutions,
- Promoting open and distance learning,
- Encouraging improvements in the recognition of diplomas and periods of study,
- Developing the exchange of information, and to help eliminate the obstacles in this regard.

Finally, innovation in the development of educational practices and materials including, where appropriate, the use of new technologies should be emboldened, and matters of common policy interest in the field of education should be explored (2009).

Without important changes the Action 2 (ERASMUS) except for the administration of the program. After 2000/2001 academic years, the administration of the funds for mobile teaching staff was moved from the European Commission to the National Agencies and in 2003/2004 the ERASMUS University Charter (EUC) was presented instead of Institutional Contract.

2.1.4 ERASMUS plus program (ERASMUS+). In 2007, Lifelong Learning Program took the place of the SOCRATES II Program and it remained for six years. Then, ERASMUS Program had some changes with the new name called ERASMUS Plus (ERASMUS+) on 11th of December 2013. ERASMUS Plus integrates all the European Union's current schemes for education, training, youth and sport for the period 2014-2020. Education, training, youth and sport are expected to help handle socio-economic changes, the key challenges that Europe will be facing the end of the decade to support the implementation of the Europe 2020 strategy for growth, jobs, social equality and inclusion.

Erasmus Plus is the result of the integration of the programs implemented in by Commission during the period 2007-2013, including the Lifelong Learning Program, (Erasmus, Leonardo da Vinci, Comenius, Grundtvig), Youth in Action and five international co-operation programs (Erasmus Mundus, Tempus, Alfa, Edulink and the program for co-operation with industrialized countries). While these programs supported Actions in the fields of higher education, vocational education and training, school education, adult education and youth, Erasmus Plus goes beyond these programs and aims helping synergies and mutual exchange ideas in different fields of education, training and youth by removing artificial boundaries between the various Actions and project formats and supporting new ideas, drawing attention to new actors from the world of work and civil society and activating new forms of cooperation.

The actions under the Erasmus Plus Program are as follows:

- Erasmus+ Comenius is an action related to the activities of the Program exclusively related to the field of school education;
- Erasmus+: Erasmus is an action related to the activities of the Program exclusively related to the field of higher education and targeting Program Countries;
- Erasmus+: Erasmus Mundus is an action related to the Erasmus Mundus Joint Masters Degrees;
- Erasmus+: Leonardo da Vinci is an action related to the activities of the Program exclusively related to the field of vocational education and training;
- Erasmus+: Grundtvig is an action related to the activities of the Program exclusively related to the field of adult learning;
- Erasmus+: Youth in Action is an action related to the activities of the Program exclusively related to the field of youth non-formal and informal learning;
- Erasmus+: Jean Monnet is an action related to the activities of the Program exclusively associated with the field of European Union studies;
- Erasmus+: Sports is an action related to the activities of the Program exclusively related to the field of sport (European Commission, 2014b).

2.2 ERASMUS in Higher Education (HE)

Erasmus aims to modernize and to improve higher education across Europe and the rest of the world. It gives students and staff chances to improve their competences and encourage their employment prospects. Students at higher education institutions, higher education institution staff (academic and non-academic), and private companies can benefit from these opportunities.

The main objectives of ERASMUS in HE is to: (1) increase the skills and employ ability of students and contribute to the competitiveness of European economy, (2) improve quality in teaching and learning, implement the Higher Education

Modernization strategy in program countries and raise the capacity of partner countries, (3) streamline the international dimension in Erasmus+, and (4) support the Bologna process and policy dialogues with strategic partner countries.

2.2.1 Key Action 1. Student mobility and staff mobility are the parts of key action 1. Each mobility presents different opportunities for students and staff in higher education.

2.2.1.1 Student mobility in HE. The aims of the student mobility are to provide more and better opportunities to increase skills and competences of HE students and attract the best talents from abroad.

Main activities are credit mobility, degree mobility and student loan guarantee. Student mobility includes traineeships abroad. That is, mobility for studies opened to partner countries in both directions. Degree mobility is excellent Joint Master courses offered by universities from Europe and in some cases partner countries attracting the very best students worldwide. Student loan guarantee provides to boost Master's degree mobility within Europe (European Commission, 2014b).

2.2.1.2 Staff mobility in HE. The aim of the staff mobility is to provide more and better opportunities for an increased quality in teaching and learning.

Main activities are teaching assignment, professional development and invited staff from enterprise. Teaching assignment aims develop innovative teaching methods, and mobility opened to partner countries in both directions. Professional development aims to improve skills and competences of both academic and non-academic staff, opened to partner countries in both directions. Invited staff from the enterprise aims to increase the relevance of curricula (European Commission, 2014b).

2.2.2 Key Action 2. Key action 2 aims cooperation for innovation. It consists of two parts. First part is for Higher education strategic partnerships and knowledge alliances while second part is for capacity building in higher education.

2.2.2.1 Cooperation for innovation 1. Cooperation for innovation consists of two parts: HE strategic partnerships and knowledge alliances.

The aims of higher education strategic partnerships are to enhance stronger cooperation between HE and with key stakeholders (enterprises, research organizations, social partners, local/regional authorities, other E&T or youth sectors) and foster quality and innovation in HE.

Main activities are developing, testing, implementing new joint curricula, joint study programs, common modules, intensive programs, developing project-based cooperation with enterprises to study real-life cases, exploiting the potential of Open Educational Resources, collaborative and personalized learning, and integrating various study modes (distance, part-time, modular) (European Commission, 2014b).

The aims of knowledge alliances are to enhance structured and long-term cooperation between HEI and enterprises and develop innovative ways of producing and sharing knowledge in result-driven projects, particularly in emerging fields.

Main activities are delivery of new multidisciplinary curricula responding to business needs, stimulating entrepreneurship and entrepreneurial mind-set of students, academic and company staff and facilitating the exchange, flow and co-creation of knowledge between HEIs and enterprises (European Commission, 2014b).

2.2.2.2 Cooperation for innovation 2. It aims capacity building in higher education. Main activities are 2 types of projects with Neighboring and Enlargement countries, Russia, Asia, Latin America, Africa, Caribbean, and Pacific (ACP). These are: joint projects and structural projects. Joint projects are related to new curricula & degrees, learning and teaching methodologies, staff development, quality assurance, governance, and Bologna tools. Structural projects are related to reforms at national level with support of authorities in Partner Countries (policy modernization, Bologna policies, governance and management of higher education systems...)

+ Additional mobility component for ENP and Enlargement countries (without National Agency): students and staff, to and from EU, the same rules as for credit mobility (max. 12 months) (European Commission, 2014b).

2.2.3 Key Action 3. The aim of support for policy reform is to support EU developments in HE Policy for a higher systemic impact. Main activities are supporting the OMC, HE modernization agenda, Bologna process, developing and implementation

of EU transparency tools, recognition of qualifications, network of HE reform experts in Neighboring and Enlargement countries, international policy dialogue, worldwide alumni association, international attractiveness and promotion (European Commission, 2014b).

2.3 The ERASMUS Program and Turkey

Turkey participated in education programs of European Union by joining Bologna process and started preparation works and pilot applications for full participation in the program. There are the steps of Turkey's participation in ERASMUS.

2.3.1 Turkey's participation in education programs of European Union.

With the Ankara Agreement in 1963, which aimed towards the accession of Turkey into the European Economic Community (EEC), in the process of integration into European Union, Turkey took a concrete step into the European Union and in the case of fulfillment the obligations defined by the European Economic Community (EEC), the negotiations for Turkey's full membership were started (Aktan & Sari, 2010;Özkılıç & Haspolatlı, 2008).

The culture policy of the European Union has been based on the balance between preservation of national cultures and the development of a common culture. For this purpose, there is necessary to pursue a common educational policy (Bakioğlu & Certel, 2010).

From European Union, education has always had a significant place and has been considered as a key factor in the implementation of the European Union economic and social objectives. Thus, this factor took place in some articles concerning education which were involved in Treaty of Roma in 1957 and Maastricht Treaty in 1992 (126. and 127. Articles) (Kasalak, 2013;Van der Wende, 1999).

With the aim of cooperation in the field of education and training, European Parliament and Committee of ministers of the council of Europe started the first phase of SOCRATES program in 1995, an action of European Community Action Scheme by common consent. The second phase of SOCRATES was replaced in 2000. European

Union Education and Youth Programs are open to Members of European Countries and candidate countries (Aktan & Sarı, 2010; Bakioğlu & Certel, 2010).

Turkey submitted a proposal related to participating in the European Union Education and Youth Programs in Luxemburg in 1995. The council of the European Union determined some requirements for Turkey. Attempts to harmonize Turkey's policies with Europe's policies took the place of political agenda and were conducted to many constitutional reformation packages (Kaya, 2013).

In the celebration of 800th anniversary of University Paris (Sorbonne Declaration, 1998), four-education ministers from Germany, France, Italy and the United Kingdom offered an idea. They stated that they “must strengthen and build upon the intellectual, cultural, social and technical dimensions of their continent” (Sorbonne, 1998; Harris, 2011, p.64). Therefore Bologna Process officially started in 1999 with the signing of the Bologna Declaration. Bologna Process is a European reform process aiming in establishing a European Higher Education Area by 2010 (Van der Wende, 1999).

Turkey participated in education programs of European Union as a candidate country at Helsinki Summit in 1999 and studies were started related to this issue. It took a long time to form the base and to complete legal process due to the uncertainty in economy and politics. Turkey joined the Bologna Process after the Prague meeting in 2001 (Ağrı, 2006; Aktan & Sarı 2010).

2.3.2 Preparation works and pilot applications. Turkey began preparation work in order to participate in the program in 2002 with “Framework Agreement” between Turkish Republic and European Community. Thus, Turkey started to benefit from the programs like the other candidate countries. For this reason, a governmental unit called “Department of European Union Education and Youth Programs (Turkish National Agency)” was founded and preparation work started.

During the preparatory period, the National Agency informed potential beneficiaries about the programs and also carried out a pilot scheme, which included student mobility and implementation of European Credit Transfer System (ECTS) at pilot universities (Aktan & Sarı, 2010; Tanyeri, 2006).

2.3.3 Full participation in the program and evaluation. After the preparation phase, Turkey gained the full participation in European Union education programs in 1 April 2004. The project led up to the participation of other Turkish universities in the program and most of Turkish higher education institutions took part in the ERASMUS program during the last phase of the Socrates II. With the Lifelong Learning Program (LLP) in 2007, 90 Turkish higher education institutions have Erasmus University Charter, which provide them to participate in the ERASMUS Program. During the full participation period, years from 2004 to 2007, Turkish higher education institutions sent 8500 students abroad and received 2534 students while they sent 2120 teaching staff abroad and received 925 teaching staff (European Commission, 2014a).

The Erasmus program has brought the universities and international cooperation into the prominence and gave support concerning to eliminating the prejudice against Turkey during the negotiation period for its membership to the European Union. At this point, Erasmus has served to both enhancing the quality of higher education institutions by giving opportunities for the beneficiaries in the educational area and supporting to destroy prejudice among countries (Demirkol, 2013).

According to the data gained by the Turkish National Agency, by the years 2010-2011, the number of students who went to Europe for study reached over 72.000. Besides, the number of the staff who went to Europe for teaching reached over 15.000 (Ulusal Ajans, 2015).

2.4 ERASMUS Staff Mobility

Since its inauguration in 1997, Erasmus Staff Mobility has become a popular action. Erasmus staff mobility has supported over 350.000 staff exchanges for teaching and training. The aim of staff mobility is to enrich the experience of participating staff, to contribute to the internalization and modernization of higher education by means of cooperation among higher education institutions and staff and to foster student mobility.

According to the statistics; the staff mobility budget accounts for approximately 7 % of the overall Erasmus budget.

- Some 52 624 staff exchanges were supported in 2012-13, a year-on-year increase of 13.1 %.
- Erasmus teaching staff mobility was 68.6 %, while Erasmus staff training was 31.4 % of all staff exchanges. This latter share has doubled since 2007-08, when it was only 15 %.
- The average duration of a staff mobility period (including teaching assignments and staff training) was 5.7 days and the average grant was € 725 per staff exchange.
- The most staff abroad was sent from Poland, followed by Spain, Turkey, Germany and France.
- Spain, Germany, Italy, France and the United Kingdom were five most popular destinations were (European Commission, 2014c).

The following table summarizes staff mobility figures in 2012 and 2013.

Table 1

Staff Mobility in Figures in 2012-2013

	Types of Staff Mobility		Total Staff Mobility
	Teaching Staff mobility (TS)	Staff Training Mobility	
Total number of staff mobility periods	36 075	16 549	52 624
Average duration (in days)	5.6	6.1	5.7
Average total EU grant (in €)	702	776	725
Number of staff with special needs	12	16	28
Top sending countries	PL, ES, DE, TR, FR	PL, ES, TR, DE, RO	PL, ES, TR, DE, FR
Top receiving countries	ES, DE, IT, FR, PL	UK, ES, DE, IT, FR	ES, DE, IT, FR, UK
Total number of higher education institutions sending out staff	2.178	1.882	2.391
Gender balance (% of women)	43.7 %	66.8 %	51 %

Resource: European Commission, 2014.

2.4.1 Staff training mobility (ST). Staff Training Mobility (ST) gives teaching and other staff of higher education institutions an opportunity to spend a period of training between 5 working days and 6 weeks in an enterprise or organization such as a higher education institution in another participating country. The stay in the partner enterprise, organization or institution can be called a variety of names: short secondment period, job-shadowing scheme, study visit, workshop, conference etc.

The objectives of staff training mobility are to: (1) allow the staff of higher education institutions to acquire knowledge or specific know-how from experiences and good practices abroad as well as practical skills relevant for their current job and their professional development, (2) help building up cooperation between higher education institutions and enterprises, and (3) motivate students and staff to become mobile and to assist them in preparing a mobility period.

The institution sending staff applies for ERASMUS mobility grants to its national agency while the staff applies to their home institution. The grant provided to contribute to subsistence costs and to cover travel costs is always managed by the higher education institution.

In addition, there are the arrangements that have to be made namely, (1) the sending of higher education institution selects staff members and (2) all parties must agree to the training work plan by the visiting staff member in advance. The plan must consist of at least: overall aim and objectives, expected results from the training or learning activities to be carried out and an agenda of the mobility period.

2.4.2 Teaching staff mobility (TS). Teaching Staff Mobility (TS) allows staff to spend a teaching period between 1 day - or at least 5 teaching hours – and 6 weeks at a higher education institution in another participating country. The minimum requirement for the teaching assignment is 5 teaching hours. The main aim of TS is to increase the quality of higher education by creating a pool of intellectual skills and introducing a European dimension in the courses offered to non-mobile students (Delmartino & Beernaert, 1998).

The objectives of teaching staff mobility are to: (1) encourage higher education institutions to broaden and enrich the range and content of courses they offer, (2) allow

students who do not have the possibility to participate in a mobility scheme, (3) benefit from the knowledge and expertise of academic staff from higher education institutions and from invited staff of enterprises in other European countries, (4) promote exchange of expertise and experience on pedagogical methods, (5) to create networks between higher education institutions and with enterprises, (6) motivate students and staff to become mobile and to help them in preparing a mobility period.

Teaching staff of higher education institutions and invited staff of enterprises can benefit from this mobility and the grant provided to contribute to subsistence costs and to cover travel costs is always managed by the higher education host institution.

The institution sending teaching staff or inviting enterprise staff to teach applies for ERASMUS mobility grants to its national agency while the staff applies to their home institution, or the inviting institution in case of enterprise staff. There are some arrangements that have to be made. The partner higher education institution / enterprise must have agreed in advance on the program of the activities to be delivered by the visiting teachers (teaching program). Regardless, the activities of staff undertaking a teaching assignment should be integrated into the curricula of the host institution.

The sending institution selects teaching staff of higher education institutions while the host institution selects staff of enterprises. In the case of staff mobility from an enterprise to a higher education institution, the mobility period is arranged by an invitation of the higher education institution to the staff member of the enterprise. The grant is always managed by the higher education home institution.

The interested teaching staff should contact the international office and / or ERASMUS office of the home institution or the host institution in case of enterprise staff or the National Agency (European Commission, 2014a).

2.5 Prior Studies related to ERASMUS Teaching Staff Mobility

Several studies attempted to investigate the impact of the ERASMUS teaching staff mobility on academics, albeit limited in number (Enders, 1998; European Commission, 2014d; Janson, Schomburg & Teichler, 2009; Kasalak, 2013; Kreitz & Maiworm & Teichler, 2002; Teichler, 1997; Topçu, 2011).

To begin with, Kreitz and Teichler (1997) attempted to find out the achievements and problems of ERASMUS-supported teaching staff exchange program. The information was gathered from all academic staff teaching for some period abroad with the help of an ERASMUS grant in the academic year 1990/91. Based on the gathered findings, there were some problems related to accommodation problems, administrative problems with the host institution, the lack of contacts with the host institution staff, the lack of communication outside the institution, late arrival financial support, and application procedures during the teaching period and the application period. The participants reported that teaching staff mobility was an important process of learning for them and also, it was beneficial for the students as well in terms of its contribution to the improvement of their own international and intercultural understanding, acquaintance with different teaching methods and making different research contacts.

In another study, Enders (1998) reported the major findings of a survey among academic staff who had received ERASMUS support for service abroad in 1990-91. According to the findings, the respondents wanted to join the mobility to reinforce and strengthen integration by increasing academic cooperation among member states and introducing a European dimension into curricula and instruction. Besides, they stated some problems related to the interruption of teaching assignments at the home institution, difficulties in finding a replacement, administrative obstacles and financial problems. In brief, the majority of the mobile staff stated that ERASMUS teaching staff mobility was beneficial in terms of intercultural understanding and the opportunity to become familiar with other teaching methods. They appreciated the teaching and research contacts made as well as the improvement of foreign language proficiency and indicated that the mobility improved understanding of the higher education system of the host country and mentioned the value of international comparative education.

Furthermore, in their study, Maiworm and Teichler (2002) aimed to get information on the experiences and views of ERASMUS coordinators and ERASMUS-supported mobile teachers in the academic years 1998/99. In the lights of the results obtained through the surveys, although there were some problems with respect to the integration of the courses given by mobile teachers at their host institution abroad as part of the regular program, too small financial support, heavy workload during the

preparation of the teaching abroad period, difficulties in interrupting teaching and research commitments at the home institution, finding replacement staff, the mobile teachers rated ERASMUS teaching staff mobility highly positive. In other words, joining the program helped them to improve their own international and intercultural understanding, get acquainted with new teaching methods and improve their research contacts. In addition to professional benefits, they also emphasized that the exchange program provided guidance for the home institution, contributed to non-mobile students' intercultural understanding and teaching subjects that were not taught at home. On the contrary, the participating teachers stated that temporary teaching was not highly appreciated in their departments, and administrative and financial support was not much satisfactory.

As distinct from the previous studies which had illuminated the strengths and problems of teaching staff mobility primarily based on the views of mobile teachers, Janson, Schomburg & Teichler (2009) did a survey in order to evaluate the professional value of ERASMUS. The results showed that the majority of teachers preferred for joining to ERASMUS teaching staff mobility because of existence of cooperative relations between study programs/faculties involved, good personal relations or, prior cooperation with staff of the host institution, their general interest in a visit to the host country, making their knowledge available to a higher education institution abroad. According to the results of the survey, even though teachers participating ERASMUS teaching staff mobility in 2000/01 were already in advanced stages of their career in terms of having extensive international experience and well integrated international networks, 58 percent of the participants stated a positive impact on their own professional development, particularly international research contacts. Besides, broadening their academic knowledge while teaching abroad, getting involved in academic discussions, developing their teaching, and improving and using new teaching methods were other benefits. The results also revealed that temporary teaching abroad was valuable for the mobile teachers themselves as regards the international dimensions of their subsequent career. In addition to the contribution to professional development, the mobile teachers stated the contribution to the home institution related to guidance to mobile students, providing knowledge on other countries, coordination of study

programs between the home institution and the host institution, the range of foreign language teaching, development of new study concepts and the increase of comparative approaches.

Topçu (2011) aimed at finding out the reasons why academicians participated in ERASMUS programs, the problems they encountered during the application and the participation period, the benefits and outcomes according to their own perceptions and also the similarities and differences between home institution and the host institution. The results of the study showed that getting acquainted with different cultures, countries, institutions and education systems, providing recognition of the home institution and Turkish culture, improving language skills and guidance for mobile students were the major reasons for the mobility and all participants benefited from the program and they had a good experience. Also the results showed that general objectives of those programs are realized in terms of several dimensions.

In a similar fashion, Kasalak (2013) tried to identify the views of the academic staff about the Erasmus teaching staff mobility program. According to data collected through semi-structured interviews, the academics preferred to participate the Erasmus teaching staff mobility program due to creating mutual projects, getting abroad experience, exchanging ideas, getting knowledge of education system in a different country, strengthening the relationship with the host institution. The results revealed that Erasmus teaching staff mobility had a positive impact in terms of getting acquainted with different languages, countries, institutions, cultures, academics and education systems. However it brought some problems length of action, transportation, foreign language, food, authoritative, climate and communication.

The members of the European Commission carried out an ERASMUS impact study on effects of mobility on the skills and employability of students and internationalization of higher education institutions in 2014. In the second part of the this study, the effects of Erasmus teaching assignments/staff training on individual competences, personality traits and attitudes, as well as the program's impact on the internationalization of Higher Education Institutions (HEIs) were examined. The results showed that the most of the academic and non-academic staff who had mobility

experience considered that teaching staff mobility was helpful to get expertise and new skills. They also stated that it was important in terms of strengthening the research capacity of higher education institutions. In addition to these benefits, the academic staff stated that teaching staff mobility promoted new ideas and methods, as well as teaching skills and there were beneficial effects on the quality of teaching, multi-disciplinary and cross-organizational cooperation as well as international cooperation.

Based on these overviews, it can be indicated that ERASMUS teaching staff mobility gives the opportunity to the instructors to exchange experiences on teaching methods and enrich their pedagogical knowledge and instructional practices. Considering the knowledge related to teaching and learning language is experimental and in an uncompleted state, particularly, ERASMUS teaching staff mobility may have the potential benefits on both Turkish ELT academics' professional development and their home institution as well.

Chapter 3: Methodology

3.1 Overview

This chapter describes the methodology of the study. The remaining part of the chapter will focus on the research questions, the research design, setting, and participants, data collection instruments and procedures, and data analysis.

The following research questions were addressed in this study:

1. What are the preferences of the Turkish ELT academics for the participation in the ERASMUS teaching staff mobility?
2. What is the potential contribution of the enrollment of the Turkish ELT academics in ERASMUS teaching staff mobility to their professional development?
3. What is the potential contribution of the enrollment of the Turkish ELT academics in ERASMUS teaching staff mobility to their home institution?
4. What are the potential problems faced by the Turkish ELT academics in participating in the ERASMUS teaching staff mobility?

The following table summarizes the major purposes of the study matching with the specified research questions:

Table 2

Matching Research Questions and Purpose

Purpose of the Study	General Research Questions
To investigate the preferences of the Turkish ELT academics for the participation in ERASMUS teaching staff mobility	What are the preferences of the Turkish ELT academics for the participation in the ERASMUS teaching staff mobility?
To find out and evaluate to the enrollment in such a program was effective on their professional development	What is the potential contribution of the enrollment of the Turkish ELT academics in ERASMUS teaching staff mobility to their professional development?

To find out and evaluate the enrollment in such a program was effective on their home institution	What is the potential contribution of the enrollment of the Turkish ELT academics in ERASMUS teaching staff mobility to their home institution?
To learn about the potential problems faced by the Turkish ELT academics in participating in the ERASMUS teaching staff mobility	What are the potential problems faced by the Turkish ELT academics in participating in the ERASMUS teaching staff mobility?

3.2 Philosophical Paradigm

A research design process begins with philosophical assumptions that the researcher decides to attempt a qualitative or quantitative. Besides, the researcher draws their own paradigms how the study should be conducted and the role of the researcher in the study (Creswell, 2007).

A paradigm is a worldview basically defined as “a basic set of beliefs that guide the action” (Guba & Lincoln, 1994, p.107). Quantitative and qualitative research paradigms have been widely used in research. Creswell (1994) defines a qualitative study as an inquiry process of understanding a social or human problem by building a complex, holistic picture, analyzing words, reporting detailed views of informants and conducting in a natural setting. On the other hand, a quantitative research is an inquiry of understanding a social or human problem by testing a theory consisting of variables, measured with numbers and analyzed with statistical procedures with the aim of determining if or not the predictive generalizations of the theory hold true.

In this study, a qualitative case study was used as a research design that assist the process of exploration a phenomenon within its context using a variety of data sources (Baxter & Jack, 2008). According to Stake (1995) and Yin (2003), the case study is based on a constructivist paradigm. Constructivists declare that the truth is comparative and dependent on one’s perspective. A constructivist paradigm identifies the significance of the subjective human creation meaning, but does not decline outright

some notion of objectivity. In this paradigm, the individuals look for understanding of the world in which they live and work and improve subjective meanings of their experiences that are varied and multiple, and this helps the researcher to look for the complexity of views instead of narrowing the meanings into a few categories or ideas (Creswell, 2007).

In the constructivist paradigm there are three philosophical assumptions: ontology, epistemology and methodological.

Ontology: It is related to reality. Reality is subjective and based on multiple perspectives.

Epistemology: It is an attempt of the researcher to lessen the distance between himself or herself and that being researched.

Methodological: The researcher uses inductive logic and studies the topic within its context and using an emerging design.

In the light of this paradigm, this qualitative case study was carried out in an interpretative and holistic way (Creswell, 2007, p. 33),.

3.3 Research Design

According to Creswell (1994), qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem and the researcher builds a complex holistic picture, analyzes words, reports detailed views of informants and conducts the study in a natural settings.

A qualitative case study was selected as a research design for this study due to its utility and appropriateness. This study is an explanatory, single case study. Yin (1984) defines the case study as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used” (p.23). A program, an event, a person, a process, an institution or a social group are examples of bounded phenomenon in education (Merriam, 1988). There are several characteristics of a case study: 1) a qualitative approach 2) investigating a bounded

system (a case) or multiple bounded systems (cases) in time, 3) collecting in detail data from multiple sources of information (e.g. interviews, observations, audiovisual material, and documents) and 4) reporting and presenting a case description and case-based themes (Creswell, 2007).

As a summary, since this study attempts to evaluate the ERASMUS teaching staff mobility program on the basis of the experiences and perceptions of the Turkish ELT academics a qualitative case study was used considering the following reasons: First, the ERASMUS teaching staff mobility program is a bounded phenomenon, second, the program is described in detail by the researcher, third, the data is collected from multiple sources namely, semi-structured interviews, questionnaires and reflective essays, fourth, the researcher organizes and analyses the data in a holistic way, and finally, the results are presented in the manner to benefit from the ERASMUS program.

3.4 Setting

The present study was conducted at the Department of English Language Teaching (ELT) founded at the Faculty of Educational Sciences of 5 state and 5 private universities in Turkey during the first and the second semesters of 2014-2015 academic years. The primary aim of this program is to train teachers who are to work at primary, secondary and higher education institutions both in public and private sectors, are equipped with basic knowledge, skills and attitudes related to English language teaching, are able to internalize progressive view of the world and ethical values, are able to understand the principals of teaching profession, and are open to the innovations and developments of teaching English.

3.5 Participants

For the purposes of this study, the data were gathered from seventeen (N=17) Turkish ELT academics who participated in “ERASMUS Teaching Staff Mobility” in previous academic years. Specifically, 12 female and 5 male academics with the age range of 25 and 60 years and a teaching experience ranging from 6 to more than 20

years. Besides, 10 of the Turkish ELT academics were working at state universities whereas 7 were at private universities. Finally, as for their educational background, 13 participants had a PhD whilst 4 had an MA degree in the field of English Language Teaching (ELT). Prior to the data collection process, the research ethics and purposes were explained to the participants who all agreed to participate in this study voluntarily.

The following table summarizes the participants' demographic characteristics:

Table 3

Participants' Demographic Characteristics

Participants	Gender	Academic Rank	Home Institution	Host Country	Academic Years
A	Female	PhD	Yeditepe University	Belgium & Denmark	2012-2013 & 2013-2014
B	Male	PhD Candidate	Yeditepe University	Denmark	2013-2014
C	Female	PhD	Üsküdar University	Belgium	2013-2014
D	Male	MA	Işık University	France	2012-2013
E	Male	BA	Bilecik Şeyh Edabali University	Italy	2009-2010
F	Male	PhD	Çukurova University	Estonia	2012-2013
G	Female	PhD	Mersin University	Poland	2013-2014
H	Female	PhD	Mersin University	Germany	2008-2009
I	Female	PhD	Mersin University	Slovakia	2009-2010
J	Female	PhD	Osmaniye Korkutata University	Italy	2013-2014
K	Female	PhD	Mersin	Poland	2010-2011

			University		
L	Female	PhD	Doğuş University	Poland	2011-2012
M	Male	MA	Doğuş University	Italy	2013-2014
N	Female	PhD	Mersin University	Denmark	2010-2011
O	Female	PhD	Bahçeşehir University	Spain	2012-2013
P	Male	PhD	Mersin University	Lithuania	2013-2014
Q	Female	MA	Boğaziçi University	The Netherlands	2011-2012

3.6 Procedure

This part presents types of sampling, data collection instruments, data analysis procedures, trustworthiness and limitations of the study in detail.

3.6.1 Types of sampling. Sampling is the process of choosing the respondents to get information (Doherty, 1994). In the case study, there are primarily three sampling techniques: random sampling in which samples are elected randomly to study, purposive sampling in which samples are selected according to preselected criteria related to a particular phenomenon and convenience sampling in which samples are selected due to the fact that they are easy to be located (Balbach, 1999).

Many different researchers support that the samples selected by means of purposive sampling technique may produce the most valuable data and reflect the relevance to the research problem of the case study (Denscombe, 2007; Denver & Fraenkel, 2000; Merriam, 1988; Stake, 1995) owing to the fact that it is designed to investigate in-depth information about the samples' experience.

Based on these overviews, while selecting the samples in this study, purposive sampling technique was used in this study. Through purposive sampling, the Turkish ELT academics who participated in ERASMUS teaching staff mobility were selected to

study due to the fact that they have the potential to reveal the reasons underlying their participation in the program and perception about the effectiveness of it.

3.6.2 Data collection instruments. For the purposes of this study, data came from three different sources: a) questionnaires, b) semi-structured interviews and c) reflective essays.

3.6.2.1 Questionnaire. The questionnaire used for the purposes of this study was adapted from the study “The professional Value of ERASMUS Mobility” conducted by Janson, K., Schomburg, H., and Teichler, (“The Professional value of Erasmus mobility: The impact of international experience on former students’ and on teachers’ Careers”, 2009). Specifically, it contained two sections. The first section (Section 1) aimed to collect demographic data related to the Turkish ELT academics such as gender, age, years of teaching experience, educational background, current work place, the host country visited for the ERASMUS program, the target group being taught, and lastly, the duration of their stay. As for the second section (Section 2), three statements about the effects of ERASMUS teaching staff mobility were included with an attempt to obtain information about the Turkish ELT academics’ preferences for joining this program, the contribution of this program to their professional development and their home institution. There were a total of thirty-four items based on a Likert-type scale ranging from 1- Strongly Agree to 4- Strongly Disagree (see appendix A). The questionnaire was administered to seventeen participating the Turkish ELT academics working at the ELT departments both in state and private universities in Turkey.

3.6.2.2 Semi-structured interviews. Semi-structured interviews are an appropriate data collection instruments for working with small samples and beneficial for studying specific situations (Laforest, 2006) and it gives a chance to the researcher to learn about the experiences and perceptions of participants by using open-ended questions (Balbach, 1999). Moreover, owing to the fact those semi-structured interviews open doors into the perceptions and opinions of the respondents, they are adept to get a deep understanding about the problems (Laforest, 2009).

Considering the present study, semi-structured interviews provided in depth information about discovering the perceptions, preferences and experiences of the

Turkish ELT academics who participated in ERASMUS teaching staff mobility program. The semi-structured interviews comprised of four open-ended questions prepared by the researcher parallel to the items in the questionnaire (see appendix B). The questions focused on a deep understanding about the preferences of the ELT academics in relation to joining ERASMUS teaching staff mobility, their perceptions on its influence on their professional development and their home institution, and the potential problems faced by Turkish ELT in participating in the mobility. Specifically, in the preparation of the semi-structured interviews, the following steps stated identified by Laforest (2009) were taken into consideration:

- Identifying respondents,
- Determining the number of the respondents,
- Planning available time and resources,
- Studying the interview plan to prepare appropriate questions for the research,
- Drawing the consent form which focuses on the rules and aims of the interview,
- Contacting the respondent,
- Confirming the date and location of the interview,
- Conducting the interview.

3.6.2.3 Reflective essays. A reflective essay is “a form of writing that examines and observes the progress of the writer’s individual experience” (Ernest & Zac, 2012). Reflective essays are based on one’s own experiences, so it is expected that someone write about herself/himself, her/his ideas and her/his ideas. Therefore, reflective essays are important tools to gather detailed information. In this study, the respondents were asked to write a reflective essay in order to get in-depth information about their experiences (both positive and negative) during the mobility program (see appendix C).

3.6.3 Data analysis procedures. For the purposes of this study, the data obtained from the questionnaires were figured out using frequency analysis, which

provide a way to summarize the data in an understandable and clear way.

Furthermore, content analysis was used to analyze the data collected from the semi-structured interviews and reflective essays.

Content analysis is “any technique for making inferences by systematically and objectively identifying special characteristics of messages” (Holsti, 1968, p.608). Specifically, it is a method that enables the researcher to learn human behavior indirectly by analyzing their communication because conscious or unconscious beliefs, attitudes, values and opinions often are displayed in communication (Fraenkel and Wallen, 2001).

According to Miles and Huberman (1994), interviews, field notes and differing unobtrusive data are not conformable to analyze until obtained information has been abridged and made comparable systematically and offers content analysis in terms of the necessity to apply objective coding scheme to the data.

In the narrative and coding stage of this study, the following steps offered by Miles and Huberman (1994) were taken into consideration:

- Patterns and themes were noted.
- Patterns and themes were clustered.
- Variables were partitioned.
- Particular variables were subsumed into the general.
- Factored.
- Relations between variables were noted.
- Intervene variables were found.
- Surprises were followed up.
- Codes were developed and applied to the textual data.
- Patterns, themes and relationships between themes were identified.
- An investigation of common/different aspects was conducted.
- The data were categorized and sorted.

- The data were ordered and reordered according to chronology, importance and frequency.

In the interpretive stage, the researcher looked for the plausibility, built a logical chain of evidence and made conceptual/theoretical coherence and developed interpretation of the findings and compared data to determine what fits the researcher's assumptions or other's findings. At the last stage, confirmation stage, the researcher checked researcher effects by using member checking and compared with the data obtained from the structured questionnaire and reflective essay and triangulated the data.

The following table provides an overview of the research questions and the corresponding procedures.

Table 4

Overview of Research Questions and Corresponding Procedures

Research Question	Data Collection Instruments	Data Analysis
What are the preferences of the Turkish ELT academics for the participation in the ERASMUS teaching staff mobility?	Questionnaires (Adapted from the professional value of ERASMUS mobility, 2009 (http://www.aca-secretariat.be/index.php?id=383)) Semi-structured interviews Reflective Essays	Frequency Analysis Content Analysis (Miles and Huberman, 1994)
What is the potential contribution of the enrollment of the Turkish ELT academics in ERASMUS teaching staff mobility to their professional development?	Questionnaires (Adapted from the professional value of ERASMUS mobility, 2009 (http://www.aca-secretariat.be/index.php?id=383)) Semi-structured interviews Reflective Essays	Frequency Analysis Content Analysis (Miles and Huberman, 1994)

What is the potential contribution of the enrollment of the Turkish ELT academics in ERASMUS teaching staff mobility to their home institution?	Questionnaires (Adapted from the professional value of ERASMUS mobility, 2009 (http://www.aca-secretariat.be/index.php?id=383) Semi-structured interviews Reflective Essays	Frequency Analysis Content Analysis (Miles and Huberman, 1994)
What are the potential problems faced by the Turkish ELT academics in participating in the ERASMUS teaching staff mobility?	Reflective Essays Semi-structured interviews	Content Analysis (Miles and Huberman, 1994)

3.6.4 Trustworthiness

Guba and Lincoln (1994) state the importance of the trustworthiness of a research in terms of evaluating its worth. There are some strategies for establishing trustworthiness: credibility, transferability, dependability and confirmability.

As a premise to achieve trustworthiness in this study, firstly, it was ensured that: whether or not a) the case study research questions are clearly written; b) the case study design is appropriate for the research questions, c) purposeful sampling strategies appropriate for case study have been applied, d) data are collected and managed systematically and e) data are analyzed correctly (Russell et. al., 2005).

Credibility is the confidence in the 'truth' of the findings (Guba & Lincoln, 1994). To achieve the credibility, triangulation strategy was used. Triangulation increases confidence in research data, creates innovative ways of understanding a phenomenon, reveals unique findings, challenges or integrates theories, and provides a clearer understanding of the problem (Thurmond, 2001). In this study, by using

questionnaire, semi-structured interviews and reflective essays to collect data about the effects of ERASMUS teaching staff mobility program, triangulation was ensured, and this added a depth to the results.

Transferability of the study is showing that the findings have applicability in other contexts (Guba & Lincoln, 1994). To achieve this, the researcher gave detailed information to describe the setting and the participants of the study in terms of putting it into use in other studies in other contexts.

Dependability is showing that the findings are consistent and could be repeated (Guba & Lincoln, 1994). With accordance with this criterion, the researcher provided inclusive information about data collection, data collection procedures and data analysis process.

Confirmability is a degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest (Guba & Lincoln, 1994). For confirmability of the study, the researcher used member checking during the semi-structured interviews and also collected data by using multiple sources.

3.6.5 Limitation

In this study, the quantitative data were gained from the questionnaire, which was answered by 17 Turkish ELT academics working at the Department of English Language Teaching (ELT) founded at Education Faculties of 5 state and 5 private universities in Turkey and having participated in “ERASMUS Teaching Staff Mobility” in previous academic years. In order to complement the quantitative data, the data was collected qualitatively using interviews and reflective essays. Given that the present study examined holistically the contribution to both the Turkish ELT academics and home institution and problems regarding the ERASMUS participation process. Hence, it has limited external validity, which prevents generalization of the results. Another limitation might be the lack of students who participated in the ERASMUS program, which would have provided a fuller picture of the issue. Despite these limitations, the present study is significant in the field of English language teaching as it evaluates the

ERASMUS teaching staff mobility program in terms of the perceptions of the Turkish ELT academics and in the relevant literature due to the lack of research on the contributions and problems of Turkish ELT academics.

Chapter 4: Results

4.1 Overview

This chapter reports the results of the present study which aimed to identify the preferences of the Turkish ELT academics for joining the ERASMUS teaching staff mobility program, examine the contribution of the enrollment in such a program to their professional development and their home institution and finally, learn about the potential problems experienced during the participation in this particular program. The quantitative data obtained from the questionnaires were analyzed by using frequency analysis whereas the qualitative data collected from semi-structured interviews and reflective essays were examined through content analysis. The remaining of this chapter presents and discusses the findings of each research question addressed in this study in detail.

4.2 The Findings about the Preferences of the Turkish ELT Academics for the Participation in the ERASMUS Teaching Staff Mobility

In an attempt to answer the first research question, which aimed to find out the preferences of the Turkish ELT academics for the participation in the ERASMUS teaching staff mobility, data were obtained through questionnaires, semi-structured interviews and reflective essays.

To begin with, the following table reports the frequencies for each item included in the questionnaire.

Table 5

Frequencies for the Preferences for Participation in the ERASMUS Teaching Staff Mobility

EFL Instructors' Preferences (n=17)	Strongly Agree f %	Agree f %	Disagree f %	Strongly Disagree f %
1. Existence of co-operative relations beyond my program/faculty.	41	35	24	-
2. Good personal relations to, or prior co-operation with staff of the host institution.	53	29	6	12
3. Recommendations of colleagues of my study area.	24	29	29	18
4. Innovative teaching strategies of the host institution.	12	35	41	12
5. My general interest in a visit to the host country.	59	18	18	6
6. My good command of the native language of the host country.	18	18	29	35
7. Making my knowledge available to a higher institution abroad.	65	24	6	6
8. Being able to link the teaching period abroad with research activities abroad.	47	24	24	6

According to this table, the participating academics (n=17) agreed (i.e. as a combination of strongly agreed or agreed) that their preferences for the participation in

the ERASMUS teaching staff mobility were as follows: existence of co-operative relations beyond my program/faculty (76%, n=13), good personal relations to, or prior co-operation with staff of the host institution (82%, n=14), recommendations of colleagues of my study area (53%, n=9), innovative teaching strategies of the host institution (47%, n=8), my general interest in a visit to the host country (77%, n=13), my good command of the native language of the host country (36%, n=6), making my knowledge available to a higher institution abroad (89%, n=15) and being able to link the teaching period abroad with research activities abroad (71%, n=12).

On the other hand, the participating instructors disagreed only with the sixth item (i.e. as a combination of strongly disagree or disagree) regarding their good command of the language of the host country (64%, n=11). A possible reason behind this finding might be the fact that the ELT academics are already fluent speakers of English, which is the common language in the host countries, and thus, already have a good command of the language before their language.

Moreover, to complement the quantitative data obtained through the questionnaires, semi-interviews and reflective essays were analyzed to provide some qualitative evidence.

When the Turkish ELT academics were asked about their preferences for the participation in the ERASMUS teaching staff mobility, they stated that they wanted to develop professionally, exchange ideas and experiences with their colleagues abroad, monitor their students' performance in English, learn about the motivation of learning English in another country and its reflection on language teaching, discover different teaching strategies of the host institution, experience teaching in a different context, collect data for research and enhance their professional network as shown in the following excerpts:

'With my staff mobility visit, had the chance to exchange ideas and experiences with my colleagues at a different institution and also, monitor their students' English performance.' (ELT academic 1, interview, February 5, 2015)

'The most important reason for me was to learn about the motivation of learning English and how it reflects on the results of language teaching in another non-native country.' (ELT academic 2, interview, January 26, 2015)

'My major preferences for the decision about joining the ERASMUS teaching staff mobility are to experience teaching in a different context, to collect data for research, to search for cooperation for future research projects, to enhance my professional network.' (ELT academic 3, interview, December 27, 2014)

'I participated in the Erasmus staff mobility in order to discover different teaching strategies of the host institution in terms of English language teaching concept and compare and contrast the two education systems in order to reveal the weaknesses of our education system in terms of foreign language teaching.' (ELT academic 2, reflective essay, January 26, 2015)

'To gain experience in teaching English at different contexts, improve my teaching skills, do collaborative research and develop professionally were my preferences for the decision of joining ERASMUS teaching staff mobility.' (ELT academic 4, reflective essay, December 27, 2014)

4.3 Findings about the Potential Contribution of the Enrollment of the Turkish ELT Academics in ERASMUS Teaching Staff Mobility to Their Professional Development

In an effort to answer the second research question, aiming to learn contribution of the enrollment of the Turkish ELT academics in ERASMUS teaching staff mobility for their professional development, data were obtained through questionnaires, semi-structured interviews and reflective essays.

The following table reports the frequencies for each item included in the questionnaire.

Table 6

Frequencies for the Contribution of the ERASMUS Teaching Staff Mobility to the Professional Development

The contribution to professional development (n=17)	Strongly Agree f%	Agree f%	Disagree f%	Strongly Disagree f%
9. Enhancement of professional/career perspectives	59	35	6	0
10. Contribution to getting a higher academic rank	12	12	65	12
11. Raise of income level	6	6	35	53
12. Extension of temporary employment contract	6	12	47	35
13. Taking over a high-ranking administrative position	6	6	47	41
14. Enhancing my international/intercultural understanding	71	29	-	-
15. Improving my professional/career perspectives	71	24	6	-
16. Improving research contacts	29	47	24	-
17. Broadening my pedagogical knowledge	53	35	6	6

18. Addressing disciplinary/theoretical discussions originating from partner country/countries	29	41	18	12
19. Developing new co-operation activities/ joint projects	41	47	12	-
20. Learning about structure of higher education in different countries	71	24	6	-
21. Designing study courses in different education programs	65	35	-	-
22. Discovery of quality assurance procedures for teaching and learning in different education programs	65	29	6	-
23. Knowledge about variety in education Systems	82	12	6	0

According to this table, the participating instructors agreed (i.e. as a combination of strongly agreed or agreed) that the contribution of the participation in the ERASMUS teaching staff mobility to their professional development was related to the following concepts: enhancement of professional/career perspectives (94%, n=16), getting a higher academic rank (24%, n=4), raise of income level (6%, n=2), extension of temporary employment contract (18%, n=3), taking over a high-ranking administrative position (12%, n=2), enhancement of my international/intercultural understanding (100%, n=17), improvement in professional/career perspectives (95%, n=16), improvement of research contacts (76%, n=13), broadening pedagogical knowledge (88%, n=15), addressing disciplinary/theoretical discussions originating from partner country/countries (70%, n=12), developing new co-operation activities/ joint projects (88%, n=15) learning about structure of higher education (95%, n=16), designing study courses in different education programs (100%, n=17), discovery of quality assurance procedures for teaching and learning in different education programs (94%, n=16), and gaining

knowledge about variety in education systems (94%, n=16).

On the other hand, the ELT academics particularly disagreed (i.e. as a combination of strongly disagree or disagree) with the items regarding raise of income level (item 11) (88%, n=15) and taking over a high-ranking administrative position (item=13) (88%, n=15). A reasonable explanation for this finding might be the fact that the participation in this program is mostly done on voluntary basis, which does not have much effect on the raise of income level or taking over a high administrative position.

As for the previous research question, semi-interviews and reflective essays were also used to provide some qualitative evidence regarding the contribution of the ERASMUS teaching staff mobility to the professional development.

When the participants were asked about the potential contribution of the enrollment in ERASMUS teaching staff mobility to their professional development, they provided reasons in relation to gaining knowledge about education systems, enhancing international and intercultural understanding, improving academic and professional perspectives, broadening pedagogical knowledge, improving research contacts, addressing theoretical discussions and learning new teaching methods which was emphasized in the following comments:

'You simply join the program to improve your international and intercultural understanding. It is also helpful for professional and academic perspectives.' (ELT academic 7, interview, January 26, 2015)

'It helped to extent international understanding, professional perspectives, research contacts, new co-operation activities and joint projects.' (ELT academic 1, interview- February 5, 2015)

'It has an effect on broadening my horizon about intercultural understanding and it enabled me to look at in a different point of view on teaching a foreign language. It was also effective on improving my research contacts with the most specialized people in different cultures.' (ELT academic 2, reflective essay, January 26, 2015)

'I gained knowledge of higher education of the host country and their education proficiency as well as foreign language policy. I also learned about international perspectives in teaching, had the chance of comparing two countries in term of language policies as well as teacher education programs and reflecting on it after returning to my institution.' (ELT academic 5, reflective essay, February 7, 2015)

4.4 Findings about the Potential Contributions of the Enrollment of the Turkish ELT Academics in ERASMUS Teaching Staff Mobility to Home Institution

With the purpose of answering the third question which aimed to find out the contribution of the enrollment of the Turkish ELT academics in ERASMUS teaching staff mobility had impact on their home institution data were obtained through questionnaires, semi-structured interviews, and reflective essays.

As for the quantitative aspect of this question, the following table reports the frequencies for each item included in the questionnaire.

Table 7

Frequencies for the Contribution of the ERASMUS Teaching Staff Mobility to Home Institution

The contributions to home institution	Strongly Agree f%	Agree f%	Disagree f%	Strongly Disagree f%
24. Improving guidance/advice available to mobile students	53	29	18	-
25. Providing knowledge on other countries, Europe, etc.	47	35	12	6

26. Co-ordination of programs between home programs and partner programs	35	41	18	6
27. Provision of courses in a foreign language	12	35	35	18
28. Development new concepts and contents for study programs	35	47	6	12
29. Addressing issues comparatively	41	41	12	6
30. Use of publications in foreign languages	12	18	47	24
31. Providing knowledge on international relations or supranational organization	18	41	29	12
	6	18	59	18
32. Setting up double degree programs				
33. Developing of new teaching methods	18	35	35	12
34. Integration language courses into curriculum	12	12	47	29

According to this table, the participating instructors agreed (i.e. as a combination of strongly agreed or agreed) that the contributions of the participation in the ERASMUS teaching staff mobility to home institution were in accordance with improving guidance/advice available to mobile students (82%, n=14), providing knowledge on other countries, Europe, etc. (82%, n=14), co-ordination of programs between home programs and partner programs (76%, n=13), provision of courses in a foreign language (47%, n=8), development new concepts and contents for study programs (82%, n=14), addressing issues comparatively (82%, n=14), use of publications

in foreign languages (30%, n=5), providing knowledge on international relations or supranational organization (59%, n=10), setting up double degree programs (24%, n=3), developing of new teaching methods (53%, n=9), and integration language courses into curriculum (24%, n=4).

Furthermore, the qualitative analysis of the semi-interviews and reflective essays revealed parallel findings.

To begin with, the participants stated that joining the program had potential contribution to developing new teaching methods, providing knowledge on European countries, improving guidance available to mobile students, developing new concepts and contents for study programs, international recognition of home institution, and the cooperation between institutions about different teaching styles, education systems and learner needs as shown below:

'Joining the program led to a great motivation for new academic studies and aroused a fresh interest in collaborative work.' (ELT academic 5, interview, February 7, 2015)

'It has contributed to the international recognition of my institution and our ELT program. They asked a lot about our university and programs we offered. They were also curious about my hometown, too.' (ELT academic 2, interview, January 26, 2015)

'It has contributed to the cooperation of two institutions about different teaching styles, education systems and learner needs.' (ELT academic 1, reflective essay, February 5, 2015)

'It was effective on developing new concepts and contents for study programs, on developing new teaching methods and techniques, and on getting information about European countries.' (ELT academic 4, reflective essay, December 27, 2014)

4.5 The Findings about the Potentials Problems faced by the Turkish ELT Academics in Participating in the ERASMUS Teaching Staff Mobility

With regard to answering the fourth question about the potential problems faced by Turkish ELT academics in participating in the ERASMUS teaching staff mobility, the data collected from the semi-structured interviews and reflective essays revealed that the ELT academics faced some problems before the participation in the program and during the mobility period. To put it simply, these problems were related to financial, cleric, transportation and heavy workload in the preparation for the teaching abroad period. The following excerpts show their comments on this issue:

“In my own travel, apart from the financial problems I experienced due to the payment given a little bit late, I had only some trivial problems about transportation. For joining the program, the cleric work takes a long time.” (ELT academic 2, interview, January 26, 2015)

‘I had no major problem actually, but I should say that the whole process is full of paper work which can be a bit miserable from time to time. (ELT academic 1, interview- February 5, 2015)

‘This year I wanted to visit Poland as we have close connections but it was said that the Erasmus budget was sufficient for only 5 teachers and I had to give up. Isn’t it a potential problem for Erasmus staff mobility?’ (ELT academic 4, reflective essay, December 27, 2014)

‘There were some problems I experienced throughout my visit. It was a very difficult to construct a course covering the demands of your students in the host university as the structure of the higher education system was different from the one in the host country.’ (ELT academic 1, reflective essay, February 5, 2015)

Chapter 5: Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

The purpose of this study is to investigate the overall perception of Turkish ELT academics towards joining ERASMUS teaching staff mobility. It particularly attempted to identify their preferences for joining this program, examine the contribution of the enrollment in this program to their professional development and their home institution, and finally, to learn about the potential problems faced during the mobility period(s). A qualitative case study was used as a research design for this study due to its utility and appropriateness. Data were collected both quantitatively and qualitatively with the aim of to achieve credibility. For the data analysis procedure, quantitative data obtained from the questionnaires were analyzed through frequency analysis and qualitative data obtained from semi-structured interviews and reflective essays were analyzed through content analysis. The following sections discuss the findings of each research question in detail.

5.1.1 Discussion of findings of RQ 1: The preferences of the Turkish ELT academics for participating in the ERASMUS teaching staff mobility. The first question attempted to investigate the preferences of the Turkish ELT academics for the participation in ERASMUS teaching staff mobility. The gathered data revealed that the Turkish ELT academics participated in the program for establishment of good personal relations with staff of the host institution, general interest in visiting a host country, existence of co-operative relations beyond their program/faculty and creating a link between the teaching periods abroad with research activities.

Likewise, the participating academics participated in this program for exchanging ideas and experiences with colleagues, monitoring students' performance in English, learning about the motivation of learning English and how it reflects on the results of language teaching in another non-native country, collecting data for research, cooperation for future research projects, enhancing professional network, discovering

different teaching strategies of the host institution in terms of English language teaching, comparing and contrasting education systems, and gaining experience in teaching English at different contexts.

As the results of both the questionnaires and semi-structured interviews indicated, except for general interest in a visit to the host country, the majority of the preferences stated by the Turkish ELT academics were parallel to each other. Therefore, it could be said that results were consistent with each other and they overlapped.

In addition, Enders' (1998) study on "Academic Staff Mobility in the European Community" and Janson, Schomburg & Teichler's (2009) study on "The Professional Value of Erasmus Mobility " were in accordance with the present study. Specifically, Enders (1998) reported the wish to reinforce and strengthen integration by increasing academic cooperation among member states and introducing a European dimension into curricula and instruction was the major finding related to joining ERASMUS teaching staff mobility. Besides, the existence of cooperative relations between study programs/faculties involved, good personal relations or, prior cooperation with staff of the host institution, their general interest in a visit to the host country, making their knowledge available to a higher education institution abroad were the major preferences for the engagement in the mobility program.

Similarly, Topçu's (2011) research in which getting acquainted with different cultures, countries, institutions and education systems, providing recognition of the home institution and Turkish culture, improving language skills and guidance for mobile students were found to be among the major reason for the mobility showed consistency with the present study.

Furthermore, the findings of the current study supported Kasalak's (2013) study on "Views of Academic Staff on Erasmus Teaching Staff Mobility" which showed similar reasons for participating ERASMUS teaching staff mobility such as, creating mutual projects, gaining abroad experience and expectations for strengthening the relationship with the hosting university, getting knowledge of education system in a different country, exchanging ideas and experiences with colleagues in the host country.

To conclude based on those findings, it could be said that the motives varied clearly according to the Turkish ELT academics' expectations; however, the preferences generally were similar to each other.

5.1.2 Discussion of findings of RQ 2: The potential contribution of the enrollment of the Turkish ELT academics in ERASMUS teaching staff mobility to their professional development. The second research question of this study aimed to find out whether or not the enrollment in such a program was effective on the Turkish ELT academics professional development. Data were collected from questionnaires, semi-structured interviews and reflective essays.

The findings revealed that all Turkish ELT academics agreed that the ERASMUS teaching staff mobility contributed to the enhancement of their international/intercultural understanding and designing study courses in different education programs. Moreover, improving their professional/career perspectives, broadening pedagogical knowledge, improving research contacts, developing new co-operation activities/ joint projects, knowledge about variety education systems, learning new teaching methods and knowledge about foreign language policy in a different country were among the other adding factors of the program for the Turkish ELT academics.

According to the obtained results, the contribution of the enrollment of the Turkish ELT academics in ERASMUS teaching staff mobility to their professional development were parallel to each other. Therefore, it could be said that results were consistent with each other and they corresponded to each other.

These findings echo the viewpoint of Richards and Farrell (2005) stating learning to teach is a lifelong period and the knowledge related to language teaching and learning is an experimental and incomplete state and English as a Foreign Language (EFL) teachers need regular chances to update their professional knowledge during their profession.

In addition, the findings are in harmony with the studies by Kreitz and Teichler's (1997) on "ERASMUS Teaching Staff Mobility"; Maiworm and Teichler's (2002) on "The Academics' Views and Experiences", Enders' (1998) on "Academics' Views of

Teaching Staff Mobility” and European Commission’ (2014d) on “The Erasmus Impact Study” which indicated that improving international and intercultural understanding, getting acquainted with different teaching methods, making different research contacts, getting knowledge about variety in education systems were the contributing factors of ERASMUS teaching staff to the ELT academics’ professional development.

Similarly, the findings were also parallel with Janson, Schomburg and Teichler’s (2009) study on “The Professional Value of Erasmus Mobility” who clearly stated that even though teachers participating ERASMUS teaching staff mobility were already in advanced stages of their career in terms of having extensive international experience and well integrated international networks, the majority of the teachers stated a positive impact on their own professional development, particularly international research contacts besides broadening their academic knowledge while teaching abroad, getting involved in academic discussions, developing their teaching, and improving and using new teaching methods.

Finally, the results of the current study supported Kasalak’s (2013) and Topçu’s (2011) studies which reported that the ERASMUS teaching staff mobility was effective with respect to getting acquainted with different languages, countries, institutions, cultures, academics and education systems.

In brief, the findings of this study highlighted the importance of participating the ERASMUS teaching staff mobility in relation to the ELT academics’ professional development as they had the opportunity to improve their teaching skills, exchange ideas, improve the professional perspectives, broaden pedagogical knowledge, improve research contacts, develop new co-operation activities/ joint projects, get knowledge about various education systems, learn new teaching methods and get knowledge about foreign language policy in a different country which helped them with their professional development.

5.1.3 Discussion of findings of RQ 3: The potential contribution of the enrollment of the Turkish ELT academics in ERASMUS teaching staff mobility to their home institution. The third research question of this study aimed to identify whether or not the enrollment in such a program was effective on the Turkish ELT academics' home institution. The data were collected from the questionnaires, semi-structured interviews and reflective essays. The majority of the participants stated that ERASMUS teaching staff mobility improved guidance available to mobile students, helped to develop new concepts and contents for study programs, provided knowledge on other countries, Europe etc., and provided addressing issues comparatively, coordination of programs between home programs and partner programs, providing knowledge on international relations or supranational organization, developing of new teaching methods.

Supporting the quantitative results gathered from the questionnaires, the qualitative results were obtained through the semi-structured interviews and reflective essays. Specifically, motivating new academic studies, increasing collaborative work between the host institution and the home institution, comparing and contrasting to education systems, providing international recognition of the home institution, developing new concepts and contents for study programs in the home institution, developing new teaching methods and techniques in lessons, getting information about European countries, guiding the students were the contribution of the ERASMUS program to the ELT academics' home institution.

As displayed in these results, the contribution of the enrollment of the Turkish ELT academics in ERASMUS teaching staff mobility to the home institution were parallel to each other. Therefore, it could be said that results were consistent with each other and they corresponded to each other.

Furthermore, these findings were in accordance with Janson, Schomburg & Teichler's (2009) study on "The Professional Value of Erasmus Mobility" who found the contribution of joining the program to the home institution with respect to guidance to mobile students, providing knowledge on other countries, coordination of study programs between the home institution and the host institution, the range of foreign

language teaching, development of new study concepts and the increase of comparative approaches.

Finally, Kasalak's (2013) and Ender's (1998) studies displayed parallel results with this study. While Kasalak (2013) found the contribution to the home institution in terms of recognizing different languages, countries, institutions, cultures, academics and education systems, Enders (1998) stated the same contribution on education by understanding the higher education system of the host.

Based on these perceptions, it can be said that, teaching staff mobility was not only beneficial for the host university where the mobile teachers were active for some period, but also had a positive impact on their home institution.

5.1.4 Discussion of findings of RQ 4: The problems faced by the Turkish ELT academics in participating in the ERASMUS teaching staff mobility. The fourth and the last research question of this study attempted to learn about the potential problems identified by the Turkish ELT academics of joining the ERASMUS teaching staff mobility. The data were collected qualitatively through semi-structured interviews and reflective essays in which the Turkish ELT academics were asked to state the common problems they faced during their participation in the program regarding various aspects like teaching, accommodation, contacts etc.

To begin with, the participants shared some problems related to financial support, cleric work for participating the mobility, trivial problems, and full of paper work in the preparation for the teaching abroad period.

As the results of both the semi-structured interviews and the reflective essays indicated, the problems, which the Turkish ELT academics faced during the teaching period and the application period, were parallel to each other. Therefore, it could be said that results were consistent with each other and they overlapped. Possible reasons behind these findings might be due to the fact that the ERASMUS teaching staff mobility program is a short period (teaching period between 1 day or at least 5 to 6 weeks), the financial support for the mobility is low (daily amount for a day is 98 Euro) and the application period is full of cleric work.

Furthermore, the findings of the current study were also in accordance with and

Kreitz and Teichler's (1997), Enders' (1998), Maiworm and Teichler's (2002) and Kasalak's (2013) research studies which found that the mobile teachers revealed similar problems during the application and teaching period of ERASMUS teaching staff mobility. Specifically, they showed that there were some problems with respect to financial support, application procedures, and transportation, which should be taken for granted.

Considering all these problems, it is seen that there is need to improve the conditions for a temporary teaching period in another European country under the framework of ERASMUS.

5.2 Practical Implications

This study has both descriptive and practical implications for the ERASMUS teaching staff mobility. First of all, the results provided insights into the perceptions of the Turkish ELT academics on the effects of the ERASMUS teaching staff mobility and helped to shed light on the Turkish ELT academics' preferences of participating ERASMUS teaching staff mobility and whether or not there are positive effects on the Turkish ELT academics' professional development and the home institution. The results also delineated to whether or not there are problems they faced during the teaching period and the application period. According to the findings gathered through the analysis of the questionnaires, the semi-structured interviews and reflective essays, the positive effect of the ERASMUS teaching staff mobility on the Turkish ELT academics' professional development and their home institution was clearly identified.

Specifically, the findings related to the contributions together with the problems of this particular program, can help and guide the integration process of Turkish higher education into the European system in terms of ELT departments in universities in Turkey and support the Turkish ELT academics in other universities to participate in this mobility. This can foster the current system in Turkey as a candidate country in the process of the full membership of European Union. Finally, the findings of this study can help to evaluate and revise the ERASMUS program in terms of efficiency of the program and the need analysis for the program in a European scale.

5.3 Recommendations for Further Research

This study has several recommendations to be taken for consideration for further research. First of all, the ERASMUS program has supported teaching staff mobility since its inauguration. Today there are different motility programs (e.g. Mevlana Exchange Program) for academics, which serve the same purpose, and it is likely that the perceptions of academics are believed to vary to both programs. Therefore, it is recommended to replicate the present study by investigating a different mobility program and comparing ERASMUS teaching staff mobility with the other mobility program and to present the differences and similarities of both programs.

Second, future research should also investigate and evaluate the ERASMUS teaching staff mobility based on the views of university leaders in home institution who may evaluate this particular program in terms of their institutions.

Finally, different data collections instruments and data analysis procedures could be used with the same group of participants to investigate the effectiveness of this particular research design.

5.4 Conclusions

The results of this study indicated that the ERASMUS teaching staff mobility program had a positive contribution to the professional development of the Turkish ELT academics in various aspects. Besides, the mobility program had an impact on the home institution as well.

On the contrary, the only problems related to the participation in the program were about the financial, cleric, transportation and heavy workload, which should be taken into consideration with respect to the application to the program.

To conclude, apart from some problems related to joining the ERASMUS teaching staff mobility, the findings of this study clearly indicate that the program has a positive impact on the Turkish ELT academics' professional development and their home institution in various aspects.

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APENDICES

A. TEACHER QUESTIONNAIRE ABOUT ERASMUS TEACHING STAFF MOBILITY

Dear colleague,

I am studying on my Master's degree in English Language Teaching Program at Graduate School of Educational Sciences at a private university in Istanbul, Turkey. The purpose of my thesis is to evaluate the ERASMUS teaching staff mobility regarding its contributions for the Turkish ELT Academics. This questionnaire has been prepared to serve as a data collection instrument for my study. The questionnaire consists of two main parts. The first part aims to get some personal data, which is important for the research, while the other parts attempt to identify the Turkish ELT academics' perceptions about the ERASMUS teaching staff mobility.

Frank and sincere answers that you are going to give will affect the results of the study positively. The information will be coded, remain confidential and used for research purposes only. I appreciate your cooperation and hope you will seriously consider taking part in this study. I will be glad to answer any questions. You can reach me via email address written below.

Thank you for your kind cooperation.

*Filiz Tüzün
Bahcesehir University
tuzunfiliz@gmail.com*

Section 1.

a. Personal Data

Please tick the appropriate choice that applies to you.

1. Gender: () Male () Female

2. Age:

- ☐ Under 25
- ☐ 25-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ 60+

3. Educational Background

- ☐ BA
- ☐ MA
- ☐ PhD
- Other: _____

4. Department of Graduation:

- ☐ English Language Teaching
- ☐ English Language and Literature
- ☐ American Culture and Literature
- ☐ Translations and Interpretations
- ☐ Linguistics
- ☐ Other

5. Years of teaching experience:

- ☐ 1-2 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ More than 20 years

b. Home Institution

Name of the higher education institution:

City:

c. Host Institution

Name of the host institution:

City/Country:

Academic Year:

Duration of teaching (hours taught):

Aim of joining ERASMUS teaching staff mobility program:

Section 2.

Questionnaire

Please put a tick (✓) at one of the items below that applies to you in relation to the effect of the ERASMUS Teaching Staff Mobility.

<i>A. I wanted to participate in the ERASMUS teaching staff mobility program because of;</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1. Existence of co-operative relations beyond my program/faculty.				
2. Good personal relations to, or prior co-operation with staff of the host institution.				
3. Recommendations of colleagues of my study area.				
4. Innovative teaching strategies of the host institution.				
5. My general interest in a visit to the host country.				
6. My good command of the native language of the host country.				
7. Making my knowledge available to a higher institution abroad.				

8. Being able to link the teaching period abroad with research activities abroad.					
<i>B. My ERASMUS teaching staff mobility program contributed to my professional/career regard with;</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	
9. Enhancement of professional/career perspectives.					
10. Contribution to getting a higher academic rank.					
11. Raise of income level.					
12. Extension of temporary employment contract.					
13. Taking over a high-ranking administrative position.					
14. Enhancing my international/intercultural understanding.					
15. Improving my professional/career perspectives.					
16. Improving research contacts.					
17. Broadening my pedagogical knowledge.					
18. Addressing disciplinary/theoretical discussions originating from partner country/countries.					
19. Development new co-operation activities/ joint projects.					
20. Learning about the structure of higher education in different countries.					
21. Designing study courses in different education programs.					
22. Discovery of quality assurance procedures for teaching and learning in different education programs.					

23. Knowledge about variety in education systems					
<i>C. My ERASMUS teaching staff mobility program contributed to my home institution regard with;</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	
24. Improving guidance/advice available to mobile students.					
25. Providing knowledge on other countries, Europe, etc.					
26. Co-ordination of programs between home programs and partner programs.					
27. Provision of courses in a foreign language.					
28. Development new concepts and contents for study programs.					
29. Addressing issues comparatively.					
30. Use of publications in foreign languages.					
31. Providing knowledge on international relations or supranational organization.					
32. Setting up double degree programs.					
33. Developing of new teaching methods.					
34. Integration language courses into curriculum.					

**B. SEMI-STRUCTURED INTERVIEW ABOUT THE EFFECTS OF THE
ERASMUS TEACHING STAFF MOBILITY**

1. What are the preferences of the Turkish ELT academics for joining the ERASMUS teaching staff mobility? Briefly explain.
2. What is the potential contribution of the enrollment of the Turkish ELT academics in ERASMUS teaching staff mobility to their professional development? Explain briefly.
3. What is the potential contribution of the enrollment of the Turkish ELT academics in ERASMUS teaching staff mobility to their home institution? Explain briefly.
4. What are the potential problems faced by the Turkish ELT academics in participating in the ERASMUS teaching staff mobility? Explain briefly.

C. REFLECTIVE PAPER

Write about your experiences for participating the ERASMUS teaching staff mobility (200-350 words).

D. CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Tüzün, Filiz

Nationality: Turkish (TC)

Date of Birth and Place of Birth: 4 January 1984, Bingöl

Marital Status: Single

Phone: +90 533 1678884

E-mail: tuzunfiliz@gmail.com, filiz.tuzun@bau.edu.tr

EDUCATION

Degree	Institution	Year of Graduation
MA	Bahcesehir University	2015
BS	Mersin University	2006
High School	Bingöl Super High School	2002

WORK EXPERIENCE

- August 2014- ... : EFL Teacher in Cemil Meriç Secondary School, İstanbul
- August 2012-August 2014: EFL Teacher in Ferit Aysan Çağdaş Yaşam Secondary School, İstanbul
- June 2012-August 2012: EFL Teacher in Kırşehir Değirmenkaşı Primary School, Kırşehir
- April 2009-June 2009: EFL Teacher in Mardin Science High School, Mardin
- January 2009- March 2009: Project Coordinator in Mardin Ministry of National Education Research and Development Centre
- February 2007- June 2009: EFL Teacher in Mardin Sultanköy Primary School, Mardin

FOREIGN LANGUAGES

- English : Advanced (Oral&Written)

TRAININGS AND CERTIFICATES

- February 2015: A Portrayal of Great Teaching (Conference), Çevre College 11th ELT Conference, İstanbul, TURKEY
- June 2013: Task Based Learning (Teacher -Training Course), International Training Centre, Prague, CZECH REPUBLIC
- June 2010: Perfect English Pronunciation (Teacher Training Course), ‘Perfect English Pronunciation’, North Mon Language Institute, Cork, IRELAND
- October 2009: Special Education Seminar, Ministry of National Education, Kırşehir, TURKEY
- June 2009: Developing Oral Fluency in Second Language Classroom (Primary) (Teacher Training Course), IPC (International Project Centre), Exeter, UNITED KINGDOM
- May 2009: Dyned English Use and Application Seminar, Ministry of National Education, Erzurum, TURKEY
- March 2009: Cisco the Basis of Information and Communication Technologies Course ICT 1, Ministry of National Education, Mardin, TURKEY
- January 2009: Research and Development Training Seminar, Ministry of National Education, Mardin, TURKEY
- June 2005: MS Office Course, Public Training Centre, Mersin, Turkey

HOBBIES

- Interests: dancing, travelling, hiking, taking photograph

E. TURKISH SUMMARY

ÖZET

ERASMUS PERSONEL DERS VERME HAREKETLİLİĞİ: İNGİLİZ DİLİ EĞİTİMİ AKADEMİSYENLERİNİN ALGILARI

1. Giriş

Küreselleşme, iletişim ağı, ekonomik entegrasyon ve internet ile birlikte İngilizce çağımızın sembollerinden biri olmuştur ve tartışmasız bir şekilde dünyanın ortak dili haline gelmiştir. İngilizcenin küresel bir dil olarak yükselişi dünyadaki eğitim sistemleri üzerinde etki yaratmıştır.

Stratejik ve jeopolitik konumu itibariyle Türkiye İngilizcenin etkisi altındadır ve bu etkiyi eğitim sistemine yansıtmıştır. Son zamanlarda, Türkiye, ekonomik ve politik gelişmeler mukabilinde özellikle Avrupa Birliği üyesi olabilme girişimlerinden dolayı İngilizce öğretimine büyük önem vermiştir. Bu noktada İngilizce öğretmenleri önemli bir role sahiptir.

Avrupa Birliğinde, eğitim birliği, Avrupayı buluşturan önemli bir anahtardır. Bu nedenle, 1999 yılında 29 Avrupa ülkesinin eğitim başkanları Bologna bildirisini imzaladı. Bu bildirinin amacı uluslararası işbirliğine ve akademik değişime dayalı bir Avrupa yüksek öğretim alanı yaratmak ve Avrupa yüksek öğretim sistemini dünya üzerinde tanıtmaktı. Türkiye bu sürece 2001'de katılmıştır ve bu zamandan beri eğitimin son basamağı olan yüksek öğretime daha fazla önem vermeye başlamıştır. Bologna sürecinde, ERASMUS programı Avrupa Birliği eğitim programları arasında en başta gelen eğitim programı olarak düşünülmüştür.

ERASMUS programı birçok hareketlilik içermektedir. ERASMUS personel hareketliliği de bunlardan biridir. ERASMUS personel hareketliliği, personel ders verme ve personel eğitim alma olarak ikiye ayrılır. Bu noktada, ERASMUS personel ders verme hareketliliği, akademisyenlere sunduğu fırsatlar açısından ön plana çıkmaktadır. ERASMUS personel ders verme hareketliliğinin amacı yüksek öğretim

kurumlarının kurs içeriği ve kapasasını genişleterek güçlendirmek, hareketliliğe katılamayan öğrencilere rehberlik etmek, yüksek öğretim kurumların çalışan akademisyenlerin bilgi ve deneyimlerinden yararlanmak, öğretim metotlarındaki deneyim ve uzmanlık hususunda değişimi artırmak ve programa katılım konusunda personeli ve öğrencileri cesaretlendirmektir.

İngilizce eğitiminin Türkiye'deki önemi ve dil öğrenmenin ve öğretmenin deneyime dayalı ve tamamlanmamış bir statüde olduğu göz önünde bulundurulduğunda, üniversitelerin İngiliz dili eğitimi bölümünde çalışan ve İngilizce öğretmen adaylarını yetiştiren akademisyenler için, başka bir ülkede bilgi ve deneyimlerini paylaşmak ve mesleki bilgilerini güncellemek oldukça önemlidir. ERASMUS personel ders verme hareketliliği, Türk yabancı dil eğitimi bölümlerinde çalışan akademisyenlere öğretim metotları ile ilgili deneyimlerini paylaşma, pedagojik bilgilerini artırma ve uygulamalı öğretim fırsatı vererek üniversitelerde İngiliz dili öğretimi kalitesinin artmasına yardımcı olur. Bu bağlamda, bu çalışma ERASMUS ders verme hareketliliği ile ilgili Türk Yabancı dil eğitimi bölümlerinde çalışan akademisyenlerin algılarını ayrıntılı bir şekilde araştırmayı amaçlamaktadır.

2. Alan Yazın Tarama

Sınırlı sayıda da olsa, ERASMUS personel ders verme hareketlilik programının akademisyenler üzerindeki etkisine dair birkaç araştırma yapılmıştır. (Enders, 1998; European Commission, 2014d; Janson, Schomburg & Teichler, 2009; Kasalak, 2013; Kreitz, Maiworm & Teichler, 2002; Teichler, 1997; Topçu, 2011).

Öncelikle, Kreitz ve Teichler (1997), ERASMUS personel ders verme hareketlilik programının katkısını ve bu hareketlilik süresince ortaya çıkan problemleri ortaya çıkarmak için bir çalışma yapmışlardır. Bu çalışma için, 1990/91 akademik yıllarında ERASMUS programı aracılığı ile ders verme hareketlilik programına katılmış akademisyenlerinden bilgi toplanmıştır. Elde edilen bilgiler ışığında konaklama, davet eden kurumun idari kadrosu, iletişim kişileri, finansal desteğin gecikmesi ve başvuru prosedürleri ile ilgili problemler ortaya çıkmıştır. Bununla birlikte, katılımcılar ERASMUS personel ders verme hareketliliğinin kendileri için önemli bir öğrenme süreci olduğunu belirtmişlerdir ve aynı zamanda hem öğrencileri için hem de kendileri

iin uluslararası ve kltrlerarası anlayış, farklı ğretim metotlarına aşına olma ve farklı araştırma kontakları elde etme açısından yararlı olduğunu bildirmişlerdir.

1990-91 yıllarında ERASMUS personel hareketliliğine katılmış akademisyenler arasında yapılan diğerk bir alışma da Enders (1998) tarafından yrtlmştr. alışmanın bulgularına gre, akademisyenler mfredat programına ve ğretime Avrupa boyutu kazandırmak, ye lkeler arasında akademik işbirliğini artırarak entegrasyonu saėlamlaştırmak ve gçlendirmek amacıyla programa dahil olmak istediklerini bildirdiler. Ayrıca akademisyenler finansal destek, yerine bir vekil bulma, idari engeller, niversitedeki ğretim vazifelerine ara verme ile ilgili problemler yaşadıklarını belirtmişlerdir. Hareketliliğe katılan akademisyenlerin çoėu, kltrlerarası anlayış ve farklı ğretim metotlarına aşına olma, araştırma iin kontaklar elde etme ve açısından programı yararlı bulmuşlardır. Bunun yanında, uluslararası karşılaştırmalı eğitimin önemini belirterek hareketliliğin bu anlamda davet eden lkeedeki yüksek ğretim ile ilgili bilgi edinmeye katkıda bulunduğunu belirtmişlerdir.

Maiworm ve Teichler (2002), 1998/99 yıllarında ERASMUS personel hareketliliğine katılmış ğretmenlerin ve ERASMUS koordinatrlerinin grşlerine ve deneyimlerine dayalı bir alışma yapmışlardır. Elde edilen sonuçlar, ğretmenlerin hareketlilik sresince verdiği derslerin kurum programına entegrasyonu, finansal destek, ğretim hareketliliėi hazırlık sresince ağır iş yk, akademisyenlerin kendi kurumlarında ğretime ara vermesi ve araştırma ykmllkleri, yurtdışında oldukları sre boyunca bir vekil bulma ile ilgili problemler yaşadıklarını ortaya ıkarmıştır. Ancak bu problemlere raėmen, ğretmenler ERASMUS ders verme hareketlilik programı ile ilgili olumlu ynde etkisi olduğunu belirtmişlerdir. ğretmenler, programa katılmanın uluslararası ve kltrlerarası anlayışı geliştirmede, yeni ğretim tekniklerini tanımada, ve araştırma iin kontaklar elde etmede kendilerine yardımcı olduğunu belirtmişlerdir. Mesleki yararlarına ek olarak, ğretmenler deėişim programının kendi kurumları iin rehberlik ve hareketliliğe katılamayan ėrencilere kltrlerarası anlayış ve kendi niversitelerinde ğretilmeyen konular açısından katkı saėladığını vurgulamışlardır. Bununla birlikte, katılımcılar geici ders vermenin kendi kurumlarında ok fazla takdir grmediğini veb programa katılmak iin finansal desteėin yeterli olmadığını belirtmişlerdir.

Hareketliliğe katılmış öğretmenlerin görüşlerine dayalı olarak ERASMUS personel ders verme hareketlilik programının güçlü yönlerini ve karşılaşılan problemleri ortaya koyan önceki çalışmalardan farklı olarak, Janson, Schomburg ve Teichler (2009) programın profesyonel değerini incelemek üzere 2000/01 yıllarında programa katılmış öğretmenler üzerinde bir çalışma yürütmüşlerdir. Bu çalışmanın sonuçlarına göre, fakülteler arasındaki işbirliği, iyi kişisel ilişkiler, davet eden kurumla daha önceden kurulmuş işbirliği, davet eden ülkeye karşı genel ilgi, ve de davet eden yüksek öğretim kurumuna kendi bilgisini aktarma gibi sebepler programa katılma sebepleri olarak ortaya çıkmıştır. Ayrıca katılımcı öğretmenler kariyerlerinin ileri basamaklarında olmalarına rağmen, programın mesleki gelişimlerine ve özellikle araştırma kontakları elde etmelerine olumlu etkisi olduğunu belirtmişlerdir. Ayrıca, yurtdışında öğretirken kendi akademik bilgilerini zenginleştirme, akademik tartışmalarda yer alma, öğretim becerilerini geliştirme, yeni öğretim tekniklerini öğrenme ve kullanma hareketliliğin diğer yararlı yönleri olarak görülmüştür. Mesleki gelişime katkısına ek olarak, öğretmenler programın, hareketliliğe mobil için rehberlik sağlamak, diğer ülkeler ile ilgili bilgi edinmek, çalışma programlarının koordinasyonunu sağlamak, yabancı dil öğretimini geliştirmek, yeni çalışma içeriklerini ve karşılaştırmalı yaklaşımlarını artırmak açısından yararlı olduğunu belirtmişlerdir.

Ek olarak, akademisyenlerin ERASMUS programına katılma sebeplerini, programa başvuru ve ders verme hareketliliği süreci boyunca karşılaştıkları problemleri, programın yararlarını ve kendi kurumları ve davet eden kurum arasındaki benzerlikleri ve farklılıkları akademisyenlerin düşüncelerine dayanarak öğrenmeyi amaçlayan bir çalışma Topçu (2011) tarafından yapılmıştır. Çalışmanın sonuçları, farklı kültürleri, ülkeleri, kurumları, eğitim sistemlerini tanımak, Türk kültürünü ve kendi kurumunu tanıtmak, dil becerilerini geliştirmek ve mobil öğrenciler için rehberlik etmek katılımcıların programa katılmak için başlıca sebepleri olduğunu göstermiştir. Ayrıca katılımcılar programa katılarak iyi bir deneyim elde ettikleri belirtmişlerdir.

Kasalak (2013) ERASMUS personel ders verme hareketlilik programı ile ilgili akademisyenlerin görüşlerini belirlemek üzere yarı yapılandırılmış görüşmelere dayalı bir çalışma yapmıştır. Bu çalışmanın sonuçları akademisyenlerin karşılıklı projeler ortaya çıkarmak, yurtdışı deneyimi kazanmak, fikir alış verişini yapmak, farklı bir

ülkedeki eğitim sistemleri ile ilgili bilgi edinmek, ve davet eden kurum ile ilişkileri güçlendirmek için bu programa katılmayı tercih ettiklerini göstermiştir. Sonuçlar aynı zamanda ERASMUS personel ders verme hareketlilik programının farklı dilleri, ülkeleri, kurumları, kültürleri, akademisyenleri ve eğitim sistemlerini tanıma anlamında olumlu etkisi olduğunu ortaya çıkarmıştır. Bununla birlikte, bu hareketlilik programı hareketliliğin uzunluğu, ulaşım, yabancı dil, yiyecek, idari, iklim ve iletişim ile ilgili problemleri de beraberinde getirdiği görülmüştür.

Son olarak Avrupa Komisyon üyeleri (2014), ERASMUS programının, yüksek öğretim kurumlarına uluslararası bir boyut kazandırmasına ve öğrencilerin becerilerine ve iş bulabilme olanaklarına etkisini araştırmak üzere bir çalışma yapmıştır. ERASMUS personel hareketlilik programının yüksek öğretim kurumlarına uluslararası bir boyut kazandırması üzerine etkisinin yanısıra, bireysel yetenekler, kişilik özellikleri ve davranışları üzerine etkisini de incelemiştir. Sonuçlar akademisyenlerin uzmanlık kazanması ve yeni beceriler elde etmesi açısından, ERASMUS personel ders verme hareketlilik programını yararlı olduğunu göstermiştir. Ayrıca, katılımcılar programın yüksek öğretim kurumlarının araştırma kapasitesini güçlendirmek açısından da önemli olduğunu belirtmişlerdir.

3. Yöntem

Bu çalışmanın amacı, Türk İngiliz Dili Eğitimi akademisyenlerinin ERASMUS personel ders verme hareketlilik programı hakkındaki algılarını incelemektir. Özellikle, Türk İngiliz Dili Eğitimi akademisyenlerinin ERASMUS personel ders verme hareketlilik programına ilişkin tercihlerini, bu programa katılmanın kendi kişisel gelişimlerine ve bağlı bulundukları kuruluşa yapacağı katkıları ve son olarak da program süresince yüzleştikleri zorlukları inceler. Tez araştırma soruları;

1. Türk İngiliz Dili Eğitimi akademisyenlerinin ERASMUS personel ders verme hareketlilik programına katılmalarına ilişkin tercihleri nelerdir?
2. ERASMUS ERASMUS personel ders verme hareketlilik programına katılmanın Türk İngiliz Dili Eğitimi akademisyenlerinin kişisel gelişimlerine yapacağı katkılar nelerdir?
3. ERASMUS ERASMUS personel ders verme hareketlilik programına katılmanın

Türk İngiliz Dili Eğitimi akademisyenlerinin bağlı bulundukları kuruluşa yapacağı katkılar nelerdir?

4. Türk İngiliz Dili Eğitimi akademisyenlerinin ERASMUS personel ders verme hareketlilik programı süresince yüzleştikleri zorluklar nelerdir?

3.1 Evren, Örneklem ve Çalışma Grubu

Çalışmanın amaçlarına uygun olarak, bu çalışmada daha önceki yıllarda ERASMUS personel ders verme hareketlilik programından yararlanmış üniversitelerin İngiliz Dili Eğitimi bölümlerinde çalışan 17 Türk akademisyen yer almıştır. Akademisyenlerin, 10'u devlet üniversitesinde, 7'si özel üniversitede görev yapmaktadır.

3.2 Verilerin Toplanması

Bu çalışma açıklayıcı ve tek seferlik durum çalışmasıdır. Bu çalışmada kullanılan veriler katılımcıların anket, mülakat ve yansıtıcı deneme yazısı yazmasından oluşan 3 aşamalı yaklaşımla elde edilmiştir.

Araştırmanın birinci, ikinci ve üçüncü sorusu için, hem nitel, hem nicel veri toplama araçları kullanılmıştır. Nicel veriler için öncelikle, 4 ölçekli Likert skalası olan (4-kesinlikle katılıyorum, 1-kesinlikle katılmıyorum) ve iki bölümden oluşan bir anket 17 gönüllü Türk İngiliz Dili Eğitimi akademisyenine uygulanmıştır. Anketin ilk bölümü, akademisyenlerle ilgili demografik bilgi toplamayı amaçlarken, ikinci bölümü Türk İngiliz Dili Eğitimi akademisyenlerinin ERASMUS personel ders verme hareketlilik programına ilişkin tercihlerini, bu programa katılmanın kendi kişisel gelişimlerine ve bağlı bulundukları kuruluşa yapacağı katkıları öğrenmeye amaçlamaktadır. Anket sonuçları, betimsel analizi yönteminde yer alan frekans analizi yöntemi ile çözümlenmeye çalışılmıştır.

Nicel verilerin güvenilirliğinin garantilemek için, yarı yapılandırılmış görüşme tekniği kullanılmıştır. Anketteki soruları destekleyecek 4 soru hazırlanmıştır. 7 akademisyen ile birebir görüşmeler yapılmıştır. Yarı yapılandırılmış görüşme tekniği kullanılarak elde edilen nitel veriler içerik analizi yöntemi kullanılarak incelenmiştir.

Türk İngiliz Dili Eğitimi akademisyenlerinin ERASMUS personel ders verme

hareketlilik programı süresince yüzleştikleri zorlukları bulmayı amaçlayan araştırmanın dördüncü sorusu için, veriler mülakat ve yansıtıcı deneme yazısı kullanılarak elde edilmiş ve bu veriler içerik analizi yöntemi kullanılarak incelenmiştir.

3.3 Sınırlama ve Sınırlandırmalar

Bu çalışmada, nicel veri anket aracılığı 5 devlet ve 5 özel üniversitede çalışan ve daha önceki yıllarda ERASMUS personel ders verme hareketliliğine katılmış olan 17 Türk İngiliz dili eğitimi akademisyeni tarafından cevaplanarak elde edilmiştir. Çalışma holistik bir biçimde programın hem Türk İngiliz Eğitimi akademisyenlerine hem de kurumlarına olan katkısını ve akademisyenlerin katılım süresince karşılaştıkları problemleri incelemiştir. Bu dışsal geçerliliği sınırlar ve sonuçların genelleştirilmesini engeller. Diğer bir sınırlama ERASMUS programına katılmış olan öğrencilerin yoksunluğu olabilir. Öğrencilerin de çalışmanın içinde yer alması konuya daha geniş bir perspektif katabilir.

4. Bulgular

ERASMUS ders verme hareketlilik programına katılımında Türk İngilizce dil eğitimi akademisyenlerinin tercihlerini öğrenmeyi amaçlayan araştırmanın ilk sorusu için hem nicel veri hem de nitel veri toplama yöntemleri kullanılmıştır. Anket ile elde edilen veriler sonucunda, program/ akülte ötesinde kooperatif ilişkilerinin varlığı, iyi kişisel ilişkiler, ya da ev sahibi kurum personeli ile önceden işbirliği, çalışma alanındaki meslektaşlarının önerileri, ev sahibi kurumun yenilikçi öğretim stratejileri, ev sahibi ülkeye ziyaret etmekte ilgi, mevcut bilgisini yüksek yurtdışındaki kuruma aktarma ve öğretim süreci sayesinde yurtdışındaki araştırma faaliyetleri ile bağlantıda olma akademisyenlerin çoğunluğu için ERASMUS ders verme hareketliliğine katılma tercihleri olduğu görülmüştür.

Diğer yandan, ev sahibi ülkenin diline hakimiyet akademisyenlerin çoğunluğu tarafından bir tercih olarak görülmemiştir. Bunun olası nedeni Türk İngiliz Eğitimi akademisyenlerinin davet eden ülkelerdeki ortak dilin İngilizce olması ve akademisyenlerin zaten İngilizce dilini akıcı bir şekilde konuşuyor olmaları olabilir.

Nicel veriyi tamamlamak amacıyla akademisyenler ile yapılan görüşmeler ve akademisyenler tarafından yazılan yansıtıcı denemelere göre, akademisyenler mesleki

anlamda kendilerini geliřtirmek, yurtdıřındaki meslektařları ile fikirlerini ve deneyimlerini paylařmak, İngilizce dilinde öęrencilerin performansını gözlemlemek, farklı bir ortamda ders verme deneyimi edinmek, arařtırmaları için veri toplamak ve mesleki iletiřim aęı oluřturmak için programa katılmayı tercih ettiklerini belirttiler.

Arařtırmanın ikinci sorusu için hem nicel veri hem de nitel veri toplama yöntemleri kullanılmıřtır. Anket ile elde edilen veriler sonucunda, ERASMUS ders verme etkinlięine katılmanın, profesyonel/mesleki perspektifler geliřtirmeye, arařtırma kontakları edinmeye, pedagojik bilgiyi zenginleřtirmeye, uluslararası/kültürlerarası anlayıřı artırmaya, partner ülke/ ülkelerden kaynaklı disiplin/ teorik tartıřmaları ele almada, yeni iřbirlikçi aktiviteler/ortak projeler geliřtirmeye, farklı eęitim programlarında çalıřma kursları geliřtirmede, farklı eęitim programlarında öğrenim ve öğretim kalite güvence prosedürlerinin belirlenmesine, farklı eęitim sistemleri ile ilgili bilgi edinmeye katkı saęladığını görölmüřtür.

Dięer taraftan sonuçlar, akademisyenlerin çoęunluęu tarafından ERASMUS ders verme etkinlięine katılmanın geçici iř sözleşmesini uzatmada, daha yüksek bir akademik rütbe almada, ve yüksek rütbeli idari bir pozisyona gelmede katkısının az olduęunu göstermiřtir. Bu programa katılım gönüllük esasına dayanmaktadır ve gelir düzeyini artırmada ya da daha yüksek rütbeli bir pozisyona gelmede herhangi bir etkisi olmamaktadır. Bu nedenler bu bulguların ortaya çıkmıř olmasına sebep olabilir.

Bir önceki arařtırma sorusunda olduęu gibi, nicel veriyi tamamlamak amacıyla akademisyenler ile yapılan görüřmeler ve akademisyenler tarafından yazılan yansıtıcı denemelere göre, ERASMUS personel ders verme hareketlilik programının farklı eęitim sistemleri ile ilgili bilgi edinmede, uluslararası ve kültürlerarası anlayıřı artırmada, akademik ve profesyonel perspektifleri geliřtirmede, pedagojik bilgiyi geniřletmede, teorik tartıřmaları ele almada, arařtırma kontakları geliřtirmede ve yeni öğretim metotları öğrenmede katkı saęladığını belirtmiřlerdir.

Arařtırmanın üçüncü sorusu için hem nicel veri hem de nitel veri toplama yöntemleri kullanılmıřtır. ERASMUS personel ders verme hareketlilik programına katılmanın Türk İngilizce dil eęitimi akademisyenlerinin kendi kurumlarına katkısını incelemeyi amaçlamıřtır. Bu arařtırma sorusu için anket, yarı yapılandırılmıř görüřme

ve yansıtıcı deneme yazma teknikleri veri toplama araçları olarak kullanılmıştır. Uygulanan anket sonuçlarına göre, bu programın, mobil öğrenciler için rehberlik etme, diğer ülkeler, Avrupa vb. hakkında bilgi edinme, davet eden kurum ve kendi kurumları aradında programların koordinasyonu, çalışma programları için yeni içerik ve kavramlar geliştirme, karşılaştırmalı olarak sorunları ele alma, uluslararası ilişkiler üzerine bilgi edinme, yeni öğretim metotları geliştirme noktalarında akademisyenlerin kendi kurumlarına katkı sağladığı görülmüştür.

Nicel veriyi tamamlamak amacıyla akademisyenler ile yapılan görüşmeler ve akademisyenler tarafından yazılan yansıtıcı denemelere göre, yeni öğretim metotları geliştirmede, Avrupa ülkeleri ile ilgili bilgi edinmede, mobil öğrencilere rehberlik etmede, çalışma programları için yeni içerik ve kavramlar geliştirmede, akademisyenlerin kurumlarının uluslararası platformda tanıtımında, farklı öğretim şekilleri, eğitim sistemleri ve öğrencilerin ihtiyaçları ile ilgili kurumlar arasında işbirliği sağlamada katkısı olduğu katılımcı Türk İngiliz dili eğitimi akademisyenleri tarafından vurgulanmıştır.

ERASMUS personel ders verme hareketlilik programına katılma ve ders verme sürecinde Türk İngilizce dil eğitimi akademisyenlerinin karşılaştıkları problemleri öğrenmeye yönelik araştırmanın dördüncü sorusu için, görüşme ve yansıtıcı deneme yazma teknikleri aracılığı ile bilgi toplanmıştır. Elde edilen veriler sonucunda, akademisyenler finansal destek, ulaşım, ağır iş yükü ve yazı işleri ile ilgili problemler ile karşılaştıklarını belirtmişlerdir.

5. Tartışma ve Sonuçlar

Bu araştırma, ERASMUS personel ders verme hareketlilik programını, bu programa daha önceki yıllarda katılmış olan Türk İngilizce dil eğitimi akademisyenlerinin algılarına dayalı olarak nicel ve nitel olarak incelemiştir. Araştırmanın sonuçlarına göre, Türk İngiliz dili eğitimi akademisyenlerinin beklentilerinin, ERASMUS personel ders verme hareketliliğine katılma tercihlerini belirlediği ve bu tercihlerin genel olarak birbiri ile benzer olduğu görülmüştür.

Diğer taraftan ERASMUS personel ders verme hareketlilik programına katılma ve ders verme süreci boyunca akademisyenler finansal destek, ulaşım, yazı işleri ve ağır

iş yükü gibi problemler ile karşılaştıklarını belirtmişlerdir. Bu noktada, ERASMUS programı çerçevesinde başka bir ülkede ders verme hareketlilik süreci için şartların iyileştirilmesi gerekliliği ortaya çıkmaktadır.

Ayrıca araştırmanın sonuçları, programa katılmış olan akademisyenlerin kariyerlerinde ileri basamaklarda olmalarına rağmen, ERASMUS personel ders verme hareketlilik programının araştırma kontakları edinme, yeni işbirlikçi faaliyetler ve projeler geliştirme, farklı eğitim sistemleri ile ilgili bilgi edinme, yeni öğretim metotları öğrenme, ve farklı bir ülkenin yabancı dil politikasını öğrenme gibi çeşitli konularda akademisyenlerin mesleki gelişimlerine katkı sağladığını göstermiştir. Bununla birlikte, sonuçlar, mobil öğrencilere rehberlik etme, çalışma programları için farklı içerik ve kavramlar geliştirme, diğer ülkelerle ilgili bilgi edinme ve karşılaştırmalı olarak sorunları ele alma açısından akademisyenlerin kurumlarına da katkı sağladığını göstermiştir. Bu algılara dayalı olarak, ders verme hareketlilik programının sadece akademisyenlerin geçici bir süre aktif olduğu, davet eden kurum için değil aynı zamanda kendi kurumları için de yararlı olduğu söylenebilir.

Sonuç olarak tüm bu bulgular ışığında, ERASMUS personel ders verme hareketlilik programı Türk İngiliz dili eğitimi akademisyenlerinin mesleki gelişimleri ve kendi kurumları üzerinde olumlu bir etkiye sahip olduğu görülmektedir.

Yukarıdaki bulgular, bu araştırmadan önce yapılmış olan araştırmaların bulguları ile (Enders, 1998; “European Commission”, 2014d; Janson, Schomburg & Teichler, 2009; Kasalak, 2013; Kreitz, Maiworm & Teichler, 2002; Teichler, 1997; Topçu, 2011) paralellik göstermektedir.

6. Gelecek Araştırmalar için Öneriler

Gelecekte benzer araştırmalar yapılması durumunda, aşağıdaki noktalar göz önünde bulundurulabilir.

Günümüzde, akademisyenlerin yararlanabileceği, ERASMUS personel ders verme hareketlilik programıyla aynı amaçlara hizmet eden farklı programlar da ortaya çıkmıştır (Mevlana Değişim Programı vb.). Farklı programlar aracılığı ile ders verme hareketliliğine katılmış olan akademisyenlerin programla ilgili farklı algıları olması

muhtemeldir. Bu nedenle, aynı araştırma, farklı bir programa ait ders verme hareketliliğine katılmış akademisyenlerin program ile ilgili algıları araştırılarak ve sonuçların ERASMUS personel ders verme hareketlilik programı ile ilgili sonuçlarla karşılaştırılarak her iki program arasındaki benzerlikleri ve farklılıkları sunarak tekrarlanabilir.

Buna ek olarak, gelecek araştırma ERASMUS personel ders verme hareketlilik programı, üniversite liderlerinin kendi kurumları açısından değerlendirmelerine dayalı olarak incelenebilir.

Son olarak, araştırma planının etkililiğini araştırmak amacıyla, ERASMUS personel ders verme hareketlilik programı, aynı katılımcılardan farklı veri toplama araçları ile veri planabilir ve elde edilen veri farklı analiz metotları kullanılarak tekrar incelenebilir.