



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

INFLUENCES OF ERASMUS+ YOUTH EXCHANGE PROJECTS ON PARTICIPANTS'
WILLINGNESS TO COMMUNICATE AND L2 MOTIVATION

Arda KAVAL

Master's Thesis

Ankara, 2024



With leadership, research, innovation, high quality education and change,

To the leading edge... Toward being the best...



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

INFLUENCES OF ERASMUS+ YOUTH EXCHANGE PROJECTS ON PARTICIPANTS'
WILLINGNESS TO COMMUNICATE AND L2 MOTIVATION

ERASMUS+ GENÇLİK DEĞİŞİMİ PROJELERİNİN KATILIMCILARIN KONUŞMA
İSTEKLİLİĞİNE VE İKİNCİ DİL MOTİVASYONUNA ETKİSİ

Arda KAVAL

Master's Thesis

Ankara, 2024

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by **ARDA KAVAL** and entitled “Title of the Thesis” has been approved as a thesis for the Degree of **Master/Ph.D.** in the **Program of English Language Teaching** in the **Department of Foreign Language Teaching** by the members of the Examining Committee.

Chair	Assoc. Prof. Dr. İsmail Fırat ALTAY	Signature
Member (Supervisor)	Prof. Dr. İsmail Hakkı MİRİCİ	Signature
	Assoc. Prof. Dr. Ceyhun	
Member	KARABIYIK	Signature

This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 27/06/2024 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master's Thesis/Ph.D. Dissertation** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from/...../.....

Prof. Dr. İsmail Hakkı MİRİCİ

Director of Graduate School of Educational Sciences

Abstract

Erasmus+ Youth Exchange Projects are a subset of Erasmus+ Mobilities, providing various informal learning settings for the youth in Erasmus+ countries aged 13-30. These programs primarily aim to improve communication among participants from different European nations and increase awareness about certain concerns highlighted by The European Union Youth Strategy. While Erasmus+ Student Exchanges have been examined in relation to foreign language instruction, there is a scarcity of study on the impact of the Erasmus+ Youth Exchange Project with regard to participants' age, gender, and nationality. This research showcases the impact of Erasmus+ Youth Exchange Projects on enhancing motivation in speaking a second language (L2) and willingness to communicate (WTC) in that language, particularly English. This study employed an explanatory mixed-method approach, utilizing a designated scale for the quantitative component. The objective was to examine the variations in WTC and L2 motivation across 56 individuals from different nations. The participants consist of individuals in the age range of 18 to 30, specifically teens and young adults. After contacting the participants of the Erasmus+ Youth Exchange Project questionnaire, a total of 7 individuals were chosen for the qualitative portion. The quantitative analysis was carried out using IBM SPSS Version 25.0, whereas the qualitative analysis involved the generation and examination of themes derived from participant responses. Erasmus+ Youth Exchange Projects are crucial in facilitating intercultural communication and encouraging the desire for second language motivation. This research offers significant information for students, educators, and extracurricular programs.

Keywords: erasmus+, l2 motivation, willingness to communicate, youth exchange projects

Öz

Erasmus+ Gençlik Değişim Projeleri, Erasmus+ Hareketliliklerinin bir koludur ve Erasmus+ ülkelerindeki 13-30 yaş arası gençler için çeşitli yaygın öğrenme ortamları sağlar. Bu programlar öncelikle farklı Avrupa ülkelerinden katılımcılar arasındaki iletişimi geliştirmeyi ve Avrupa Birliği Gençlik Stratejisi'nde vurgulanan belirli endişeler hakkında farkındalığı artırmayı amaçlamaktadır. Erasmus+ Öğrenci Değişimleri yabancı dil eğitimi açısından incelenmiş olsa da, Erasmus+ Gençlik Değişim Projesinin katılımcıların yaşı, cinsiyeti ve uyruğu açısından etkisi üzerine yapılmış çalışma sayısı azdır. Bu araştırma, Erasmus+ Gençlik Değişim Projelerinin ikinci dil (L2) motivasyonunu ve o dilde, özellikle de İngilizce, konuşma istekliliğini (WTC) artırma üzerindeki etkisini ortaya koymaktadır. Bu çalışmada, nicel bileşen için belirlenmiş bir ölçek kullanarak açıklayıcı karma yöntem yaklaşımı kullanmıştır. Amaç, farklı milletlerden 56 katılımcı üzerinden ikinci dil motivasyonu ve konuşma istekliliğinin incelenmesidir. Katılımcılar 18 ila 30 yaş aralığındaki bireylerden, özellikle de gençlerden ve genç yetişkinlerden oluşmaktadır. Çalışmanın nicel kısmına katılan Erasmus+ Gençlik Değişim Projesi katılımcılarıyla iletişime geçildikten sonra, nitel kısım için toplam 7 kişi seçilmiştir. Nicel analiz IBM SPSS Version 25.0 kullanılarak gerçekleştirilirken, nitel analiz katılımcıların yanıtlarından türetilen temaların oluşturulmasını ve incelenmesini içermektedir. Erasmus+ Gençlik Değişim Projeleri kültürlerarası iletişimi kolaylaştırmak ve ikinci dil motivasyonunu teşvik etmek açısından büyük önem taşımaktadır. Bu araştırma öğrenciler, eğitimciler ve müfredat dışı programlar için önemli bilgiler sunmaktadır.

Anahtar sözcükler: erasmus+, ikinci dil motivasyonu, konuşma istekliliği, gençlik değişimi projeleri

Acknowledgements

First of all, I would like to offer my gratitude to my supervisor Prof. Dr. İsmail Hakkı Mirici for his leadership and support even before my thesis. He is the perfect role model for my future career. Also, I would like to thank the jury members Assoc. Prof. Dr. İsmail Fırat Altay and Assoc. Prof. Dr. Ceyhun Karabıyık for their feedback and valuable time. In addition, I would like to thank TUBITAK for their financial support with the 2210-A scholarship.

Second, I would like to thank Prof. Dr. Ulunay Kanatlı from Gazi University Faculty of Medicine. He has successfully operated on my never-ending pain for 8 years. Without him, I would not be able to write my thesis.

I cannot thank enough Dr. Arzu Koçak and Lect. Çınar Yıldız from Hacettepe University School of Foreign Languages. They broadened my horizons and helped me build my career from scratch. Especially Arzu Hocam was the first instructor I met at Hacettepe University in 2016, and she has never stopped supporting me since then.

After that, luckily, I met G. Col. Asst. Prof. Dr. Bürke Uğur Başaranel and Tuğba Şimşek Rackelmann at Gendarmerie and Coast Guard Academy, where I work as a research assistant. I am grateful to have such mentors at the beginning of my academic career.

Then, I would like to thank Res. Asst. Berna Ataberk for everything she has done since 2019, both in my BA and MA studies. I also would like to thank Res. Asst. Nurşah Ataş and Res. Asst. Filiz Bacaksız. They have never stopped supporting me both in my academic studies and career choices. I cannot forget Res. Asst. Ali Anaç, whom I wish we met earlier. He was always there whenever I needed

especially after my shoulder surgery. I am also grateful that I met Res. Asst. Aslı Saygı; she is such a great friend.

I could not forget my Duolingo Family: Pelin Bozbek, Arina Rengin Petek, Mirhan Petek and Ömer Faruk Çiftçi... Thank you for being in my life for years. I am grateful to have such a found family. You are the ones who made me feel what true friendship is, and yes, I am aware of that. Especially, Pelin Bozbek was there whenever I needed them. Without their support, I would have been lost already. Thanks for everything.

I dearly thank to Pınar Sasa and Lect. Elif Günay, we encouraged each other even at our lowest point. Such an academic support group would not be found anywhere else. I hope we can always laugh together at any time.

Likewise, I would like to thank Miraç Çatan, for encouraging me to study foreign languages in high school. I can never be grateful enough that I have a brother like him. Also, I am lucky to have Furkan Mudanyalı, he is the brother I always wanted to have. Then, I cannot emphasize enough how grateful I am to have Berfin “Shuiro” Bahçeci in my life. Hope to see her at many non-academic conventions. Next, Belit Ayaydın is my secret supporter in European studies even though she does not know that.

Lastly, my dear mother Semra Özdemir and my beloved sister Rana Tüzel, none of my accomplishments was fulfilled without their support. I am the luckiest person on Earth as I have such a great family. We have always shared our happiness and sorrow, but in the end, we are always together.

I dedicate this thesis to all mothers who had to raise their children on their own.

Table of Contents

Acceptance and Approval.....	ii
Abstract.....	iii
Öz.....	iv
Acknowledgements.....	v
List of Tables.....	x
List of Figures.....	xii
Symbols and Abbreviations.....	xiii
Chapter 1 Introduction.....	1
Statement of the Problem	1
Aim and Significance of the Study.....	2
Research Questions.....	2
Assumptions	3
Limitations.....	3
Definitions	4
Chapter 2 Theoretical Basis of Research and Literature Review.....	5
Erasmus Plus Programme	5
Key Action 1 (KA1) Mobility of Individuals.....	7
Activities in Erasmus+ Youth Exchange Projects.....	9
Willingness to Communicate	10
L2 Motivation.....	13
Study Abroad	16
Non-formal Education	17
Chapter 3 Methodology.....	20
Type of Research.....	20
Explanatory Mixed Method.....	20
Research Population and Sample/Study Group/Participants	21

Data Collection.....	22
Instruments	22
Instrument 1	22
Instrument 2	23
Data Analysis.....	23
Chapter 4 Findings, Comments and Discussion	24
The Findings of Quantitative Research	24
The Findings of Semi-Structured Interviews.....	47
Discussion.....	63
S-RQ1 Is there an interrelation between L2 motivation and willingness to communicate in Erasmus+ Youth Projects?.....	64
S-RQ2 Does nationality have an impact on L2 motivation and willingness to communicate in Erasmus+ Youth Projects?.....	65
S-RQ3 Does gender have an impact on L2 motivation and willingness to communicate in Erasmus+ Youth Projects?.....	66
SRQ-4 Do ages of participants affect being willingness to communicate in Erasmus+ Youth Projects?.....	66
SRQ-5 Do the impacts of nationality, gender and age vary among countries in Erasmus+ Youth Projects?.....	67
RQ-1 What is the relationship between L2 motivation and the approval of communicative statements in Erasmus+ Youth Projects?	68
Chapter 5 Conclusion and Suggestions.....	69
Conclusion	69
Pedagogical Implications	71
Recommendations For Further Research	72
References.....	73
APPENDIX-A: Questionnaire for Quantitative Part.....	85
APPENDIX-B: Questionnaire for Qualitative Part.....	90

APPENDIX-C: Questionnaire for Quantitative Part in Turkish.....	92
APPENDIX-D: Questionnaire for the Qualitative Part in Turkish.....	98
APPENDIX-E: Ethics Committee Approval.....	100
APPENDIX-F: Declaration of Ethical Conduct.....	101
APPENDIX-G: Thesis/Dissertation Originality Report.....	102
APPENDIX-H: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı.....	103



List of Tables

Table 1: Erasmus+ Programs.....	6
Table 2: <i>Eligible Countries for organising Erasmus+ Youth Exchange Projects</i>	8
Table 3: <i>Types of Mixed-Methods</i>	21
Table 4: <i>Frequency Distribution of Demographic and Various Variables of the Participants (n=56)</i>	24
Table 5: <i>Frequency Distribution of Participants' Responses to the Questions Regarding the Project's Motivation to Speak in a Foreign Language (n=56)</i>	26
Table 6: <i>Frequency Distribution of Participants' Responses to the Questions on the Effect of Speaking in a Foreign Language on Participant Motivation (n=56)</i>	27
Table 7: <i>Frequency Distribution of Participants' Responses to the Questions on the Effect of Age on Speaking in a Foreign Language (n=56)</i>	28
Table 8: <i>Frequency Distribution of Participants' Responses to the Questions on the Effect of Gender on Speaking in a Foreign Language (n=56)</i>	29
Table 9: <i>Frequency Distribution of Participants' Responses to the Questions on the Effect of Nationality on Foreign Language Speaking (n=56)</i>	29
Table 10: <i>Comparison of Participants' Responses to the Questions Regarding the Project's Motivation to Speak in a Foreign Language in Terms of Age Groups (n=56)</i>	31
Table 11: <i>Comparison of the Participants' Responses to the Questions on the Effect of Speaking in a Foreign Language on the Participant's Motivation in Terms of Age Groups (n=56)</i>	34
Table 12: <i>Comparison of Participants' Responses to the Questions on the Effect of Age on Speaking in a Foreign Language in Terms of Age Groups (n=56)</i>	35
Table 13: <i>Comparison of Participants' Responses to the Questions on the Effect of Gender on Speaking in a Foreign Language in Terms of Age Groups (n=56)</i>	36
Table 14: <i>Comparison of Participants' Responses to the Questions on the Effect of Nationality on Foreign Language Speaking in Terms of Age Groups (n=56)</i>	37
Table 15: <i>Gender Comparison of Participants' Responses to the Questions Regarding the Project's Motivation to Speak in a Foreign Language (n=56)</i>	39
Table 16: <i>Gender Comparison of the Participants' Responses to the Questions on the Effect of Speaking in a Foreign Language on the Participant's Motivation (n=56)</i>	42

Table 17: <i>Gender Comparison of Participants' Responses to the Questions on the Effect of Age on Speaking in a Foreign Language (n=56)</i>	43
Table 18: <i>Comparison of Participants' Responses to the Questions on the Effect of Gender on Speaking in a Foreign Language in Terms of Gender (n=56)</i>	44
Table 19: <i>Gender Comparison of Participants' Responses to the Questions on the Effect of Nationality on Foreign Language Speaking (n=56)</i>	45
Table 20: <i>Information About the Participants</i>	47
Table 21: <i>Themes of the Qualitative Results</i>	47
Table 22: <i>Confidence in Language Use</i>	48
Table 23: <i>Motivation in Using L2</i>	50
Table 24: <i>Communication Skills</i>	52
Table 25: <i>Cultural Exchange</i>	54
Table 26: <i>Personal Growth</i>	56
Table 27: <i>Social Interaction</i>	58
Table 28: <i>Educational Impact</i>	60
Table 29: <i>Challenges and Solutions</i>	62

List of Figures

Figure 1: <i>Heuristic Model of Variables Influencing WTC</i>	12
Figure 2: <i>WTC in L2 Model</i>	12
Figure 3: <i>Motivation in Action: A Process Model of L2 motivation</i>	14



Symbols and Abbreviations

WTC: Willingness to Communicate

EFL: English as a Foreign Language

ELT: English Language Teaching

EU: European Union

KA: Key Action

L2: Second/Foreign Language

SLA: Second Language Acquisition

TL: Target Language

RQ: Research Question

S-RQ: Sub-Research Question

Chapter 1

Introduction

It is undeniable that learning a second language is one of the most significant skills for a person who wants to communicate globally. In addition, the need for a natural L2-spoken environment has been increasing for years. Thus, Türkiye has been actively engaging in at the beginning of the 2000s (Cantez & Arar, 2021). After various mobility programs such as Socrates and Leonardo da Vinci. The Erasmus+ Program was formed in 2014 as an umbrella term for European Commission mobilities. However, the studies about how an L2 is utilised within the programme are quite scarce. Therefore, the investigation of the correlation between L2 motivation and the approval of communicative statements in Erasmus+ Youth Projects is highly noteworthy in the discipline of WTC and L2 Motivation.

The Erasmus+ Youth Projects function as a vibrant ecosystem for cultural interchange and language acquisition, uniting individuals from all backgrounds. The presence of various nationalities, genders, and age groups in this context provides an excellent opportunity to investigate the influence of these factors on second language (L2) motivation and willingness to communicate (WTC). The varying significance of these characteristics in a diverse cultural setting emphasizes the requirement for customized instructional strategies that accommodate the distinct requirements and preferences of learners.

L2 learning and utilizing have become increasingly important over time. English as a lingua franca has an inevitable role in communicating with other nationalities. How and when we use English depends on various aspects such as culture, gender, language proficiency, L2 motivation and willingness to communicate. When we narrow the scope down to educational purposes of the European Union (EU), how foreign-language speaking occurs in Erasmus+ Youth Exchange Projects and their nonformal L2 communities have been the focus of the current study.

Statement of the Problem

The broad use of the Erasmus+ Program is majorly equated with the student exchange program for one or two semesters that could be applied during a

bachelor's degree. Despite its common usage, Erasmus+ Mobility is, in fact, emerges as an umbrella term for various mobilities. Under the name of EU mobilities, Erasmus+ Youth Exchange Projects provide an informal foreign language environment for people whose ages are between 13-30. In a foreign language spoken setting, spoken production and spoken interaction are some of the most controversial topics in second or foreign language teaching in the Turkish EFL context. The lack of English-spoken environments in everyday life is a well-known testimony in Türkiye. Even though there are intercultural communities, e.g. Erasmus Student Network, people tend to ignore projects where they are exposed to a TL.

Aim and Significance of the Study

This study aims to examine the motivational factors and willingness to communicate (WTC) in spoken production and interaction skills in English of Erasmus+ Youth Projects' participants. Although there have been some studies conducted on the role of the projects (Dinçer, Ç., et al. 2017, Jacobone, V. & Moro, G., 2015), the international data could bring new perspectives towards the use of Erasmus+ Youth Exchange Projects as a tool of speaking production. As for the range of the participants, they are from different parts of Erasmus+ partner countries. Therefore, the study will contribute to language motivation in the multinational level. Additionally, the research will demonstrate how exposure to L2 can enhance the use of TL in various contexts.

Research Questions

1. What is the relationship between L2 motivation and the approval of communicative statements in Erasmus+ Youth Projects?

Sub Research Questions

- a. Is there an interrelation between L2 motivation and willingness to communicate in Erasmus+ Youth Projects?
- b. Does nationality have an impact on L2 motivation and willingness to communicate in Erasmus+ Youth Projects?

- c. Does gender have an impact on L2 motivation and willingness to communicate in Erasmus+ Youth Projects?
- d. Do the ages of participants affect being willingness to communicate in Erasmus+ Youth Projects?
- e. Do the impacts of nationality, gender and age vary among countries in Erasmus+ Youth Projects?

Assumptions

The research consists of three major assumptions. Initially, participants of the Erasmus+ Programs emphasize studying abroad enhanced their L2 utilisation, cultural awareness, and self-improvement (Teichler and Jahr, 2001). Then, all participants are aware that they need to be actively participating in activities in their projects (Gülerce H. et al., 2024). Lastly, gender, age or nationality impacts on WTC and L2 motivation may not be the same for the participants as there are also individual paradigms affecting them.

Limitations

Although the research questionnaire was shared on online Erasmus+ groups, non-profit youth organization web pages etc., quantitative data collection has been carried on with 56 participants from 17 nationalities. Also, Turkish participants have outnumbered other nationalities. For this reason, quantitative data was analysed by frequency and non-Turkish participants were prioritized in qualitative data to get more diverse results.

Definitions

Willingness to Communicate (WTC): “A learner’s readiness to enter into discourse at a particular time with a specific person or persons using an L2.” (MacIntyre et al., 1998, p. 547).

L2 Motivation: “The choice of a particular action (why), how long learners engage in the behaviour, and the intensity of their efforts.” (Nguyen, 2016)



Chapter 2

Theoretical Basis of Research and Literature Review

Erasmus+ Programme

The Erasmus+ Programme started in 1987, is a forerunner intra-European exchange initiative in higher education (Mol & Ekamper, 2016). It aims to promote student mobility within the EU, fostering European identity among participants (Mitchell, 2014). The program has evolved over the years, expanding globally and encompassing various initiatives such as Blended Intensive Programmes (BIPs) (O'Dowd, 2024). Furthermore, the Erasmus+ Programme has contributed to the European integration process and the development of transnational solidarity (Martino & Ibragimova, 2019; Mol et al., 2015). Studies have shown that participation in the Erasmus programme positively impacts academic achievements, employability, and cultural, social, and linguistic capital (Bryła et al., 2014). The program has been associated with promoting European we-feeling, intercultural mobility, and personal development (Goksu, 2020). Additionally, the Erasmus+ Programme has been linked to long-term employment outcomes and has been a subject of study in assessing its effectiveness in meeting its objectives ("International Migration Outlook 2022", 2022; Varela, 2016). The initiative has also been recognized for its role in promoting European identity and enhancing the educational soft power strategy between the EU and other regions like China (Hong, 2014). In conclusion, the Erasmus+ Programme stands as a vital tool for promoting student mobility, fostering European identity, enhancing skills acquisition, contributing to European integration, and positively impacting academic achievements and employability. Its influence extends beyond the EU making it a significant player in international education cooperation.

The Erasmus+ Programme has prioritized promoting diversity in terms of age gaps, culture, and social origins (European Commission, 2024). Studies on the Erasmus+ program reveal that it has a significant influence on individuals' acquisition of new life experiences and chances (Nogueiro et al., 2022; Saraiva, M. et al., 2022; Cantez

& Arar, 2021; Mirici IH et al., 2009). It has been highlighted in Erasmus+ Programme Guide (2024):

“Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the 2021-2027 period. Education, training, youth and sport are key areas that support citizens in their personal and professional development. High quality, inclusive education and training, as well as informal and non-formal learning, ultimately equip young people and participants of all ages with the qualifications and skills needed for their meaningful participation in democratic society, intercultural understanding, and the successful transition to the labour market.”

Erasmus+ Program’s activities are conducted by the European Commission and Education, Audiovisual and Culture Executive Agency (European Commission, 2024). It consists of three Key Actions (KA1, KA2, KA3) and the Jean Monnet Program. These are demonstrated in Table 1.

Table 1: Erasmus+ Programs

Key Action 1	Key Action 2	Key Action 3	Jean Monnet Actions
Learning mobility of Individuals	Cooperation among organizations and institutions	Support to policy development and cooperation	
Mobility Projects For: Learners And Staff in Higher Education	Partnerships for Cooperation:	European Youth Together	Jean Monnet in the Field of Higher Education
Vocational Education and Training (VET)	Cooperation Partnerships		
School Education	Small-scale Partnerships		
Adult Education and Youth			
Youth Participation Activities	Partnerships for Excellence: Centres of Vocational Excellence		Jean Monnet in Other Fields of Education and Training
	Erasmus Mundus Action		

DiscoverEU –
Inclusion Action

Partnerships for Innovation:

Alliances for Innovation

Forward-looking projects

Mobility Of Staff in The
Field of Sport

Capacity Building in The
Field of Higher Education,
Vocational Education and
Training, Youth and Sport.

Virtual exchanges in
higher education and
youth

Not-for-profit European sport
events

Reference: European Commission, 2024

Key Action 1 (KA1) Mobility of Individuals

As mentioned in the Erasmus+ Programme Guide (2024, p.41-42), this KA is the Learning Mobility of Individuals under Erasmus+ seeks to have favourable and enduring impacts on participants, participating organizations, and the policy frameworks related to these activities. This program aims to reach a diverse range of individuals, such as students, trainees, apprentices, adult learners, young people, staff members, youth workers, and education and training professionals.

“For pupils, students, trainees, apprentices, adult learners, and young people, the mobility activities supported under this Key Action are designed to improve learning performance, enhance employability and career prospects, and increase their sense of initiative and entrepreneurship. Participants are expected to experience higher self-empowerment and self-esteem, along with better foreign language and digital skills. Additionally, these activities aim to foster enhanced intercultural awareness, more active participation in society, and positive interactions with individuals from diverse backgrounds. They also aim to raise awareness of the European project and EU values and increase motivation for future education or training.”

“For staff, youth workers, and professionals, the mobility activities are expected to enhance competences relevant to their occupational profiles and broaden their understanding of educational practices, policies, and systems across different countries. These activities increase their capacity for modernization and internationalization within their organizations, fostering a better understanding of the connections between formal and non-formal education, vocational training, and the labour market. Improved quality of work benefits learners by responding better to social, ethnic, linguistic, gender, and cultural diversity, and by supporting learners with fewer opportunities. Increased promotion of mobility activities, more opportunities for professional development, improved foreign language and digital competences, and greater job satisfaction are also anticipated outcomes.

“Participating organizations benefit from increased capacity to operate at the EU and international levels, with enhanced management skills and internationalization strategies, stronger cooperation with international partners, and more financial resources allocated for EU/international projects. These organizations can innovate and improve their operations, offering more attractive programs for students and young people, better-qualified teaching and training staff, enhanced recognition and validation of competences gained abroad, and effective activities benefiting local communities. Improved youth work methods, especially for disadvantaged groups, are also expected.”

The following table represents which countries are eligible for conducting Erasmus+ Youth Exchange Projects.

Table 2: *Eligible Countries for organising Erasmus+ Youth Exchange Projects*

Member States of the European Union (EU)			
Belgium	Greece	Lithuania	Portugal
Bulgaria	Spain	Luxembourg	Romania
Czechia	France	Hungary	Slovenia
Denmark	Croatia	Malta	Slovakia
Germany	Italy	Netherlands	Finland
Estonia	Cyprus	Austria	Sweden

Ireland	Latvia	Poland	
Third countries associated to the Programme			
North Macedonia	Serbia	Liechtenstein	
Norway	Iceland	Türkiye	
The following third countries not associated to the Programme are not covered by the External Action Instruments			
Andorra	Monaco	Switzerland	United Kingdom
Faroe Islands	San Marino	Vatican City State	

Reference: European Commission, 2024

Individuals participating in Erasmus+ projects may be required to get a visa in order to remain in foreign countries that are members of the European Union or in third countries that are either associated or not linked with the Erasmus+ Programme and are hosting the activity. All participating organizations have to guarantee that the necessary authorizations (such as short or long-term stay visas or residency permits) are obtained before the scheduled activity occurs. It is very advisable to acquire authorizations from the appropriate authorities well in advance, as the procedure may take several weeks. National Agencies and the Executive Agency can provide further guidance and assistance about visas, residency permits, social security, and other related matters. The EU Immigration Portal provides comprehensive information about visa and residence permits, catering to both short-term and long-term visits (European Commission, 2024).

"Every young person should have the opportunity to take part in some form of mobility, whether this is during their studies or training, in the form of a work placement, or in the context of voluntary activities." (European Union 2008)

Activities in Erasmus+ Youth Exchange Projects

According to Cantez (2020), Youth Exchange projects are collaboratively planned for the participants before the project's execution. These activities focus on enhancing personal competencies, promoting social inclusion, raising social awareness, and building intrapersonal abilities through non-formal education approaches. Both indoor and outdoor activities are included to foster a high degree of contact and sustain a congenial atmosphere. Key activities such as icebreakers

and cultural nights promote social interaction and cultural awareness, aiming to eradicate discrimination. Unlike traditional education, these activities prohibit lectures and textbook-based learning, opting instead for collaborative exercises facilitated by youth trainers and leaders who act as mentors. Participants work in multinational teams that remain intact throughout the project, enhancing team cooperation and peer work (Karaca Y. et. al, 2024). The unique aspect of Erasmus+ Youth Exchange is the constant interaction among participants, who stay together in dedicated facilities such as hotels or village houses for the entire duration of the project. This constant togetherness promotes unity and authenticity.

Willingness to Communicate

Willingness to communicate (WTC) in a second language (L2) is a crucial aspect of language learning and acquisition (Wei & Xu, 2021). It is considered an individual difference factor that can significantly impact L2 acquisition (Peng & Woodrow, 2010). Studies have shown that WTC is influenced by various psychological, affective, and socio-cultural factors (Shirvan et al., 2019). Among these factors, perceived communication competence has been identified as a strong predictor of developing a willingness to initiate communication in L2 (Lee & Lee, 2019). For many years, L2 learning has not been accepted as a social context (Can Daşkın, 2015; Larsen-Freeman, 2007). There had been mainly cognitive studies to measure how an L2 user is willing to communicate before the call of Firth and Wagner (1997). For instance, James C. McCroskey and Virginia P. Richmond (1990) have perceived willingness to communicate (WTC) as a cognitive decision-making tendency of a person with communicative behaviours. After the call of Firth and Wagner, (Firth & Wagner, 1997), mainstream SLA (Second Language Acquisition) has started to give its place to more communicative approaches (Larsen-Freeman, 2007). In general terms, WTC mostly investigates classroom interaction (Ayers-Glassey & MacIntyre, 2019; Can Daşkın, 2015; Sert, 2015). Particularly, conversation analysis deals with classroom interactional competence (Can Daşkın, 2015; Sert, 2015.). However, from the communicative perspective, WTC does not only occur in a classroom. To support the idea, MacIntyre, Baker, Clément, and Conrod (MacIntyre et al., 2001) conducted a study to investigate how the L2 communication model (see Figure 2) has an impact on using L2 outside the classroom. The study also illustrates that how

WTC in L2 changes inside and outside the classroom. Alongside with WCT, Karpov, Y. V. & Hayward, C. (1998) have pointed out another aspect that is worth mentioning for multicultural environments, the sociocultural theory (SCT). This approach is based on how people psychology processes symbols, signs, and language. In L2 learning it explores how students produce language to change behaviours during communicative or cognitive tasks. Particularly, in an environment where English is not L1 for many participants, we should include other aspects that affect how an L2 user is willing to communicate (Yashima, 2002) (see Figure 3).

The relationship between perceived L2 proficiency, L2 use anxiety, and WTC has been explored, with higher levels of perceived L2 proficiency and lower levels of L2 use anxiety leading to greater willingness to communicate in L2 (Yashima et al., 2004). Moreover, the influence of attitudes and their effect on WTC has been studied, emphasizing the importance of interpersonal and intercultural goals in language learning (Lee et al., 2019). Studies have also investigated the role of contextual factors in influencing WTC in L2. For instance, research has shown that engagement in short-term settings can increase students' willingness to communicate in L2 (Yue et al., 2022). Additionally, the study abroad context has been identified as a motivating factor for promoting language learners' WTC in L2.

Figure 1: *Heuristic Model of Variables Influencing WTC.* (MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A., 1998).

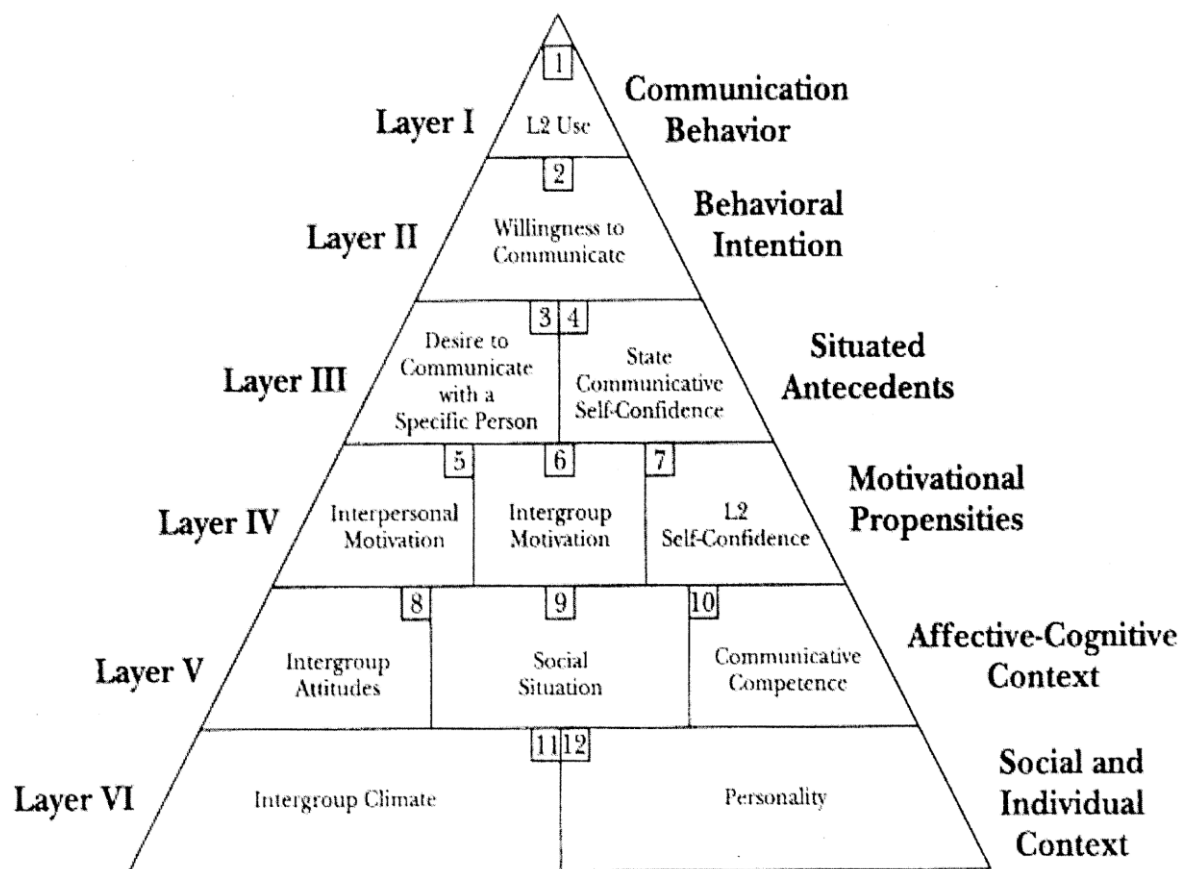
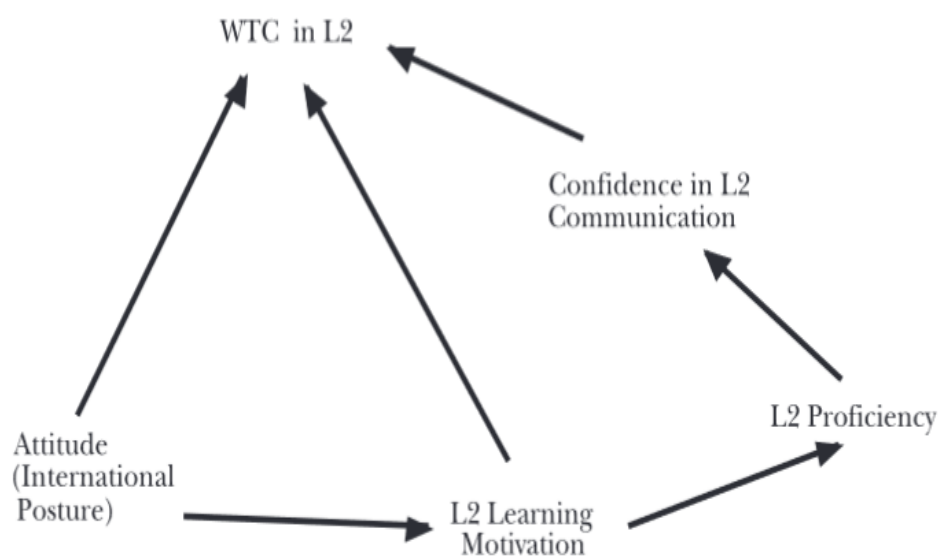


Figure 2: *WTC in L2 Model.* (Yashima, T., 2002).



L2 Motivation

Researchers and educators have studied motivation for decades, as it is one of the key elements in education to better understand the achievements and failures of the students, as well as to expedite the desired outcomes. There are three main types of motivation according to Noels et al. (2000): intrinsic, extrinsic, and amotivation.

Intrinsic motivation is an internal desire to do an action; it is personal, it does not depend on a certain outcome such as a reward or a promotion, and it allows a person to take initiative for their aims and tasks (Legault, 2020).

Conversely, Extrinsic motivation (EM) is performed in order to attain some other outcomes. (Legault, 2020) Extrinsic motivation, then, differs from intrinsic motivation in that an extrinsically motivated person does an action to attain an outcome such as a reward or a promotion, and not for the action's own sake or one's enjoyment. We perceive it as more natural.

Amotivation, as the name suggests, can be defined as the lack of motivation. A person can be unmotivated for a series of reasons, for example, it can be "caused by the realization that *"there is no point"* or *"it is beyond me"*, e.g. learned helplessness (Noels et al., 2000). Focusing on L2 education, there are important people in the field who specialize in motivation and its effects on learning. Zoltán Dörnyei, for example, is a Hungarian-British linguist whose main research is about motivation in second language learning. One of his arguments on motivation states that motivation is to be spurred to begin a task, to maintain the continuity of action and to push your limits (Waninge et al., 2014).

Together with István Ottó, Dörnyei proposed in 1998, (Dörnyei & Ottó) a new model of L2 motivation called "*A Process Model*" with an "*action sequence*" which is marked by three chronological stages: the preactional stage, the actional stage, and the postactional stage.

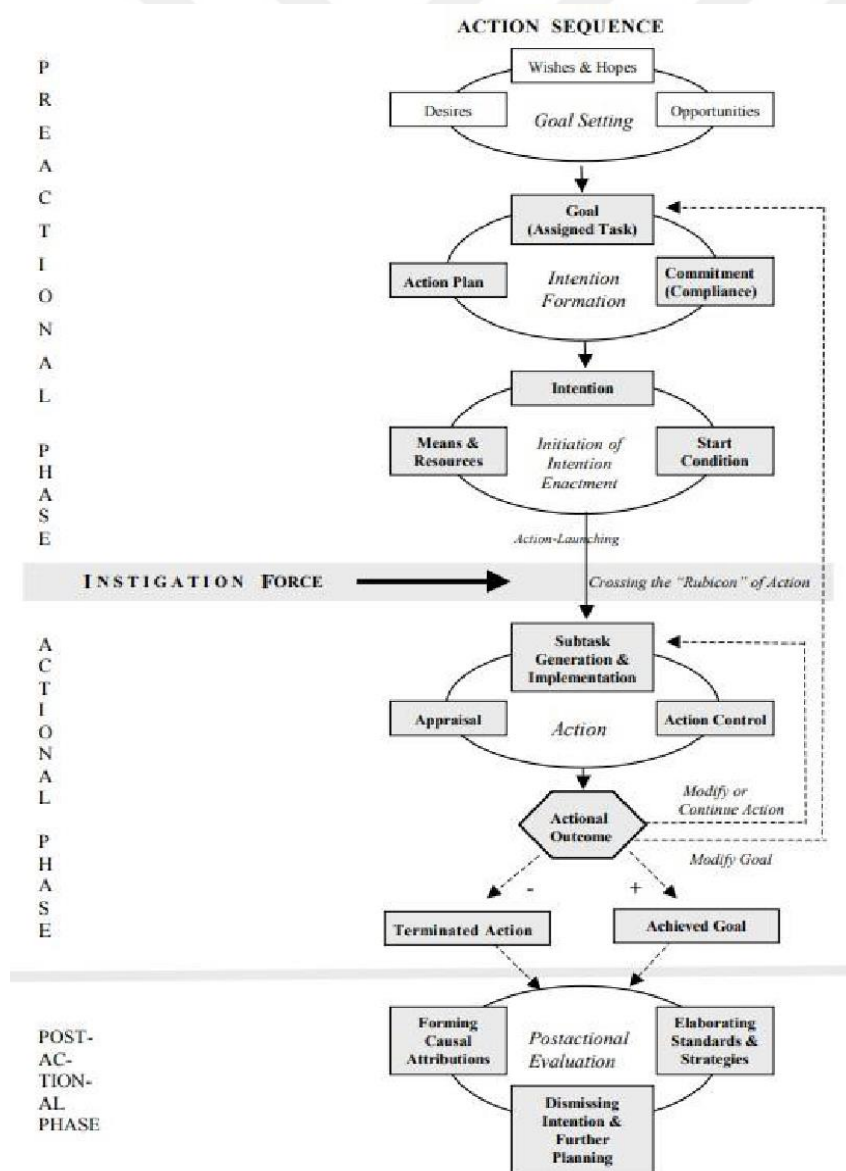
In the preactional stage, as can be seen in Figure 1 below, there are three stages namely *goal setting*, *intention formation*, and *initiation of intention enactment*. In this stage, the learner first sets a goal, then decides, and finally starts the action plan.

In the actional stage, three basic processes come into effect: *subtask generation and implementation*, *appraisal process*, and *action control*. In the first process, the task initiation comes with continuous subtask generations along with subgoals, which are the primary indicators of learning. In the second process, the learner looks

back at the completed actions to evaluate their progress and make further comments on the future of their progress, whether positive or negative.

In the postactional stage, when the goal has been achieved or the action is terminated, the learner starts evaluating the progress according to the outcome, makes causal inferences to future goals and actions, and finally sets other possible goals for future actions. This stage marks the end of the process and allows the learner to assess the strategies used in the process and the sequential outcomes of those strategies.

Figure 3: Schematic Representation of the Process Model of L2 Motivation. (Dörnyei, Z., & Ottó, I., 1998)



One of the recent studies about cognitive motivation of language users (Singh et al., 2022) has shown that motivation is a priori to spur students to work. Both positive and negative external/internal factors affect motivation directly. It indicates that there are booster behaviours that can enhance motivation. However, guzzler behaviours can demotivate them in task achievement.

Gender differences in L2 motivation have also been a focal point of investigation, with studies highlighting the impact of gender on affective variables related to language learning (Henry & Cliffordson, 2013). Understanding how gender influences motivation can offer valuable insights for educators seeking to tailor their instructional strategies to meet the diverse needs of learners. Moreover, the role of attitudes towards learning English has been underscored as a significant predictor of motivated learning behaviour among EFL learners in China (Zhou, 2018). This emphasises the importance of cultivating positive attitudes towards language learning to enhance motivation and engagement. As stated in the Erasmus+ Programme Guide (2024, p.8), while selecting participants for an Erasmus+ Youth Exchange Project, the group should prioritize people with fewer opportunities. Thus, a gender balance between participants is highly encouraged.

A thorough review of the literature on L2 motivation reveals a diverse landscape of theories, frameworks, and empirical studies that explore the complexities of second language learning motivation. Major theories such as the L2 Motivational Self System (L2MSS) proposed by Dörnyei (Lamb 2017; Jessica, 2017; Wang et al., 2019) have significantly influenced the field of L2 motivation research. This framework highlights the importance of learners' ideal L2 self, ought-to L2 self, and L2 learning experiences in shaping their motivation and engagement in language learning. Additionally, the Self-Determination Theory (SDT) has been foundational in understanding general L2 motivation and its connection to specific language skills like listening and speaking (Qiu & Xu, 2021).

Research has underscored the significance of learner attitudes, motivation, and their impact on second/foreign language (L2) development (Nanni & Pusey, 2021). Positive attitudes and high motivation levels have been linked to improved language learning outcomes, emphasizing the role of psychological factors in the language learning process. Moreover, the concept of integrative motivation, introduced by Gardner in the 1950s, remains a central theme in L2 motivation research,

highlighting the social and personal aspects that drive individuals to learn a second language (Chen, 2022; Zhang, 2015).

The evolution of L2 motivation research can be traced through different phases, from the social-psychological period to the socio-dynamic period, as outlined by Dörnyei (Li, 2023). Each phase represents a shift in focus and theoretical foundations, reflecting the changing perspectives and paradigms in the field. Furthermore, the role of learner identity in L2 motivation has garnered attention, with scholars like Bonny Norton emphasizing the importance of considering learner identity alongside motivation in language learning contexts (Midby et al., 2020).

Recent studies have delved into the mediating role of emotions, enjoyment, and affective factors in L2 motivation (Liu, 2022). Positive achievement emotions, such as L2 enjoyment, have been associated with increased motivation and engagement among language learners, highlighting the interconnectedness of affective and motivational dimensions in the language learning process. Additionally, the sociocognitive perspective on willingness to communicate in the L2 classroom has shed light on the contextual and situational factors influencing learners' communication motivation (Cao, 2014).

In conclusion, the literature on L2 motivation offers a wealth of insights into the intricate interplay of psychological, social, and cognitive factors in second language learning. From foundational theoretical models like the L2 Motivational Self System to the exploration of affective dimensions and learner identity, L2 motivation research continues to evolve, providing a nuanced understanding of the drivers behind language learning engagement and how educators can foster motivation in the language classroom.

Study Abroad

To analyse the effects of studying abroad we should have a look at Ayako Suzuki's (2021) and Mayumi & Hüttner's (2020) studies. The relationship between the socio-cultural impact of studying abroad and foreign language education has been broadly investigated in terms of intercultural awareness, SL proficiency, and learner autonomy (Mayumi & Hüttner, 2020). Even though it is hard to encourage students to study abroad due to workload and possible economic constraints, being exposed to the target culture and gaining new perceptions towards language teaching are

extremely expected by the candidates. Thus, the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) has started to spur teacher-training universities to add study into their teaching curriculums (Suzuki, 2021). Both of the target study groups of English Language Teaching (Mayumi & Hüttner, 2020; Suzuki, 2021) who are studying their postgraduate (PhD), and pre-service teachers respectively demonstrate that the perspectives towards language teaching become more open-minded after their study abroad experiences. Overall, these studies illustrate how important studying abroad is in foreign language education regardless of their educational levels. The target groups in the studies, non-native English teachers, had the chance to compare themselves with the native speakers of TL. MEXT has realized the importance of how studying abroad can enhance the learners' L2 proficiency and foreign language education curriculums. Even though these studies have dealt with the educational parts more, they underline the importance of being in target language environments.

The aim of the study abroad programs in these papers shares similar intentions with Erasmus+ Projects. While MEXT focuses on sending English Language Teaching students to English-speaking countries, Erasmus+ projects have an intention to create and maintain a European Identity (Jacobone & Moro, 2015). Even though Erasmus+ Student Exchange and Erasmus+ Projects have some differences such as time periods and target subjects, one of the most underlined goals of Erasmus+ is to enhance European values (King & Ruiz-Gelices, 2003).

Non-formal Education

Non-formal education plays a crucial role in Erasmus+ youth exchange projects by providing a platform for non-formal and informal learning experiences that contribute significantly to the personal development and employability of young individuals (Pigozne et al., 2019). Through initiatives like the Erasmus+ program, academic mobility projects offer various benefits such as enhancing participants' employability, self-sufficiency, intercultural skills, and language proficiency, thereby preparing them for the global workforce (Nogueiro et al., 2022).

In the context of Erasmus+ projects, informal education serves as a tool for professional development, youth exchanges within Erasmus+ are viewed as

informal and alternative educational practices that foster grassroots educational movements, emphasizing the significance of experiential learning beyond traditional formal education settings (Nicholson, 2020). The success of programs like Erasmus+ has been instrumental in promoting temporary mobility among students in Europe, highlighting the impact of such initiatives on educational and personal growth (Aksezer et al., 2021).

Volunteer mentors also play a crucial role as informal educators in youth programs, emphasizing the importance of structured program planning and mentor training to maximize the potential impact of informal education on participants (Sandford et al., 2010).

In the realm of student mobility scenarios, Erasmus projects have established reference models for academic results certification, facilitating transnational communication and documentation processes essential for ensuring the quality and recognition of educational experiences across borders (Cardoso et al., 2020). Furthermore, the utilization of digital learning solutions in Erasmus projects has been instrumental in enhancing educational practices, with educators leveraging technologies like educational robotics and digital tools to enrich teaching and learning experiences (Purina-Bieza & Sarva, 2022). Initiatives like the Bakari© Project focus on supporting at-risk youth by promoting educational progress, mental well-being, and reducing vulnerabilities that may lead to delinquent behaviour, showcasing the transformative potential of informal education interventions (Caldwell-Gunes & Parham, 2020).

Non-formal and informal learning experiences within citizenship education initiatives have been instrumental in shaping young people's perspectives on civic engagement, with insights from youth and policymakers highlighting the diverse approaches to fostering active citizenship through educational practices (Allaste et al., 2021). The development of communication among youth members in various projects underscores the role of social networks in facilitating idea exchange and self-organization, emphasizing the significance of effective communication channels in youth engagement initiatives (Obidina et al., 2015). Moreover, the upscaling of virtual exchange programs in university education underscores the importance of evidence-based policies to support long-term educational strategies and internationalization efforts (Garcés & O'Dowd, 2020).

Incorporating participatory action research approaches in educational settings, particularly with refugee youth, has been pivotal in promoting community engagement and empowering marginalized populations through inclusive educational pathways (Benson et al., 2022). The impact of Erasmus+ student mobility on pre-service teachers has highlighted both the contributions and challenges of such experiences, shedding light on the transformative effects of international mobility on educational practices and personal development (İlhan & Külekçi, 2022). Additionally, involving youth with severe communication disabilities in health education initiatives through innovative frameworks like the involvement matrix underscores the importance of inclusive practices and accessible communication technologies in promoting active participation and engagement (Dada et al., 2022).

In conclusion, informal education plays a multifaceted role in Erasmus+ youth exchange projects, fostering personal development, employability, intercultural competence, and inclusive learning environments. Through innovative approaches, collaborative partnerships, and experiential learning opportunities, Erasmus initiatives have significantly impacted educational landscapes, empowering youth, promoting active citizenship, and enhancing educational practices on a global scale. By leveraging the transformative power of informal education, Erasmus programs continue to shape the educational experiences and future prospects of young individuals across diverse contexts.

Chapter 3

Methodology

To address questions about the impact of Erasmus+ Youth Exchange Projects (Key Action 1 - KA1) on participants' willingness to communicate and L2 motivation, this study collected both qualitative and quantitative data as part of an explanatory mixed methods study. In this section, the methodological framework, participant demographics, data collection methods, and analysis will be illustrated.

Type of Research

Explanatory Mixed Method

An explanatory sequential mixed method is a research design that entails a systematic procedure of initially gathering and scrutinizing quantitative data, and subsequently gathering and scrutinizing qualitative data in order to offer comprehensive explanations or explorations of the initial quantitative findings (Ivankova et al., 2006). This methodology enables researchers to enhance their comprehension of a phenomena by integrating the advantages of both quantitative and qualitative data in a unified study (Creswell, 2014). The explanatory sequential mixed method design is highly advantageous when a thorough comprehension of a research subject is required, as it facilitates a more comprehensive analysis of the topic at hand (Sriram et al., 2022).

In research studies, the explanatory sequential mixed method design is commonly used to investigate phenomena. This design involves a sequential process, where quantitative data is collected and analysed initially to identify patterns or relationships. Subsequently, qualitative data is collected and analysed to further explore and explain these patterns or relationships (Viglianti et al., 2022). The sequential explanatory mixed method design allows researchers to not only identify associations between variables, but also to explore the underlying causes and significance of these interactions (Johnson & Onwuegbuzie, 2004).

Researchers have emphasized the need of adhering to a methodical procedure while employing an explanatory sequential mixed method approach. This process often entails a systematic sequence of actions, such as gathering, analysing, and interpreting data, to guarantee the thoroughness and reliability of the results (Badrun, 2024). Researchers can enhance their comprehension of complicated research issues by employing a mixed-methods sequential explanatory design, which allows for integrating both quantitative and qualitative data. This approach provides a thorough and nuanced analysis of the subject matter (McKim, 2016).

Mixed method design consists of quantitative and qualitative aspects, and how to use them in an analysis is grouped in three primary categories: convergent parallel mixed methods, explanatory sequential mixed methods and exploratory sequential mixed methods. In the table below the schemata is explained (Creswell, 2014):

Table 3: *Types of Mixed-Methods*

Design	Order	Outcome
Convergent Parallel	QUAN + QUAL	Interpretation of the Results
Explanatory Sequential	QUAN → QUAL	Interpretation of the Results
Exploratory Sequential	QUAL → QUAN	Interpretation of the Results

Research Population and Sample/Study Group/Participants

The study consists of participants from the countries in Europe. Although they are students or have settlement permission in Europe, the participants may be from non-EU countries. To categorize the participants and select interviewees to enhance data, an explanatory mixed method approach which consists of quantitative and qualitative data will be used (Creswell, 2014). It involves quantitative data first. In this phase participants will be given a questionnaire to be analysed with regards to WTC (Macintyre et al., 1998) and L2 motivation (Dörnyei & Ottó, 1998) models (see figures 1, 2, and 3). Then, in the qualitative phase, a preselection will be held among volunteer participants at first to prevent overlap while comparing country-based

quantitative data. The mixture of the results will give us the consistency in participants' motivational stages and their WTC.

Research participants consist of 56 Erasmus+ Youth Exchange Project participants from 17 nationalities. The first criterion was to reach people who participated in Erasmus+ Youth Exchange Projects. Also, participants whose age are between 18-30 were selected. There are 30 females and 26 males in the quantitative part. For the qualitative part 4 male and 3 female volunteers who wanted to participate in qualitative part via quantitative questionnaire were selected.

Data Collection

After the Ethical Committee of Hacettepe University approval, the questionnaire was shared in a non-profit youth organization's social media account via Google Forms. The form required permission for reaching participants to see whether they would like to participate in qualitative part or not. Upon obtaining 24-question questionnaire by 56 participants, 7 participants were interviewed.

One main research question and five subcategories were answered by both qualitative and quantitative results. The researcher created questionnaires and utilized upon expert review. Data collection was conducted in English only, since it is aimed to analyse the impact on speaking and understanding L2.

Instruments

In this study, the researcher has developed a questionnaire to evaluate WTC and L2 motivation as a tool for quantitative research. Also, a semi-structured interview form was created for understanding deeper.

Instrument 1

The questionnaire for quantitative part was developed by the researcher. In the developmental process, initially Dörnyei's Process Model of L2 Motivation (Dörnyei,

Z., Ottó, I. (1998), Heuristic model of variables influencing WTC (MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998) and WTC in L2 Model. (Yashima, T., 2002) were examined. Then 42 items were developed. These items were sent to three field experts at Hacettepe University. After that the number of the items was decreased to 24 and the questionnaire was finalised. Upon 2nd round of the expert control, the questionnaire was administered to the participants online via using Google Docs.

Instrument 2

The semi-structured open-ended survey for qualitative analysis was developed by the researcher. In the developmental process, initially Dörnyei's Process Model of L2 Motivation (Dörnyei, Z., Ottó, I. (1998), Heuristic model of variables influencing WTC (MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998) and WTC in L2 Model. (Yashima, T., 2002) were examined. Then 22 items were developed. These items were sent to three field experts at Hacettepe University. After that the number of the items was decreased to 10 and the questionnaire was finalized. Upon 2nd round of the expert control, the questionnaire was administered to the participants during the online meeting.

Data Analysis

All statistical analyses, N=56 Questionnaires, were performed using IBM SPSS version 25.0 (SPSS Inc., Chicago, Illinois, USA). In the tables, continuous variables are presented as median (min-max) and Mean $\pm$ SD. Categorical variables are presented as number (n) and percentage (%). Chi-Square test was used to compare categorical variables. $p < 0.05$ was considered statistically significant. Results have been categorized in accordance with the research questions. Then N=7 participants who had participated in the first questionnaire were selected and their interviews were recorded in video format on Zoom. Upon receiving the videos, the researcher transcribed them and manually created themes in accordance with frequently repeated words. At the end both results were interpreted.

Chapter 4

Findings, Comments and Discussion

Chapter for consists of both quantitative and qualitative data analysis respectively. The themes for qualitative data were created by analysing frequently used words and participants' comments. At the end, comments and discussion could be found.

The Findings of Quantitative Research

In this section of the study, the findings of the statistical results of the data obtained from the questionnaire study are presented. In the first part of the findings section, frequency distributions of the participants' demographic and survey items are given. In the second part, the results of the analysis for the comparison of the demographic variables of the participants and the survey items are given.

Table 4: *Frequency Distribution of Demographic and Various Variables of the Participants (n=56)*

Variables	n or Median (Min-Max)	% or Mean±SD
Age (year)	24,0 (18,0-30,0)	24,59±3,28
24 years and younger	31	55,4
Over 24 years old	25	44,6
Gender		
Female	30	53,6
Male	26	46,4
Nationality		
Azerbaijani	1	1,8
Bulgarian	2	3,6

Chinese	1	1,8
Cuban	1	1,8
German	3	5,4
Greek	3	5,4
Hungarian	1	1,8
Iranian	1	1,8
Italian	1	1,8
Lithuanian	2	3,6
Portuguese	1	1,8
Romanian	3	5,4
Slovak	1	1,8
Spanish	1	1,8
Tunisian	1	1,8
Turkish	33	58,9
The country you participated in the project from		
Portugal	3	5,4
Belgium	1	1,8
Bulgaria	3	5,4
Germany	7	12,5
Greece	4	7,1
Hungary	1	1,8
Italy	8	14,3
Luxembourg	1	1,8
Morocco	1	1,8
Poland	3	5,4
Romania	3	5,4
Serbia	1	1,8
Spain	3	5,4
Sweden	1	1,8
Türkiye	16	28,6

n= Frequency, %=Percent, Min=minimum, Max=Maximum, SD=Standard Deviation

Table 4 shows the results of the frequency analysis of the demographic and various variables of the participants. According to the results of this analysis, the minimum age of the participants is 18, the maximum age is 32, the median age is 24, and the mean age is 24.59 (SD=3.28).

It was determined that 55.4% (n=31) of the participants were 24 years of age or younger, 53.6% (n=30) were female, 58.9% (n=33) were of Turkish origin and 28.6% (n=16) were from Türkiye.

Table 5: *Frequency Distribution of Participants' Responses to the Questions Regarding the Project's Motivation to Speak in a Foreign Language (n=56)*

Variables	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. I can communicate in the common foreign language in Erasmus+ Youth Exchange Project.	-	1(1.8)	3(5.4)	9(16.1)	43(76.8)
2. I am motivated to communicate with other participants in Erasmus+ Youth Exchange Project.	-	-	1(1.8)	4(7.1)	51(91.1)
3. I am willing to communicate in a foreign language in Erasmus+ Youth Exchange Project.	-	1(1.8)	1(1.8)	7(12.5)	47(83.9)

4. The project participants encourage each other to speak in a common foreign language.	-	1(1.8)	6(10.7)	12(21.4)	37(66.1)
5. I like being in foreign-language spoken areas.	-	1(1.8)	2(3.6)	7(12.5)	46(82.1)
6. I feel motivated to speak a foreign language in an Erasmus+ Youth Exchange Project.	-	1(1.8)	2(3.6)	4(7.1)	49(87.5)
7. I am willing to communicate with other project participants.	1(1.8)	-	1(1.8)	6(10.7)	48(85.7)
8. I feel comfortable taking risks when communicating in a foreign language.	-	-	6(10.7)	17(30.4)	33(58.9)
9. I feel that my foreign language communication skills have improved through the project.	-	1(1.8)	3(5.4)	10(17.9)	42(75)
10. I feel well supported by my peers and instructors when communicating in the foreign language.	1(1.8)	1(1.8)	2(3.6)	18(32.1)	34(60.7)

n= Frequency, %= Percent,

Table 5 shows the frequency distribution of the participants' responses to the questions about the project's motivation to speak in a foreign language.

Table 6: *Frequency Distribution of Participants' Responses to the Questions on the Effect of Speaking in a Foreign Language on Participant Motivation (n=56)*

Variables	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

11. I am willing to communicate in the foreign language even when it's difficult or unfamiliar.	-	1(1.8)	9(16.1)	17(30.4)	29(51.8)
12. I feel that my foreign language communication skills have a positive impact on my social life.	-	-	4(7.1)	8(14.3)	44(78.6)

n= Frequency, %= Percent,

Table 6 shows the frequency distribution of the participants' responses to the questions about the effect of speaking in a foreign language on the participant's motivation.

Table 7: Frequency Distribution of Participants' Responses to the Questions on the Effect of Age on Speaking in a Foreign Language (n=56)

Variables	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
13. My age has an impact on my willingness to communicate in a foreign language.	8(14.3)	11(19.6)	14(25)	12(21.4)	11(19.6)
14. My age has an impact on how other participants are willing to communicate with me in a foreign language.	13(23.2)	10(17.9)	12(21.4)	11(19.6)	10(17.9)
15. I can easily communicate in a foreign language with people younger than me better.	1(1.8)	6(10.7)	16(28.6)	8(14.3)	25(44.6)
16. I can easily communicate with people older than me.	1(1.8)	-	12(21.4)	11(19.6)	32(57.1)

17. I can communicate in a foreign language with people who are at the same age as me better.	1(1.8)	-	19(33.9)	14(25)	22(39.3)
---	--------	---	----------	--------	----------

n= Frequency, %= Percent,

Table 7 shows the frequency distribution of the participants' responses to the questions about the effect of their age on speaking in a foreign language.

Table 8: Frequency Distribution of Participants' Responses to the Questions on the Effect of Gender on Speaking in a Foreign Language (n=56)

Variables	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
18. I can easily communicate in a foreign language with people of the same gender.	-	-	11(19.6)	11 (19.6)	34(60.7)
19. I can easily communicate in a foreign language with people of the opposite gender.	-	-	10(17.9)	11 (19.6)	35(62.5)

n= Frequency, %= Percent,

Table 8 shows the frequency distribution of participants' responses to the questions about the effect of their gender on speaking in a foreign language.

Table 9. Frequency Distribution of Participants' Responses to the Questions on the Effect of Nationality on Foreign Language Speaking (n=56)

Variables	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
20. I can easily communicate in a foreign language with people from different nationalities in foreign language.	-	-	3(5.4)	15 (26.8)	38(67.9)
21. I can easily communicate in a foreign language with people sharing the same language as me.	2(3.6)	2(3.6)	8(14.3)	8(14.3)	36(64.3)
22. Erasmus+ Youth Exchange Projects affected my motivation to improve my foreign language skills.	2(3.6)	2(3.6)	5(8.9)	3(5.4)	44(78.6)
23. Erasmus+ Youth Exchange Projects affected my willingness to communicate in a foreign language.	2(3.6)	2(3.6)	4(7.1)	5(8.9)	43(76.8)
24. Erasmus+ Youth Exchange Projects motivate project participants to communicate in a foreign language.	-	1(1.8)	2(3.6)	5(8.9)	48(85.7)
n= Frequency, %= Percent,					

Table 9 shows the frequency distribution of participants' responses to the questions about the effect of nationality on speaking in a foreign language.

Table 10: *Comparison of Participants' Responses to the Questions Regarding the Project's Motivation to Speak in a Foreign Language in Terms of Age Groups (n=56)*

Variables	24 years and younger (n=31)	Over 24 years of age (n=25)	p
1. I can communicate in the common foreign language in Erasmus+ Youth Exchange Project.			
Strongly Disagree	-	-	
Disagree	0 (0)	1 (4)	
Not Sure	1 (3,2)	2 (8)	0.478 ^b
Agree	4 (12,9)	5 (20)	
Strongly Agree	26 (83,9)	17 (68)	
2. I am motivated to communicate with other participants in Erasmus+ Youth Exchange Project.			
Strongly Disagree	-	-	
Disagree	-	-	
Not Sure	0 (0)	1 (4)	0.202 ^b
Agree	1 (3,2)	3 (12)	
Strongly Agree	30 (96.8)	21 (84)	
3. I am willing to communicate in a foreign language in Erasmus+ Youth Exchange Project.			
Strongly Disagree	-	-	
Disagree	0 (0)	1 (4)	
Not Sure	0 (0)	1 (4)	0.017 ^b
Agree	1 (3,2)	6 (24)	
Strongly Agree	30 (96.8)	17 (68)	

4. The project participants encourage each other to speak in a common foreign language.

Strongly Disagree	-	-	
Disagree	0 (0)	1 (4)	
Not Sure	2 (6.5)	4 (16)	0.469 ^b
Agree	7 (22.6)	5 (20)	
Strongly Agree	22 (71)	15 (60)	

5. I like being in foreign-language spoken areas.

Strongly Disagree	-	-	
Disagree	1 (3.2)	0 (0)	
Not Sure	1 (3.2)	1 (4)	0.401 ^b
Agree	2 (6.5)	5 (20)	
Strongly Agree	27 (87.1)	19 (76)	

6. I feel motivated to speak a foreign language in an Erasmus+ Youth Exchange Project.

Strongly Disagree	-	-	
Disagree	0 (0)	1 (4)	
Not Sure	0 (0)	2 (8)	0.210 ^b
Agree	3 (9.7)	1 (4)	
Strongly Agree	28 (90.3)	21 (84)	

7. I am willing to communicate with other project participants.

Strongly Disagree	0 (0)	1 (4)	
Disagree	-	-	
Not Sure	0 (0)	1 (4)	0.511 ^b
Agree	3 (9.7)	3 (12)	
Strongly Agree	28 (90.3)	20 (80)	

8. I feel comfortable taking risks when communicating in a foreign language.

Strongly Disagree	-	-	
Disagree	-	-	0.490 ^b

Not Sure	2 (6.5)	4 (16)	
Agree	9 (29)	8 (32)	
Strongly Agree	20 (64.5)	13 (52)	
9. I feel that my foreign language communication skills have improved through the project.			
Strongly Disagree	-	-	
Disagree	1 (3.2)	0 (0)	
Not Sure	1 (3.2)	2 (8)	0.020 ^b
Agree	2 (6.5)	8 (32)	
Strongly Agree	27 (87.1)	15 (60)	
10. I feel well supported by my peers and instructors when communicating in the foreign language.			
Strongly Disagree	0 (0)	1 (4)	
Disagree	0 (0)	1 (4)	
Not Sure	0 (0)	2 (8)	0.181 ^b
Agree	10 (32.3)	8 (32)	
Strongly Agree	21 (67.7)	13 (52)	

Fisher's Exact test, $p < 0.05$

Table 10 shows the results of the analysis of the participants' responses to the questions about the project's motivation to speak in a foreign language in terms of age groups. According to the results of this analysis, age groups and the question "I am willing to communicate in a foreign language in Erasmus+ Youth Exchange Project." ($p=0.017$) and "I feel that my foreign language communication skills have improved through the project." There was a statistically significant difference between the question ($p=0.020$).

Table 11: Comparison of the Participants' Responses to the Questions on the Effect of Speaking in a Foreign Language on the Participant's Motivation in Terms of Age Groups (n=56)

Variables	24 years and younger (n=31)	Over 24 years of age (n=25)	p
11. I am willing to communicate in the foreign language even when it's difficult or unfamiliar.			
Strongly Disagree	-	-	0.342
Disagree	0 (0)	1 (4)	
Not Sure	4 (12.9)	5 (20)	
Agree	8 (25.8)	9 (36)	
Strongly Agree	19 (61.3)	10 (40)	
12. I feel that my foreign language communication skills have a positive impact on my social life.			
Strongly Disagree	-	-	0.179
Disagree	-	-	
Not Sure	2 (6.5)	2 (8)	
Agree	2 (6.5)	6 (24)	
Strongly Agree	27 (87.1)	17 (68)	
Fisher's Exact test,p<0.05			

Table 11 shows the results of the analysis of the participants' responses to the questions about the effect of speaking in a foreign language on the motivation of the participants in terms of age groups. According to the results of this analysis, no statistically significant difference was found between age groups and any variable ($p > 0.05$).

Table 12: *Comparison of Participants' Responses to the Questions on the Effect of Age on Speaking in a Foreign Language in Terms of Age Groups (n=56)*

Variables	24 years and younger (n=31)	Over 24 years of age (n=25)	p
13. My age has an impact on my willingness to communicate in a foreign language.			
Strongly Disagree	4 (12.9)	4 (16)	0.265
Disagree	7 (22.6)	4 (16)	
Not Sure	6 (19.4)	8 (32)	
Agree	5 (16.1)	7 (28)	
Strongly Agree	9 (29)	2 (8)	
14. My age has an impact on how other participants are willing to communicate with me in a foreign language.			
Strongly Disagree	6 (19.4)	7 (28)	0.488
Disagree	6 (19.4)	4 (16)	
Not Sure	6 (19.4)	6 (24)	
Agree	5 (16.1)	6 (24)	
Strongly Agree	8 (25.8)	2 (8)	
15. I can easily communicate in a foreign language with people younger than me better.			
Strongly Disagree	1 (3.2)	0 (0)	0.384
Disagree	5 (16.1)	1 (4)	
Not Sure	9 (29)	7 (28)	
Agree	5 (16.1)	3 (12)	
Strongly Agree	11 (35.5)	14 (56)	
16. I can easily communicate with people older than me.			
Strongly Disagree	0 (0)	1 (4)	0.726

Disagree	-	-	
Not Sure	6 (19.4)	6 (24)	
Agree	7 (22.6)	4 (16)	
Strongly Agree	18 (58.1)	14 (56)	
17. I can communicate in a foreign language with people who are at the same age as me better.			
Strongly Disagree	1 (3.2)	0 (0)	
Disagree	-	-	
Not Sure	13 (41.9)	6 (24)	0.345
Agree	6 (19.4)	8 (32)	
Strongly Agree	11 (35.5)	11 (44)	

Fisher's Exact test, $p < 0.05$

Table 12 shows the results of the analysis of the participants' responses to the questions about the effect of their age on speaking in a foreign language in terms of age groups. According to the results of this analysis, no statistically significant difference was found between age groups and any variable ($p > 0.05$).

Table 13: *Comparison of Participants' Responses to the Questions on the Effect of Gender on Speaking in a Foreign Language in Terms of Age Groups (n=56)*

Variables	24 years and younger (n=31)	Over 24 years of age (n=25)	p
18. I can easily communicate in a foreign language with people of the same gender.			
Strongly Disagree	-	-	
Disagree	-	-	
Not Sure	6 (19.4)	5 (20)	1.000
Agree	6 (19.4)	5 (20)	

Strongly Agree	19 (61.3)	15 (60)	
19. I can easily communicate in a foreign language with people of the opposite gender.			
Strongly Disagree	-	-	
Disagree	-	-	
Not Sure	6 (19.4)	4 (16)	0.801
Agree	5 (16.1)	6 (24)	
Strongly Agree	20 (64.5)	15 (60)	

Fisher's Exact test, $p < 0.05$

Table 13 shows the results of the analysis of the participants' responses to the questions about the effect of their gender on speaking in a foreign language in terms of age groups. According to the results of this analysis, no statistically significant difference was found between age groups and any variable ($p > 0.05$).

Table 14: *Comparison of Participants' Responses to the Questions on the Effect of Nationality on Foreign Language Speaking in Terms of Age Groups (n=56)*

Variables	24 years and younger (n=31)	Over 24 years of age (n=25)	p
20. I can easily communicate in a foreign language with people from different nationalities in foreign language.			
Strongly Disagree	-	-	
Disagree	-	-	
Not Sure	1 (3.2)	2 (8)	0.732
Agree	8 (25.8)	7 (28)	
Strongly Agree	22 (71)	16 (64)	

21. I can easily communicate in a foreign language with people sharing the same language as me.

Strongly Disagree	2 (6.5)	0 (0)	0.734
Disagree	1 (3.2)	1 (4)	
Not Sure	3 (9.7)	5 (20)	
Agree	5 (16.1)	3 (12)	
Strongly Agree	20 (64.5)	16 (64)	

22. Erasmus+ Youth Exchange Projects affected my motivation to improve my foreign language skills.

Strongly Disagree	1 (3.2)	1 (4)	1.000
Disagree	1 (3.2)	1 (4)	
Not Sure	3 (9.7)	2 (8)	
Agree	2 (6.5)	1 (4)	
Strongly Agree	24 (77.4)	20 (80)	

23. Erasmus+ Youth Exchange Projects affected my willingness to communicate in a foreign language.

Strongly Disagree	1 (3.2)	1 (4)	0.664
Disagree	0 (0)	2 (8)	
Not Sure	3 (9.7)	1 (4)	
Agree	3 (9.7)	2 (8)	
Strongly Agree	24 (77.4)	19 (76)	

24. Erasmus+ Youth Exchange Projects motivate project participants to communicate in a foreign language.

Strongly Disagree			0.343
Disagree	0 (0)	1 (4)	
Not Sure	0 (0)	2 (8)	
Agree	3 (9.7)	2 (8)	
Strongly Agree	28 (90.3)	20 (80)	

Fisher's Exact test, $p < 0.05$

Table 14 shows the results of the analysis of the participants' responses to the questions about the effect of nationality on speaking in a foreign language in terms of age groups. According to the results of this analysis, no statistically significant difference was found between age groups and any variable ($p>0.05$).

Table 15: *Gender Comparison of Participants' Responses to the Questions Regarding the Project's Motivation to Speak in a Foreign Language (n=56)*

Variables	Male (n=26)	Female (n=30)	p
1. I can communicate in the common foreign language in Erasmus+ Youth Exchange Project.			
Strongly Disagree	-	-	
Disagree	1 (3.8)	0 (0)	
Not Sure	2 (7.7)	1 (3.3)	0.243
Agree	6 (23.1)	3 (10)	
Strongly Agree	17 (65.4)	26 (86.7)	
2. I am motivated to communicate with other participants in Erasmus+ Youth Exchange Project.			
Strongly Disagree	-	-	
Disagree	-	-	
Not Sure	1 (3.8)	0 (0)	0.209
Agree	3 (11.5)	1 (3.3)	
Strongly Agree	22 (84.6)	29 (96.7)	
3. I am willing to communicate in a foreign language in Erasmus+ Youth Exchange Project.			
Strongly Disagree	-	-	
Disagree	1 (3.8)	0 (0)	0.681

Not Sure	1 (3.8)	0 (0)	
Agree	3 (11.5)	4 (13.3)	
Strongly Agree	21 (80.8)	26 (86.7)	
4. The project participants encourage each other to speak in a common foreign language.			
Strongly Disagree	-	-	
Disagree	1 (3.8)	0 (0)	
Not Sure	4 (15.4)	2 (6.7)	0.082
Agree	8 (30.8)	4 (13.3)	
Strongly Agree	13 (50)	24 (80)	
5. I like being in foreign-language spoken areas.			
Strongly Disagree	-	-	
Disagree	0 (0)	1 (3.3)	
Not Sure	2 (7.7)	0 (0)	0.375
Agree	4 (15.4)	3 (10)	
Strongly Agree	20 (76.9)	26 (86.7)	
6. I feel motivated to speak a foreign language in an Erasmus+ Youth Exchange Project.			
Strongly Disagree	-	-	
Disagree	1 (3.8)	0 (0)	
Not Sure	2 (7.7)	0 (0)	0.210 ^b
Agree	1 (3.8)	3 (10)	
Strongly Agree	22 (84.6)	27 (90)	
7. I am willing to communicate with other project participants.			
Strongly Disagree	1 (3.8)	0 (0)	
Disagree	-	-	
Not Sure	1 (3.8)	0 (0)	0.530
Agree	3 (11.5)	3 (10)	
Strongly Agree	21 (80.8)	27 (90)	

8. I feel comfortable taking risks when communicating in a foreign language.

Strongly Disagree	-	-	
Disagree	-	-	
Not Sure	2 (7.7)	4 (13.3)	0.856
Agree	8 (30.8)	9 (30)	
Strongly Agree	16 (61.5)	17 (56.7)	

9. I feel that my foreign language communication skills have improved through the project.

Strongly Disagree	-	-	
Disagree	0 (0)	1 (3.3)	
Not Sure	2 (7.7)	1 (3.3)	0.567
Agree	6 (23.1)	4 (13.3)	
Strongly Agree	18 (69.2)	24 (80)	

10. I feel well supported by my peers and instructors when communicating in the foreign language.

Strongly Disagree	1 (3.8)	0 (0)	
Disagree	1 (3.8)	0 (0)	
Not Sure	1 (3.8)	1 (3.3)	0.028
Agree	12 (46.2)	6 (20)	
Strongly Agree	11 (42.3)	23 (76.7)	

Fisher's Exact test, $p < 0.05$

Table 15 shows the results of the analysis of the participants' responses to the questions about the project's motivation to speak in the foreign language in terms of gender. According to the results of this analysis, there was a statistically significant difference between gender and the question "I feel well supported by my peers and instructors when communicating in the foreign language." There was a statistically significant difference between the question ($p=0.028$).

Table 16: *Gender Comparison of the Participants' Responses to the Questions on the Effect of Speaking in a Foreign Language on the Participant's Motivation (n=56)*

Variables	Male (n=26)	Female (n=30)	p
11. I am willing to communicate in the foreign language even when it's difficult or unfamiliar.			
Strongly Disagree	-	-	0.964
Disagree	1 (3.8)	0 (0)	
Not Sure	4 (15.4)	5 (16.7)	
Agree	8 (30.8)	9 (30)	
Strongly Agree	13 (50)	16 (53.3)	
12. I feel that my foreign language communication skills have a positive impact on my social life.			
Strongly Disagree	-	-	0.560
Disagree	-	-	
Not Sure	3 (11.5)	1 (3.3)	
Agree	4 (15.4)	4 (13.3)	
Strongly Agree	19 (73.1)	25 (83.3)	

Fisher's Exact test, $p < 0.05$

Table 16 shows the results of the analysis of the participants' responses to the questions about the effect of speaking in a foreign language on the participant's motivation in terms of gender. According to the results of this analysis, no statistically significant difference was found between gender and any variable ($p > 0.05$).

Table 17: *Gender Comparison of Participants' Responses to the Questions on the Effect of Age on Speaking in a Foreign Language (n=56)*

Variables	Male (n=26)	Female (n=30)	p
13. My age has an impact on my willingness to communicate in a foreign language.			
Strongly Disagree	4 (15.4)	4 (13.3)	0.982
Disagree	6 (23.1)	5 (16.7)	
Not Sure	6 (23.1)	8 (26.7)	
Agree	5 (19.2)	7 (23.3)	
Strongly Agree	5 (19.2)	6 (20)	
14. My age has an impact on how other participants are willing to communicate with me in a foreign language.			
Strongly Disagree	5 (19.2)	8 (26.7)	0.162
Disagree	8 (30.8)	2 (6.7)	
Not Sure	6 (23.1)	6 (20)	
Agree	3 (11.5)	8 (26.7)	
Strongly Agree	4 (15.4)	6 (20)	
15. I can easily communicate in a foreign language with people younger than me better.			
Strongly Disagree	1 (3.8)	0 (0)	0.689
Disagree	3 (11.5)	3 (10)	
Not Sure	7 (26.9)	9 (30)	
Agree	5 (19.2)	3 (10)	
Strongly Agree	10 (38.5)	15 (50)	
16. I can easily communicate with people older than me.			
Strongly Disagree	1 (3.8)	0 (0)	0.215
Disagree	-	-	

Not Sure	8 (30.8)	4 (13.3)
Agree	5 (19.2)	6 (20)
Strongly Agree	12 (46.2)	20 (66.7)

17. I can communicate in a foreign language with people

who are at the same age as me better.

Strongly Disagree	1 (3.8)	0 (0)	0.717
Disagree	-	-	
Not Sure	10 (38.5)	9 (30)	
Agree	6 (23.1)	8 (26.7)	
Strongly Agree	9 (34.6)	13 (43.3)	

Fisher's Exact test, $p < 0.05$

Table 17 shows the results of the analysis of the participants' responses to the questions about the effect of age on speaking in a foreign language in terms of gender. According to the results of this analysis, no statistically significant difference was found between gender and any variable ($p > 0.05$).

Table 18: *Comparison of Participants' Responses to the Questions on the Effect of Gender on Speaking in a Foreign Language in Terms of Gender (n=56)*

Variables	Male (n=26)	Female (n=30)	p
18. I can easily communicate in a foreign language with people of the same gender.			
Strongly Disagree	-	-	0.602
Disagree	-	-	
Not Sure	6 (23.1)	5 (16.7)	
Agree	6 (23.1)	5 (16.7)	
Strongly Agree	14 (53.8)	20 (66.7)	

19. I can easily communicate in a foreign language with people of the opposite gender.			
Strongly Disagree	-	-	
Disagree	-	-	
Not Sure	7 (26.9)	3 (10)	0.259
Agree	5 (19.2)	6 (20)	
Strongly Agree	14 (53.8)	21 (70)	

Fisher's Exact test, $p < 0.05$

Table 18 shows the results of the analysis on the comparison of the participants' responses to the questions about the effect of their gender on speaking in a foreign language in terms of gender. According to the results of this analysis, no statistically significant difference was found between gender and any variable ($p > 0.05$).

Table 19: *Gender Comparison of Participants' Responses to the Questions on the Effect of Nationality on Foreign Language Speaking (n=56)*

Variables	Male (n=26)	Female (n=30)	p
20. I can easily communicate in a foreign language with people from different nationalities in foreign language.			
Strongly Disagree	-	-	
Disagree	-	-	
Not Sure	2 (7.7)	1 (3.3)	0.371
Agree	9 (34.6)	6 (20)	
Strongly Agree	15 (57.7)	23 (76.7)	
21. I can easily communicate in a foreign language with people sharing the same language as me.			
Strongly Disagree	2 (7.7)	0 (0)	0.031

Disagree	2 (7.7)	0 (0)	
Not Sure	4 (15.4)	4 (13.3)	
Agree	6 (23.1)	2 (6.7)	
Strongly Agree	12 (46.2)	24 (80)	
22. Erasmus+ Youth Exchange Projects affected my motivation to improve my foreign language skills.			
Strongly Disagree	1 (3.8)	1 (3.3)	
Disagree	1 (3.8)	1 (3.3)	
Not Sure	3 (11.5)	2 (6.7)	
Agree	3 (11.5)	0 (0)	0.320
Strongly Agree	18 (69.2)	26 (86.7)	
23. Erasmus+ Youth Exchange Projects affected my willingness to communicate in a foreign language.			
Strongly Disagree	0 (0)	2 (6.7)	
Disagree	2 (7.7)	0 (0)	
Not Sure	2 (7.7)	2 (6.7)	0.444
Agree	3 (11.5)	2 (6.7)	
Strongly Agree	19 (73.1)	24 (80)	
24. Erasmus+ Youth Exchange Projects motivate project participants to communicate in a foreign language.			
Strongly Disagree	-	-	
Disagree	1 (3.8)	0 (0)	
Not Sure	2 (7.7)	0 (0)	0.356
Agree	2 (7.7)	3 (10)	
Strongly Agree	21 (80.8)	27 (90)	

Fisher's Exact test, $p < 0.05$

Table 19 shows the results of the analysis of the participants' responses to the questions about the effect of the nationality of the participant on speaking in a foreign

language in terms of gender. According to the results of this analysis, there was a statistically significant difference between gender and the question "I can easily communicate in a foreign language with people sharing the same language as me." There was a statistically significant difference between the questions ($p=0.031$).

The Findings of Semi-Structured Interviews

The interviews include 7 participants which are 4 male and 3 female. Thematic analysis was conducted by analysing frequently used words.

Table 20: *Information About the Participants*

Code	Gender	Age	Nationality	Country Visited
Participant 1	Female	23	Greek	Italy
Participant 2	Male	25	Greek	Türkiye
Participant 3	Male	25	Bulgarian	Bulgaria
Participant 4	Female	24	Turkish	Spain
Participant 5	Male	24	Romanian	Romania
Participant 6	Male	25	Turkish	Germany
Participant 7	Female	24	Romanian	Italy

When the interviews with the participants analysed for the thematic analysis, 8 categories were formed with related codes. This has demonstrated a general idea of the findings.

Table 21: *Themes of the Qualitative Results*

Themes
Confidence in Language Use
Motivation in Using L2
Communication Skills

Cultural Exchange

Personal Growth

Social Interaction

Educational Impact

Challenges

Table 22: *Confidence in Language Use*

Category	Frequency
confidence	13
nervous	4
anxiety	2
empowerment	5
support	6
environment	8
challenges	7
accomplishment	3

Participants usually focused on their confidence in language usage when they were asked the first two questions. In the first question, participants were more inclined to give solid examples and then while answering the second question they tend to share how they felt before the project and after it. These answers clearly showed how the participants' behaviour changed toward L2 usage after the project.

“Before this project, like Erasmus Youth exchange projects, I had zero confidence. When an English teacher or like anyone- a tourist- Anyone that would ask me something in English or wants me to speak in English, I was like- I couldn't speak a word. So actually, this project helped me, really helped me gain confidence. More than the language itself, of course. It improved my English and also a little bit Italian, but. The best thing that it affected me was

to gain confidence in myself, to speak more. In my next year's journeys as well, not just in the project itself."

Participant 1

Participant 2 gives an example of how he uses technology to communicate and how it motivated him.

"Definitely these projects were a motivation for me to learn more [about the language] because when I was there and I couldn't find a word, I would use my phone. To like Google or word or something like that- So that was definitely a motivation for me."

Participant 3 draws attention to how he saw the difference in confidence of other participants during Erasmus+ youth exchange projects:

"I have seen people projects who feel in the beginning a bit insecure, a bit uncomfortable to speak up to say something when we are in the big circle"

"I would say that even if people initially are withdrawn upon themselves day by day, they become more confident in using the language."

Participant 4 explains how participating in Erasmus+ youth exchange project affected her:

"It [participating in Erasmus+ youth exchange project] was a boost, I can say. Being around with non-native speakers who are really who they are. Willing to not see your grammar problems or pronunciation problems, but just there for you to understand each other."

"I think it's such a great environment that you do want to continue to speak."

Participant 5 highlights his feelings of using English after the project by saying:

"I felt empowered. It was a rewarding feeling to use a language apart from one's native tongue. It helps one to understand their strengths and weaknesses."

Participant 6 explains the project environment and how no one being a native English speaker affected his and other participants' confidence in using English:

“There were different nationalities from all over the Europe and none of them spoke English as their native language. Therefore, as English was the only foreign language all of us were familiar with, it let us speak our mind freely without worrying about grammatical and phonetical errors.”

“Though my accent is quite thick, it felt comforting that everyone was in the same boat as me. I also felt committed to the language as it was the only tool I could properly express myself.”

Lastly Participant 7 expresses her concerns and feelings of using English language in the project they participated:

“There were moments of trepidation and self-doubt, especially when faced with linguistic challenges. However, there was also a profound sense of fulfilment and satisfaction whenever I successfully conveyed my thoughts or comprehended what others were saying.”

“This encouragement and positive reinforcement [The nurturing environment of the Erasmus+ Youth Exchange Project] motivated me to step out of my comfort zone and engage in meaningful communication, thereby enhancing my language skills.”

“The project instilled in me a sense of confidence and resilience in navigating linguistic challenges.”

Table 23: Motivation in Using L2

Category	Frequency
motivation	19
inspiration	2
goal	1
drive	2
interest	2
engage	4
learning	15

Participants shared the change in their motivation whole throughout the interviews, whether it is about their motivation change in language use, or motivation

towards Erasmus+ youth exchange program. All 7 participants share they felt more motivated both during the project and after the project when it comes to L2 usage.

When it comes to motivation Participant 1 shared her motivation towards not only language use but also other personal parts:

“It [Erasmus+ Youth Exchange Project] actually motivated me to- not just to learn another language or improve, but to get to know them [other participants] and try get more and more memories in my lifetime.”

Participant 2 directly stated his idea:

“A lot...I believe that this project helped me a lot to [motivate me to speak in another language].”

Participant 3 shared his thoughts and experiences:

“I think it's [Erasmus+ Youth Exchange] quite impactful...Whenever I come back from a youth exchange, I feel very motivated to improve my foreign language skills, but not just in English, I think.”

“Some of them [the participants] say, and they say, ‘when I go back to my country, I am highly motivated to improve my foreign language skills.’ For example, for example, I met one Turkish guy, from Izmir. And his knowledge of English was not that advanced he knew just the simplest of words in expressions, just enough to get around. But after the project, he told me, ‘I really gained the inspiration and the motivation to improve my foreign language skills, my foreign language skills’ and I had the chance to chat with him a few days ago and just by chatting with him I could see that he had improved his skills considerably.”

Participant 4 explained the impact of an Erasmus+ Youth Exchange Project in her motivation:

“It [Motivation to use English] was like 10 out of 10, kind of impactful because you have to. That's the thing- you are there to use it [English].”

“Outside of the project, it definitely has left me with more motivation [to use English] .it was a positive experience overall.”

Participant 5 explained the change in their motivation of utilizing English as L2:

“Naturally, when I am not confident in my abilities, I usually tend to listen rather than talking...But during my visit in Germany, youth exchange projects strongly motivated to do otherwise as many of the students were in the same situation as I was.”

Participant 6 explained how the program motivated them to not to use their native language:

“It [Erasmus+ Youth Exchange Project] motivated me by stripping me of the option to use my mother tongue.”

Participant 7 mentioned the motivation influence in various answers to the questions.

“My willingness to communicate in a foreign language, even when lacking confidence, was greatly influenced by the nurturing environment of the Erasmus+ Youth Exchange Project.”

“The Erasmus+ Youth Exchange Project had a profound impact on motivating me to speak another language.”

“This hands-on approach, coupled with the supportive environment and encouragement from peers and facilitators, fuelled my motivation to improve my language skills and overcome linguistic barriers.”

Table 24: Communication Skills

Category	Frequency
communication	15
skills	26
practice	4

improvement	9
interaction	5
fluency	9
speaking	24

The third question was aimed to know more about Erasmus+ Youth Exchange program's influence on participants' communication skills. They tend to share moments with other participants or their interactions with facilitators in order to explain how they improved their communication skill during the projects they attended. They usually mentioned how communication was vital in order to project itself to be successful and how they use English as a tool rather than the learning topic in the project.

Participant 1 shared how people in charge helped her in communicating:

"All of these [Facilitators, group leaders] motivated me- really helped me with communicating. Getting out of my shell."

Participant 2 explained his experience:

"I feel comfortable about it [talking in English in a Erasmus+ Youth Exchange Project]. I mean, I like to speak in English and so- I don't think that I have a serious issue with communication in other languages."

Participant 3 shared his multiple Erasmus+ Youth exchange experiences:

"Whenever I go to Erasmus+ Youth exchanges, you always have to communicate in a foreign language and in all the cases the working foreign language of the project is English."

Participant 4 explained how Erasmus+ Youth exchange experience makes people use communication skills with an example:

"There was this guy from Türkiye, who came to some training courses and their English weren't the best, but they had to [speak in English]. Sometimes there was none of us [other Turkish speakers] there. They need to communicate it with."

Participant 5 shares their how experience changes over the course of a project:

“Over time, you notice not only your tone of communication changes but also you feel far more comfortable when communicating with those people.”

Participant 6 explains how English was a tool for them to communication with other participants:

“If I wasn't willing to use English, I would've missed out on such great friendships and projects.”

At last, Participant 7 states her opinions:

“Through a collaborative effort involving a blend of languages and gestures, we effectively communicated, fostering a sense of mutual understanding and camaraderie.”

Table 25: Cultural Exchange

Category	Frequency
culture	19
exchange	52
diversity	5
understanding	7
experience	15
background	5

The question about how participants' nationality affects them tends to make them share intercultural moments they had during the project. Several of the participants mentioned Erasmus+ Youth Exchange program helped them realize their prejudices and changed their worldview. Some of them also mentioned how they tried to share their own country's culture and recognize the similarities with other countries.

Participant 1 shared how learning a language is a tool for them to understand about other cultures.

“I was actually really excited about learning a new language [English], since languages are actually kind of a way to understand the culture of that country and so. It was an exciting journey for me.”.

Participant 2 gave an example of how Erasmus+ Youth Exchange environment affects learning cultural phrases.

“I could hear someone to say phrase that maybe I liked, so I would try to remember this one to use it myself as well.”

Participant 3 explains how Erasmus+ project allowed them to share their country's culture with other people from Europe.

“In the year 2008, 2009, Bulgaria had just accessed the European Union and when I was going abroad, people were not very knowledgeable about my country. They just knew, ‘oh, it's somewhere in Eastern Europe’ as broad as this notion is but now, I also have this European identity. I feel that. My country is part of it.”

“When it comes to the larger picture, I have noticed that people coming from similar regions also stick together. If you have a project with participants from- let's, say Spain and Italy and other countries, the Spanish and the Italian, will just automatically clap. This happens in most cases. If you have Greeks and people from Cyprus. The same thing will happen.”.

Participant 4 shares a moment from the youth exchange:

“There was this Russian girl living in Lithuania and there was this Italian guy. And we were laughing at cultural differences and difficulties. And there was this Italian guy who was like. ‘Are you guys, OK? Are you guys really, OK?’ So, I think it[nationality] sparks conversation.”

Participant 5 states how geographical proximity affects the relationships with other participants:

“By being Romanian, I felt strongly connected to other nationalities from closer proximity such as Greece, Bulgaria, Georgia and Russia. In addition to it I was more fascinated by countries I share less in terms of culture.”

“It helped me break down my prejudices and emphasize with people I wouldn't even be aware of their existence if not for the Erasmus+ Youth Exchange program.”.

Participant 6 summarized his experiences:

“Everyone explaining different countries and cultures in the same foreign language felt comforting.”

“After getting to know each other, all the sides [people from different country groups] recognized the fact that governmental, historical and political ideas and sanctions were not greater than the beliefs and willingness of individuals.”

Participant 7 evaluated culture exchanges:

“Each interaction, regardless of fluency, was valued as an opportunity for cross-cultural exchange and understanding.”

“The diverse array of nationalities represented within the group served as an additional motivator [to speak a foreign language during the Erasmus+ Youth Exchange Project].”

Table 26: Personal Growth

Category	Frequency
growth	6
development	6
personal	8
confidence	13
skills	26
empowerment	5

Participants usually found the Erasmus+ Youth Exchange environment as a place where they recognize their own skills including their language skill alongside with that, they repeatedly mentioned how this environment made them push themselves and gave them space to learn and make mistakes which helped them to see their own personal growth after the project.

Participant 1 explains their personal growth with a comparison.

"I remember feeling so nervous and now nauseous about my first time that I tried to attend a in a meeting where I have to speak a foreign language...But [during the process] I was actually relaxed other than being nervous."

Participant 2 shares his feelings about communicating in other languages.

"When I'm not comfortable and I'm not confident, it's hard, but still, I want to learn [how to communicate in other languages] and this project help me learn a lot."

Participant 3 shares their growth in language skills and recognizing them with saying

"Whenever I use my foreign language skills, I feel satisfied that my foreign language skills are little advanced level, and I am able to express myself. So, like you basically say, this project helps you to communicate more."

Participant 4 explained how survival effect can make someone grow in a different language context:

"You do not need to learn it [English] to survive, but in an Erasmus context, you are learning it like you have to use it to survive. if you need to address your needs, to address your concerns, you must use it, so it does give you a great impact."

Participant 5 shares how impactful Erasmus+ Youth Exchange was for them with saying

"I could easily say it [Erasmus+ Youth Exchange program] had a great impact on my worldview and putting my tender age of 20 into consideration, it would not be wrong to say it had a significant effect on my personal character as well." and later on adding "It[Erasmus+ Youth Exchange program] gave me freedom and a sense of belonging in the western civilization."

Participant 6 also focuses on their skill development during the project they attended.

"It felt encouraging to see they were in awe with our skills, and we proudly used the language even more."

Participant 7 states their experience in personal growth.

“The project fostered a culture where making mistakes was viewed as integral to the learning process.” and adds “Each interaction served as a valuable learning opportunity, contributing to my personal and linguistic growth.”

Table 27: Social Interaction

Category	Frequency
social	4
interaction	5
friendship	8
network	10
collaboration	3
support	6

When it comes to social interaction, with the guidance of the questions, participants mentioned how their age, nationality and gender affected their experience during the project. They all mentioned how socialization was a big part of their Erasmus+ Youth Exchange experience. Participants mentioned their interaction not only with other participants but also with facilitators and group leaders of the project while talking about their experience.

Participant 1 shares how their nationality affected their social interactions:

“That [People speaking to me about my country] affected me positively. When I was just trying to explain to them what I know about my country, like about the food, the conversation just got more and more exciting. Even though I did so many mistakes while speaking, my nationality affected me mostly on gaining more sympathetic confidence in speaking.”.

Participant 1 also mentioned that the gender had not any big influences in an Erasmus+ Youth Exchange Project:

“It was either my gender or my characteristic where I try to get friendly with everyone. I try to get smile. I try to smile, or I try to, you know, be nice to everyone. I do not think it is related to a gender.”

Participant 2 shares the social opportunity they got with this project briefly:

"This project gave me the opportunity to be with people."

Participant 3 share his overall experience in an interaction, and also the impact of age within a social interaction.

"You can establish meaningful contacts. People can easily accept you. You gain their trust. That's very important. They trust in you as if you become a part of them."

"Normally on youth exchanges, most people are more or less the same age. There are not any big age contrasts. If I must approach the facilitator or the organizer, the project coordinator, and if I meet them for the first time...I would approach them with more formal way of expression. You know the opening remarks, the closing remarks, kindly to them respectfully."

Participant 4 shared their opinion on age and gender in a social interaction.

"I think I think they [people who are different ages] can collaborate no matter what their age is, because I think, Erasmus environment is giving you that[collaboration]."

"The only person who also uses 'they' in their pronouns in the project, so - of course it affected people. I think it did not affect me, but it did affect people's willingness to talk to me because they were curious."

Participant 5 shared how activities with participants affected their interaction and motivation.

"I was relatively young and there were many of my peers were strongly motivated by this project to make friends and communicate more with each other."

On the other hand, Participant 6 shared an example for age and social interaction subject:

"For instance, the man that was over 60 barely spoke any English and he was Spanish. I had barely known maybe 100 words in Spanish, but I did my

best to build simple phrases to communicate with him. He felt impressed and happy.”

“During the course of the programme you develop new acquaintances and with some of them you build up strong friendships.”

Participant 7 shares her opinion on social interaction:

“Through interactive workshops, group activities, and cultural exchanges, language became more than just a means of communication—it evolved into a tool for meaningful connection and collaboration. ”

“The presence of peers navigating similar experiences fostered a supportive environment, encouraging collective growth and exploration.”

Table 28: Educational Impact

Category	Frequency
educational	3
learning	15
experience	15
knowledge	5
skills	26
training	5

Most of the participants mentioned Erasmus+ Youth Exchange’s educational impact on their language education and how it created a space where you need to use English as a tool to finish the project which is a different experience with English when it comes to English classes the participants took. On language education, participants mostly stated the impact on their speaking skills and vocabulary skills that they improved. Some also mentioned how fulfilling it was to be in an informal education setting.

Participant 1 shares her opinion on how Erasmus+ Youth Exchange Projects’ limited time affects educational impact.

“It is like it is an amazing thing where you can actually you never think you can learn these many things in this amount of time, but you just learn so many different things in just like a few weeks.”

Participant 2 shares the impact of a speaking environment on them.

"Listening to other people speaking and also me trying to speak the other language, it's definitely a good practice for my speaking."

Participant 3 acknowledges the need for language education and problems it can create when a participant is lacking.

"Normally, to take part in Erasmus+ project, you do not have to be fluent in the work language. You are required just to have a basic knowledge of it. I have also met people who do not have whatsoever understanding of the English language and yet they were there as participants, but this greatly damages their performance."

Participant 4 shares how her experience affected their vocabulary knowledge.

"It [Erasmus+ Youth Exchange Project] made me learn lots of vocabulary relating to creating a web page or the needs of an NGO or uh to have a web page."

"They [other participants] were able to communicate. Use of English for something other than their classroom or something. So they were actually using English as a tool rather than the subject of the subject of the learning thing."

Similarly to Participant 2 and Participant 4, also Participant 5 correlates the educational impact with language skills in their answer to the tenth question.

"It gave me a rare opportunity to employ my language skills in a wide variety of contexts."

Participant 7 mentions the educational impact in their language learning during the project in their two different answers:

"This experience not only challenged me linguistically but also fostered a sense of empowerment and accomplishment."

"It provided an immersive language learning experience, where I was continually challenged to communicate in a foreign language in authentic settings."

Table 29: *Challenges and Solutions*

Category	Frequency
challenges	7
solutions	3
problems	7
overcome	3
support	6
strategies	6

Participants mostly shared their struggles with using L2 during their project. Sometimes they used English to solve problems or sometimes their problems with English were solved by being around with other participants who shared similar experiences when it comes to using English. Participant 4 also mentioned an expression that is commonly used in Erasmus+ projects “Bora-Bora” when they were answering a question on how they solved some language problems. This phrase is used to spur participants to speak in English when participants try to speak another language in activities.

Participant 1 shares a memory when it is asked if there was an uncomfortable situation in a project that affected their speaking.

“In an event at a restaurant, where we get to try different types of food and try to get each other more- The owner of the restaurant was asking every table to like, “how were they, how did you find about food, did you like it, what do you think about the cuisine of Italy” and all those kind of things. And there was a microphone, and everyone could hear me. So, I was actually like, really comfortable actually, like seeing other people being challenged as well. Not just me, but every other people as well were challenged by learning a new language, a foreign language. And so, it was an exciting moment where I had to understand the culture of. Really, with different types of people, but after seeing all those people having the same problems as me, it was, it was actually comforting.”

Participant 4 first said they use English as a tool to solve problems:

“That was my first time participating in [an Erasmus+ Youth Exchange Project] and, I think that it [using English] was easy. It was a way for me to solve my problems.”

“I think uncomfortable one [situation] would be when people there's this thing called Bora Bora in Erasmus youth exchange things. So those are the ones that you usually feel like ‘Uhm should I [talk to this person right now]?’ Because especially in youth changes, people come with groups and groups from their own countries. So, they tend to talk in their own native language...It [talking in their own native language] becomes a problem and you want to say something, but especially in the early days, when you do not have a connection with people. It becomes the problem. You keep telling them, ‘Hey, you guys need to speak English because this is what we are doing here. Language competence is one of the competences we are trying to gain in this experience.’”

Discussion

In summary, this study has shown the influence of Erasmus+ Youth Exchange Projects on individuals aged 18-30 who participate in the projects. An explanatory mixed method design was employed to address the research questions and examine the issue. This section will address one primary research question and five subordinate research questions (S-RQ) through the examination of the findings. To emphasize the research inquiries, the sub-research questions will be primarily addressed.

S-RQ1 Is there an interrelation between L2 motivation and willingness to communicate in Erasmus+ Youth Projects?

Upon analysing both quantitative and qualitative data, participants think that the diverse perspectives on how L2 influences WTC is remarkable in the project environment. Participants shared their experiences on how their motivation to learn and use L2 affected their willingness to communicate. Statistical analysis showed a positive correlation between L2 motivation and WTC. This means that participants

who exhibited higher levels of motivation to learn a second language were also more willing to engage in communication using that language.

For instance, Participant 4 mentioned using English as a tool to solve problems, indicating that practical motivations can drive WTC. This was exemplified by the expression "Bora-Bora," used to encourage speaking in English when participants persist on speaking in their native languages.

Participant 1 highlighted how shared challenges in language learning can foster a sense of community and reduce anxiety, thereby enhancing WTC. This participant described an event where speaking in English in front of others was initially intimidating but became a bonding and motivating experience when everyone faced similar struggles.

The empirical findings from both quantitative and qualitative data demonstrate a clear interrelation between L2 motivation and WTC in Erasmus+ Youth Exchange Projects. The study suggests that enhancing L2 motivation through supportive and interactive environments can significantly increase participants' willingness to communicate in the target language. This has important implications for the design and implementation of language learning programs within Erasmus+ and similar multicultural settings.

S-RQ2 Does nationality have an impact on L2 motivation and willingness to communicate in Erasmus+ Youth Projects?

Looking at the statistical data, nationality has a significant difference in communicating in a foreign language with people who speak the same language (L1) in terms of gender. While 76.7% of female participants indicate that they can communicate with people from different nationalities easily, only 57.7% of male participants chose Strongly Agree (Table 19).

On the other hand, qualitative results have revealed that female participants, Participant 1-4 see their nationality as a way of motivation and conversation starter, respectively.

“That [People speaking to me about my country] affected me positively. When I was just trying to explain to them what I know about my country, like about the food, the conversation just got more and more exciting. Even though I did so many mistakes while speaking, my nationality affected me mostly on gaining more sympathetic confidence in speaking.”

Participant 1

“There was this Russian girl living in Lithuania and there was this Italian guy. And we were laughing at cultural differences and difficulties. And there was this Italian guy who was like. ‘Are you guys, OK? Are you guys really, OK?’ So, I think it[nationality] sparks conversation.”

Participant 4

The empirical findings suggest that while nationality significantly impacts L2 motivation and WTC, the Erasmus+ Youth Projects create an environment that encourages participants from diverse backgrounds to improve their language skills. The projects facilitate cultural exchange and peer support, which helps mitigate some of the challenges associated with varying levels of English proficiency among participants. However, the supportive and inclusive environment of these projects plays a crucial role in fostering language acquisition and intercultural communication skills.

S-RQ3 Does gender have an impact on L2 motivation and willingness to communicate in Erasmus+ Youth Projects?

Analysing quantitative results, the study has found no significant differences between male and female participants regarding their motivation to learn an L2 or their confidence in using it during the projects. Both genders exhibited similar levels of intrinsic and extrinsic motivation to improve their language skills. Gender did not

appear to substantially influence participants' willingness to communicate in L2. Both male and female participants were equally willing to engage in L2 communication activities, driven by the collaborative and supportive environment of the Erasmus+ projects. However, according to the results in Table 15 female participants tend to speak more group discussions compared to male participants.

Looking into qualitative insights female participants tend to be more comfortable in structured speaking activities such as group discussions. They mentioned the peer and facilitator talk differ, but it is more like a student-student and teacher-student relationship. Meanwhile, male participants also underline the gender equality in a project.

Lastly, the quantitative data supported the qualitative findings, showing no statistically significant difference between male and female participants in their L2 motivation and WTC scores. This suggests that the Erasmus+ Youth Projects effectively create an equitable environment that promotes L2 use irrespective of gender. Additionally, the participant-selection process of a project highlights that people with fewer opportunities should be encouraged for inclusion such as the balance of different genders in a project.

SRQ-4 Do ages of participants affect being willingness to communicate in Erasmus+ Youth Projects?

Participants acknowledged that their age impacted their WTC in foreign languages. Specifically, younger participants often felt more comfortable communicating with peers of the same age, while older participants sometimes faced barriers when interacting with younger counterparts.

Additionally, responses indicated that participants found it easier to communicate in a foreign language with people of similar ages. This comfort level seemed to stem from shared interests and social dynamics typical of their age group. For example, younger participants often felt less intimidated and more open to making mistakes, which facilitated more frequent communication attempts. However, the role of facilitator also mentioned as a extrinsic motivation thorough activities in the projects.

WTC in L2 appeared to be influenced by the participant's age, with younger participants generally exhibiting higher levels of enthusiasm. On the other hand, older participants, while motivated, sometimes expressed concerns about keeping up with the energy and pace of younger participants, which could hinder their WTC. Consequently, older participants occasionally reported feeling out of place or less confident when surrounded by younger participants who might be more fluent or quick to adapt to new languages. This could lead to reduced WTC due to fear of making mistakes or being judged.

SRQ-5 Do the impacts of nationality, gender and age vary among countries in Erasmus+ Youth Projects?

The research sought to investigate if the impacts of nationality, gender, and age on participants' willingness to communicate (WTC) and L2 motivation in Erasmus+ Youth Projects vary among different countries. This was explored through a combination of qualitative and quantitative data collection methods, involving a diverse group of participants from various nationalities.

Nationality has a significant influence on both L2 motivation and WTC. Participants from different countries showed varying levels of comfort and enthusiasm in engaging in communication in a foreign language. The variance can be ascribed to the cultural attitudes regarding language acquisition and utilization that are widespread in their respective places of origin. Moreover, cultural background and previous exposure to TL significantly impacted participants' confidence and willingness to communicate.

Gender-related differences in WTC and L2 motivation were observed, although these differences were more nuanced. Female participants generally reported higher levels of motivation in communicating in a foreign language, which impacted their WTC. They also showed a higher motivation to improve their language skills through participation in these projects compared to male counterparts. Nonetheless, male participants tend to communicate by taking risks more. They mentioned that they try to talk even though they do not utilise a proper grammar. Therefore, it can be said that both genders are motivated to use L2 in an Erasmus+ Youth Exchange Project.

Age was found to be a significant factor in influencing WTC and L2 motivation. Younger participants (aged 18-25) demonstrated higher flexibility and adaptability in learning and using a foreign language. They were more willing to engage in communication despite potential language barriers. It varied among participants especially in the qualitative analysis. Due to the cultural differences, some participants are less likely to speak to someone who is older.

In conclusion, the impacts of nationality, gender, and age on WTC and L2 motivation do indeed vary among different countries in Erasmus+ Youth Projects. This variability underscores the need for tailored approaches in designing and implementing these projects to effectively address the diverse needs and backgrounds of participants. By understanding these differences, project facilitators can create more inclusive and supportive environments that enhance communication skills and language motivation for all participants.

RQ-1 What is the relationship between L2 motivation and the approval of communicative statements in Erasmus+ Youth Projects?

According to the participants' responses examining the relationship between L2 motivation and the approval of communicative statements in Erasmus+ Youth Projects highlights several key areas that can inform pedagogical practices in foreign language education.

The study found a positive correlation between high levels of L2 motivation and the approval of communicative statements. Participants who were more motivated to learn a second language were also more likely to approve and engage in communicative activities. Also, topics and activities of these projects offer a remarkable variety of opportunities. Confidence in language use encourages more active participation in communicative tasks, leading to better language learning outcomes. The peer-to-peer and facilitator-to-participants communication increases WTC. Consequently, speakers who are intrinsically motivated are more likely to engage in communicative practices for the sheer enjoyment and satisfaction derived from the activity itself.

All in all, Erasmus+ Youth Exchange Projects help participants build a positive speaking environment. This supportive setting enables people to eagerly take part in

various activities. The participants do not limit themselves with one project, they also keep conversations with others. In addition, Erasmus+ Programme Guide (2024) also underlines the impact of the program to create and strengthen a European identity.

Chapter 5

Conclusion and Suggestions

In this chapter, the research will be finalized. Then a comprehensive assessment will be given. This chapter involves outcomes of the research, pedagogical implications of using Erasmus+ projects and recommendations for further research.

Conclusion

Erasmus+ Youth Exchange Projects as an academic topic is rather young, so that there is still a need for doing research of them on L2-related areas. When the responses of project participants are taken into account, creating opportunities for language educations should not be limited to classroom. It is also seen that changing countries and cities with people from various countries, ages and genders broadens the horizons. Participants' motivation can lead to new projects, job opportunities and strong international relationships.

The study conducted in this thesis has offered a thorough examination of the elements that impact the process of using L2 and enhancing WTC among a group of 56 participants. By conducting a thorough analysis of the theoretical underpinnings, research methods, and observed results, several significant observations have been made. The study has shown the crucial influence of both internal and external motivators on language learning results. Moreover, it has emphasized the intricate relationship between cognitive, emotional, and social factors in influencing willingness to communicate in an English as a medium area. The results indicate that focused treatments designed to enhance students' motivation and self-assurance can result in enhanced language competency and readiness to communicate. Furthermore, the findings suggest that creating a nurturing a nonformal

educational setting, characterized by facilitator-participants and collaborative peer relationships, is essential for promoting successful language acquisition.

Overall, this study has revealed the subsequent findings:

1. Erasmus+ Youth Exchange Projects creates a fruitful L2 speaking ecosystem for the European youth.
2. Participants encourage themselves to speak in a less formal setting.
3. Participants are aware of international topics and eagerly create multicultural communities. These type of attitudes towards language using of L2 play crucial roles in WTC.
4. Prominent levels of L2 motivation are positively correlated with the approbation of communicative claims. Motivated speakers are more inclined to participate in activities that include communication, which is crucial for acquiring a language.
5. Age significantly affects L2 motivation and WTC. Younger participants demonstrated higher adaptability and willingness to engage in communicative tasks, while older participants showed more apprehension but valued the opportunity for skill improvement.
6. The use of L2 outside the classroom has a huge impact on spurring learners to interact with other people in TL.

Pedagogical Implications

The analysis of the relationship between L2 motivation and the approval of communicative statements in Erasmus+ Youth Projects reveals critical insights into effective language teaching practices. Participants willingly take part in L2 communicative activities. Therefore, they exhibit greater confidence to participate in communicative tasks, highlighting the importance of fostering intrinsic motivation through engaging and relevant activities. Creating a supportive learning environment, where positive reinforcement, gradual increases in task difficulty, and peer collaboration are emphasized, further enhances learners' confidence and willingness to communicate. Hence, this research

contributes to the literature by demonstrating the effects of non-formal education as an extension to the formal education.

In addition, the results present that cultural diversity and communication can also be added to English Language Teaching curriculum. Tailoring curriculum design to be learner-centred and incorporating real-life communication tasks also play a significant role in improving communicative competence. Furthermore, the number of cultural exchange programmes and student mobilities could be increased as they provide “real-life contexts” for enhancing spoken interaction and production. As a result, it can contribute to life-long learning for both young and old L2 speakers.

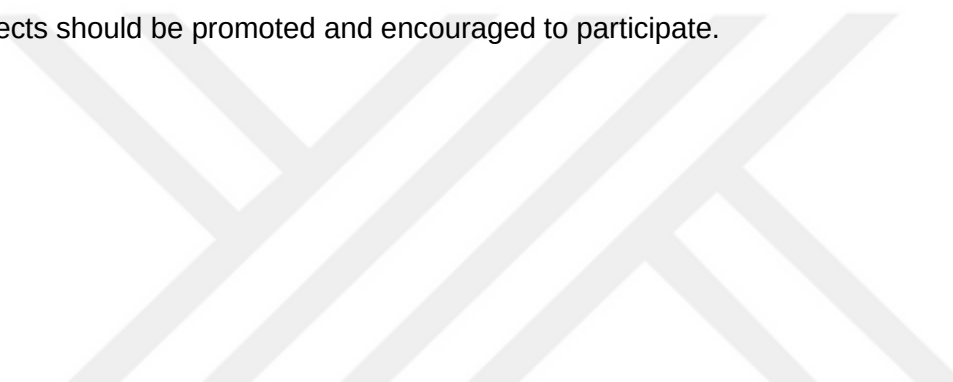
By integrating these pedagogical implications, educators can create a more inclusive, motivating, and effective language learning experience, ultimately preparing students to use English confidently in global contexts. This study underscores the necessity of addressing the diverse needs of learners based on nationality, gender, and age, and provides actionable strategies for enhancing L2 motivation and communicative competence in English language teaching.

Recommendations For Further Research

This study concentrated less diversity compared to the aimed at the beginning of the research. In order to improve the applicability of the results, future research should involve a broader selection of people, encompassing various cultural and language backgrounds. By including more individuals from different countries, a more comprehensive understanding may be gained regarding the influence of cultural disparities on foreign language education and willingness to communicate (WTC). Additionally, longitudinal studies may be useful for gaining insight into the development of foreign language education and willingness to communicate (WTC) over an extended period. These studies can offer more profound understanding of the lasting impacts of different educational interventions and the durability of motivating techniques.

Growing prevalence of digital tools and online learning platforms could be added to research settings. It is crucial to investigate how these technologies might be utilized to improve language acquisition and proficiency in communication. Especially reaching out the participants during projects online could broaden the perspective of the study.

To conclude, the findings suggest that creating a nurturing an informal educational setting, characterized by facilitator-participants and collaborative peer relationships, is essential for promoting successful language acquisition. Erasmus+ Youth Exchange Projects should be promoted and encouraged to participate.



References

- Aksezzer, E., Yagmur, K., & Vijver, F. (2021). A Qualitative Study of Erasmus Program Challenges and Paradoxes Based On The Experiences Of Students From Turkey. *Yuksekokretim Dergisi*, 11(1), 63-73.
<https://doi.org/10.2399/yod.20.730970>
- Allaste, A., Beilmann, M., & Pirk, R. (2021). Non-formal and informal learning as citizenship education: the views of young people and youth policymakers. *Journal of Applied Youth Studies*, 5(1), 19-35.
<https://doi.org/10.1007/s43151-021-00059-z>
- Ayers-Glassey, S., & MacIntyre, P. D. (2019). Measuring Willingness to Communicate in First and Additional Languages: An Annotated Bibliography.
- Badrun, B. (2024). Multiculturalism of Indonesia's Multireligious Communities: The Portrayal of Multicultural Competence and Its Contributing Factors. *International and Multidisciplinary Journal of Social Sciences*, 1-20.
<https://doi.org/10.17583/rimcis.14199>
- Benson, O., Walker, A., Ellis, J., Yoshihama, M., Usui, M., & Chang, S. (2022). Piloting Participatory Action Research: Community as Intermediary to Education Pathways of Congolese Refugee Youth. *Cultural Diversity and Ethnic Minority Psychology*, 28(3), 316-324.
<https://doi.org/10.1037/cdp0000425>
- Bryła, P., Brown, R., Guereño-Omil, B., Hannam, K., Schubert, F., Arruti, A., ... & Sędkowski, M. (2014). The Impact of the Erasmus Programme on Mobility and Employability.. <https://doi.org/10.18778/7969-431-0>
- Cairns, D. and França, T. (2022). Managing student mobility during the covid-19 pandemic: an immobility turn in internationalized learning? *Societies*, 12(4), 105. <https://doi.org/10.3390/soc12040105>

- Caldwell-Gunes, R. and Parham, T. (2020). The bakari© project: a lifeline for African American adolescent development and success. *Journal of Black Psychology*, 46(6-7), 431-456. <https://doi.org/10.1177/0095798420950091>
- Can Daşkın, N. (2015). Shaping learner contributions in an EFL classroom: Implications for L2 classroom interactional competence. *Classroom Discourse*, 6(1), 33–56. <https://doi.org/10.1080/19463014.2014.911699>
- Cantez, K. (2020). Investigating the Contribution of the European Union Erasmus Plus (Erasmus+) Youth Exchange Projects to Foreign Language Learning, M.A. Thesis, Sakarya University.
- Cantez, K., & Atar, C. (2021). Investigating the Contribution of the European Union Erasmus+ youth Exchange Project to Foreign language learning. *Eurasian Journal of Applied Linguistics*, 7(1), 259-276.
- Cao, Y. (2014). A Sociocognitive Perspective on Second Language Classroom Willingness to Communicate. *TESOL Quarterly*, 48(4), 789-814. <https://doi.org/10.1002/tesq.155>
- Cardoso, S., Mamede, H., & Santos, V. (2020). Reference Model for Academic Results Certification in Student Mobility scenarios. *Journal of Information Systems Engineering & Management*, 5(4), em0125. <https://doi.org/10.29333/jisem/8491>
- Castro, M. and García-Peñalvo, F. (2021). ICT Methodologies for Teacher Professional Development in Erasmus+ Projects Related to eLearning. <https://doi.org/10.1109/jicv53222.2021.9600346>
- Chen, R. (2022). Motivations Of Second Language Learning: Application of L2 Motivational Self System in The EFL Classroom. *Journal of Higher Education Research*, 3(1), 51. <https://doi.org/10.32629/jher.v3i1.638>

Council of European Union. (2008). Conclusions of the Council and of the Representatives of the Governments of the Member States, Meeting within the Council of 21 November 2008 on youth mobility. *Official Journal of the European Union*.

<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:42008X1221%2801%29>

Creswell, John W. (2014) *Research Design: Qualitative, Quantitative, And Mixed Methods Approaches* 4th ed.

Dada, S., May, A., Bastable, K., Samuels, A., Tonsing, K., Wilder, J., ... & Reddy, V. (2022). The involvement matrix as a framework for involving youth with severe communication disabilities in developing health education materials. *Health Expectations*, 25(3), 1004-1015. <https://doi.org/10.1111/hex.13445>

Dörnyei, Z., & Ottó, I. (1998). *Motivation in action: A process model of L2 motivation*.

European Commission, Directorate-General for Education, Youth, Sport and Culture, (2021). *Erasmus+ 2021-2027: Enriching Lives, Opening Minds Through the EU Programme For Education, Training, Youth And Sport*, Publications Office.

European Commission, Erasmus+ Programme Guide (2024)

https://erasmus-plus.ec.europa.eu/sites/default/files/2023-11/2024-Erasmus%2BProgramme-Guide_EN.pdf

Firth, A., & Wagner, J. (1997). On Discourse, Communication, and (Some) Fundamental Concepts in SLA Research. *The Modern Language Journal*, 81(3), 285–300. <https://doi.org/10.1111/j.1540-4781.1997.tb05480.x>

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate*

Research in Education (8th ed). McGraw-Hill Humanities/Social Sciences/Languages.

- Garcés, P. and O'Dowd, R. (2020). Upscaling Virtual Exchange in University Education: Moving From Innovative Classroom Practice to Regional Governmental Policy. *Journal of Studies in International Education*, 25(3), 283-300. <https://doi.org/10.1177/1028315320932323>
- Gardner, R. C., Lalonde, R. N., & Moorcroft, R. (1985). The Role of Attitudes and Motivation In Second Language Learning: Correlational and Experimental Considerations. *Language Learning*, 35(2), 207-227.
- Göksel, A. (2022). Erasmus+ Vasıtasıyla Öğrenen Örgütü Teşvik Etmek: Türkiye'de Gençlik Kuruluşları. *Gençlik Araştırmaları Dergisi*, 10(27), 15-38. <https://doi.org/10.52528/genclikarastirmalari.982763>
- Goksu, F. (2020). Intercultural Mobility and European Identity: Impact of the Erasmus Exchange Programme in Terms of Cultural Differences. *Central European Journal of Communication*, 13(1), 77-94. [https://doi.org/10.19195/1899-5101.13.1\(25\).6](https://doi.org/10.19195/1899-5101.13.1(25).6)
- Gülerce, H., Ağca-varoğlu, F. G., & Gülerce, R. (2024). Kapıları Aralamak: Yükseköğretimdeki Göçmen ve Yerel Gençlerin Sosyal Uyum Sürecinde Erasmus+ Gençlik Değişimlerinin Rolü. *Yükseköğretim Dergisi*, 13(3), 421-434. <https://doi.org/10.53478/yuksekoğretim.1214564>
- Henry, A. and Cliffordson, C. (2013). Motivation, Gender, and Possible Selves. *Language Learning*, 63(2), 271-295. <https://doi.org/10.1111/lang.12009>
- Hong, N. (2014). Eu-China Education Diplomacy: An Effective Soft Power Strategy? *European Foreign Affairs Review*, 19(Special Issue), 155-171. <https://doi.org/10.54648/eerr2014026>

- İlhan, A. and Külekçi, G. (2022). The Impact of the Erasmus Student Mobility on Turkish Pre-Service EFL Teachers: Contributions and Challenges of The Experience. *Erzincan Üniversitesi Eğitim Fakültesi Dergisi*, 24(1), 174-185. <https://doi.org/10.17556/erziefd.937616>
- International Migration Outlook 2022. <https://doi.org/10.1787/30fe16d2-en>
- Ivankova, N., Creswell, J., & Stick, S. (2006). Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice. *Field Methods*, 18(1), 3-20. <https://doi.org/10.1177/1525822x05282260>
- Jacobone, V., & Moro, G. (2015). Evaluating the impact of the Erasmus programme: Skills and European identity. *Assessment & Evaluation in Higher Education*, 40(2), 309–328. <https://doi.org/10.1080/02602938.2014.909005>
- Jessica, L. (2017). L2 Selves and Motivations in Asian Contexts, *The Journal of Asia TEFL*, 14(4), 835-836. <https://doi.org/10.18823/asiatefl.2017.14.4.22.835>
- Johnson, R. and Onwuegbuzie, A. (2004). Mixed Methods Research: A Research Paradigm Whose Time Has Come. *Educational Researcher*, 33(7), 14-26. <https://doi.org/10.3102/0013189x033007014>
- Karaca, Y., Karaca, M., Er, F. Z. ve Kazancı, M. E. (2024). Bilişim Teknolojileri İçerikli Erasmus Projeleri Hakkında Ülkelerarası Öğretmen Görüşlerinin İncelenmesi. *Korkut Ata Türkiyat Araştırmaları Dergisi*, 14, 1271-1287.
- Karpov, Y. V., & Hayward, C. (1998). Two ways to elaborate Vygotsky's concept of mediation. *American Psychologist*, 53, 27–36.
- King, R., & Ruiz-Gelices, E. (2003). International Student Migration and The European Year Abroad: Effects on European Identity and Subsequent Migration Behaviour. *International Journal of Population Geography*, 9(3), 229–252. <https://doi.org/10.1002/ijpg.280>

- Lamb, M. (2017). The Motivational Dimension of Language Teaching. *Language Teaching*, 50(3), 301-346. <https://doi.org/10.1017/s0261444817000088>
- Larsen-Freeman, D. (2007). Reflecting on the Cognitive-Social Debate in Second Language Acquisition. *The Modern Language Journal*, 91, 773–787. <https://doi.org/10.1111/j.1540-4781.2007.00668.x>
- Lederer, J., Breyer, C., & Gasteiger-Klicpera, B. (2020). Concept of Knowledge Boxes – A Tool for Professional Development for Learning and Support Assistants. *Improving Schools*, 24(2), 137-151. <https://doi.org/10.1177/1365480220950568>
- Legault L. (2020) Intrinsic and Extrinsic Motivation. In: Zeigler-Hill V., Shackelford T.K. (eds) *Encyclopaedia of Personality and Individual Differences*. Springer, Cham. https://doi.org/10.1007/978-3-319-24612-3_1139
- Lee, J. and Lee, K. (2019). Affective Factors, Virtual Intercultural Experiences, And L2 Willingness to Communicate in In-Class, Out-Of-Class, And Digital Settings. *Language Teaching Research*, 24(6), 813-833. <https://doi.org/10.1177/1362168819831408>
- Lee, J., Lee, K., & Hsieh, J. (2019). Understanding Willingness to Communicate in L2 Between Korean and Taiwanese Students. *Language Teaching Research*, 26(3), 455-476. <https://doi.org/10.1177/1362168819890825>
- Li, L. (2023). Exploring the Development of Second Language Motivation. *Proceedings of the 2022 4th International Conference on Literature, Art and Human Development (ICLAHD 2022)*, 425-434. https://doi.org/10.2991/978-2-494069-97-8_54
- Liu, S. (2022). Toward the Role of L2 Enjoyment in EFL Students' Academic

Motivation and Engagement. *Frontiers in Psychology*, 12, Article 822588.
<https://doi.org/10.3389/fpsyg.2021.822588>

MacIntyre, P. D., Baker, S. C., Clément, R., & Conrod, S. (2001). Willingness To Communicate, Social Support, And Language-Learning Orientations of Immersion Students. *Studies in Second Language Acquisition*, 23(3), 369–388. <https://doi.org/10.1017/S0272263101003035>

Macintyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing Willingness to Communicate in a L2: A Situational Model of L2 Confidence and Affiliation. *The Modern Language Journal*, 82(4), 545–562.
<https://doi.org/10.1111/j.1540-4781.1998.tb05543.x>

Mayumi, K., & Hüttner, J. (2020). Changing beliefs on English: Study abroad for teacher development. *ELT Journal*, 74(3), 268–276.
<https://doi.org/10.1093/elt/ccaa020>

McCroskey, J. C., & Richmond, V. P. (1990). Willingness to Communicate: A Cognitive View. *Journal of Social Behavior and Personality*, 5(2), 19.

McCroskey, J. C., & Baer, J. E. (1985). Willingness to communicate: The construct and its Measurement

McKim, C. (2016). The value of mixed methods research. *Journal of Mixed Methods Research*, 11(2), 202-222. <https://doi.org/10.1177/1558689815607096>

Martino, M. and Ibragimova, A. (2019). Role of International Educational Programmes In Regional Integration Processes: Focus On European Union and Post-Soviet Spac.. <https://doi.org/10.2991/csis-18.2019.102>

Mercatelli, L. (2022). Fundraising For Heis and Scholars in Africa. The Case of The

Erasmus+ Programme and Other Examples of Funding Opportunities.
<https://doi.org/10.5194/epsc2022-1243>

Mitchell, K. (2014). Rethinking the 'Erasmus Effect' on European Identity. *JCMS Journal of Common Market Studies*, 53(2), 330-348.
<https://doi.org/10.1111/jcms.12152>

Mol, C. and Ekamper, P. (2016). Destination cities of european exchange students. *Geografisk Tidsskrift-Danish Journal of Geography*, 116(1), 85-91.
<https://doi.org/10.1080/00167223.2015.1136229>

Mol, C., Valk, H., & Wissen, L. (2015). Falling in Love With (In) Europe: European Bi-National Love Relationships, European Identification and Transnational Solidarity. *European Union Politics*, 16(4), 469-489.
<https://doi.org/10.1177/1465116515588621>

Nanni, A. and Pusey, K. (2021). Eap Students' Attitudes Toward Instruction Online At A Thai University: Preliminary Findings. *The Journal of Asia TEFL*, 18(4), 1493-1502. <https://doi.org/10.18823/asiatefl.2021.18.4.30.1493>

Nguyen, N. (2016). Motivation in Language Learning and Dornyei's L2 Motivational Self-System. *Multidisciplinary Research Perspectives in Education: Shared Experiences from Australia and China*, 67-72.

Nicholson, J. (2020). From London to Grenada and Back Again: Youth Exchange Geographies And the Grenadian Revolution, 1979-1983. *Antipode*, 55(3), 708-728. <https://doi.org/10.1111/anti.12598>

Noels, K. A., Pelletier, L. G., Clément, R., & Vallerand, R. J. (2000). Why Are You Learning a Second Language? Motivational Orientations and Self-Determination Theory. *Language Learning*, 50(1), 57-85.
<https://doi.org/10.1111/0023-8333.00111>

- Nogueiro, T., Saraiva, M., Jorge, F., & Chaleta, E. (2022). The Erasmus+ Programme and Sustainable Development Goals — Contribution of Mobility Actions in Higher Education. *Sustainability*, 14(3), 1628. <https://doi.org/10.3390/su14031628>
- Nowrin, S., Robinson, L., & Bawden, D. (2019). Multi-lingual and Multi-Cultural Information Literacy: Perspectives, Models and Good Practice. *Global Knowledge Memory and Communication*, 68(3), 207-222. <https://doi.org/10.1108/gkmc-05-2018-0050>
- Obidina, Y., Rybakova, S., Smyshlyaeva, T., Belorusov, R., & Kozlov, P. (2015). Development of Communication Among the Members of the Youth Policy. *Review of European Studies*, 7(8). <https://doi.org/10.5539/res.v7n8p335>
- O'Dowd, R. (2024). The First Steps of Blended Mobility in European Higher Education: A Survey of Blended Intensive Programmes. *Journal of Studies in International Education*. <https://doi.org/10.1177/10283153241235704>
- Qiu, X. and Xu, J. (2021). Defining Oracy: Second Language Listening and Speaking Motivation in Higher Education and The Role of Demographic Factors. *Psychological Reports*, 126(1), 332-360. <https://doi.org/10.1177/003329412111054775>
- Peng, J. and Woodrow, L. (2010). Willingness to Communicate in English: A Model In The Chinese EFL Classroom Context. *Language Learning*, 60(4), 834-876. <https://doi.org/10.1111/j.1467-9922.2010.00576.x>
- Pigozne, T., Luka, I., & Surikova, S. (2019). Promoting Youth Entrepreneurship and Employability Through Non-Formal and Informal Learning: The Latvia Case. *Center for Educational Policy Studies Journal*, 9(4), 129-150. <https://doi.org/10.26529/cepsj.303>
- Purina-Bieza, K. and Sarva, E. (2022). Types of Digital Learning Solutions Most Used by educators in Latvia.. <https://doi.org/10.22364/htqe.2022.15>

- Rahm, J. (2016). Project-based Museum-School Partnerships in Support of Meaningful Student Interest- And Equity-Driven Learning Across Settings. *Canadian Review of Art Education Research and Issues / Revue Canadienne De Recherches Et Enjeux en Éducation Artistique*, 43(1), 184. <https://doi.org/10.26443/crae.v43i1.25>
- Sandford, R., Armour, K., & Stanton, D. (2010). Volunteer Mentors as Informal Educators in a Youth Physical Activity Program. *Mentoring & Tutoring Partnership in Learning*, 18(2), 135-153. <https://doi.org/10.1080/13611261003678887>
- Saraiva, M., Nogueiro, T., Jorge, F., & Chaleta, E. (2022). Erasmus and International Credit Mobility in A Contribution to the Sustainable Development Goals Associated with Quality Education and Reducing Inequalities. *Ijaedu- International E-Journal of Advances in Education*, 149-162. <https://doi.org/10.18768/ijaedu.1141654>
- Shirvan, M., Khajavy, G., MacIntyre, P., & Taherian, T. (2019). A Meta-Analysis of L2 Willingness to Communicate and Its Three High-Evidence Correlates. *Journal of Psycholinguistic Research*, 48(6), 1241-1267. <https://doi.org/10.1007/s10936-019-09656-9>
- Sert, O. (2015). *Social Interaction and L2 Classroom Discourse*. Edinburgh University Press.
- Singh, M., James, P. S., Paul, H., & Bolar, K. (2022). Impact of Cognitive-Behavioral Motivation on Student Engagement. *Heliyon*, 8(7), e09843. <https://doi.org/10.1016/j.heliyon.2022.e09843>
- Sriram, V., Jenkinson, C., & Peters, M. (2022). Carers Using Assistive Technology

in Dementia Care: An Explanatory Sequential Mixed Methods Study.
<https://doi.org/10.21203/rs.3.rs-1162122/v1>

Suzuki, A. (2021). Changing views of English through study abroad as teacher training. *ELT Journal*, 75(4), 397–406. <https://doi.org/10.1093/elt/ccab038>

Teichler, U., & Jahr, V. (2001). Mobility During the Course of Study and After Graduation. *European journal of education*, 36(4), 443-458.

Varela, D. (2016). Grade Uncertainty and the Adverse Selection of Erasmus Students: A Spanish Dxperience. *Journal of Contemporary European Research*, 12(2). <https://doi.org/10.30950/jcer.v12i2.697>

Viglianti, E., Ervin, J., Newton, C., Kruser, J., Iwashyna, T., & Valley, T. (2022). Time-limited trials in the icu: a mixed-methods sequential explanatory study of intensivists at two academic centres. *BMJ Open*, 12(4), e059325.
<https://doi.org/10.1136/bmjopen-2021-059325>

Wang, Z., Rajab, A., Said, H., & Yusof, M. (2019). Exploring The L2 Motivational Self-System of Chinese English Language Learners. *International Journal of Engineering and Advanced Technology*, 8(5c), 962-966.
<https://doi.org/10.35940/ijeat.e1136.0585c19>

Waninge, F., Dörnyei, Z., & De Bot, K. (2014). Motivational Dynamics in Language Learning: Change, Stability, and Context: The Modern Language Journal. *The Modern Language Journal*, 98(3), 704–723.
<https://doi.org/10.1111/modl.12118>

Wei, X. And Xu, Q. (2021). Predictors Of Willingness to Communicate In A Second Language (L2 WTC): Toward an Integrated L2 WTC Model From The Socio-Psychological Perspective. *Foreign Language Annals*, 55(1), 258-282.
<https://doi.org/10.1111/flan.12595>

- Yashima, T. (2002). Willingness to Communicate in a Second Language: The Japanese EFL Context. *The Modern Language Journal*, 86(1), 54–66. <https://doi.org/10.1111/1540-4781.00136>
- Yashima, T., Zenuk-Nishide, L., & Shimizu, K. (2004). The Influence of Attitudes And Effect on Willingness to Communicate and Second Language Communication. *Language Learning*, 54(1), 119-152. <https://doi.org/10.1111/j.1467-9922.2004.00250.x>
- Yue, Z., Zhao, K., Meng, Y., Qian, X., & Wu, L. (2022). Toward A Better Understanding Of Language Learning Motivation in A Study Abroad Context: An Investigation Among Chinese English as A Foreign Language Learners. *Frontiers in psychology*, 13, 855592.
- Zhang, Q. (2015). A Study on Chinese Students' Perceptual Learning Styles, Ideal L2 Self, And L2 Motivated L2 Behavior. *Chinese Journal of Applied Linguistics*, 38(1). <https://doi.org/10.1515/cjal-2015-0005>
- Zhou, Q. I. A. N. (2018). The challenges facing EFL Motivation in China and the discussion of possible solutions. In *DEStech Transactions on Economics, Business and Management, 3rd International Conference on Society Science and Economics Development (ICSSSED)*.

APPENDIX-A: Questionnaire for Quantitative Part

Dear Participant,

Thank you very much in advance for your interest in my work and for the time you spent for me. With this form, I aimed to briefly tell you what I did and what we would do if you participated in this research.

The aim of this thesis, which will be conducted under the supervision of Prof. Dr. İsmail Hakkı MİRİCİ, is to examine the motivation of the participants of Erasmus+ Youth Exchange Projects to use a second or foreign language and their willingness to communicate. Necessary permission for the study was obtained from Hacettepe University Ethics Committee. Within the scope of the study, you must be a participant in at least one Erasmus+ Youth Exchange Project. In addition to filling out the questionnaire, an online interview will be held with you for 15-20 minutes, depending on your volunteering status. If those who want to participate in the interview state their statements on the form, those who want to participate in an interview will be included in the pool and an appropriate common date will be determined and the interview will be held. This work will not affect the projects you will participate in later.

You have the right to choose whether or not to participate in this research. The recorded question-answer sessions will be used by the responsible and assistant researchers for scientific purposes only. If your name needs to be used in research, a pseudonym will be used instead, and your personal information will be kept confidential. I undertake that you can exit at any stage of the study and in this case all your records will be removed from the database. All kinds of help and support will be provided if you feel uncomfortable for any reason during the study.

I request that you read this information and voluntarily participate in this research and sign this form based on the assurance I have given you. You can always contact me (the researcher) about any situation you want to ask. To get information about the research result, you can contact me through my contact information. Thank you very much for reading and signing the form.

If you agree to these terms, please sign the relevant section below.

Date:

Researcher:

Participant:

Arda KAVAL

Name and Surname:

Hacettepe University

Adress:

Master of Arts in English Language Education

Phone number:

Student

E-mail:

Tel:

Signature:

Signature:

Supervisor:

Prof. Dr. İsmail Hakkı MİRİCİ

H.U., Faculty of Education, Department of

Foreign Language Education,

Division of English Language Education

Signature:

Part 1 – Personal Information

1. Your age:
2. Your gender:
3. Your nationality:
4. The country you participated in the project from:
5. Would you like to participate in the interview part?
6. Your e-mail address for communication:

Part 2 - Influences Of Erasmus+ Youth Exchange Projects on Participants' Willingness to Communicate and L2 Motivation Questionnaire

STATEMENTS	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. I can communicate in the common foreign language in Erasmus+ Youth Exchange Project.					

2. I am motivated to communicate with other participants in Erasmus+ Youth Exchange Project.					
3. I am willing to communicate in a foreign language in Erasmus+ Youth Exchange Project.					
4. The project participants encourage each other to speak in a common foreign language.					
5. I like being in foreign-language spoken areas.					
6. I feel motivated to speak a foreign language in an Erasmus+ Youth Exchange Project					
7. I am willing to communicate with other project participants.					
8. I feel comfortable taking risks when communicating in a foreign language.					
9. I feel that my foreign language communication skills					

have improved through the project.					
10. I feel well supported by my peers and instructors when communicating in the foreign language					
11. I am willing to communicate in the foreign language even when it's difficult or unfamiliar					
12. I feel that my foreign language communication skills have a positive impact on my social life					
13. My age has an impact on my willingness to communicate in a foreign language.					
14. My age has an impact on how other participants are willing to communicate with me in a foreign language.					
15. I can easily communicate in a foreign language with people younger than me better.					
16. I can easily communicate with people older than me.					
17. I can communicate in a foreign language with people who are at the same age as me better.					

18. I can easily communicate in a foreign language with people of the same gender.					
19. I can easily communicate in a foreign language with people of the opposite gender.					
20. I can easily communicate in a foreign language with people from different nationalities in foreign language.					
21. I can easily communicate in a foreign language with people sharing the same language as me.					
22. Erasmus+ Youth Exchange Projects affected my motivation to improve my foreign language skills.					
23. Erasmus+ Youth Exchange Projects affected my willingness to communicate in a foreign language.					
24. Erasmus+ Youth Exchange Projects motivate project participants to communicate in a foreign language.					

APPENDIX-B: Questionnaire for Qualitative Part

Dear Participant,

You have been selected from the participant pool for the interview part of the relevant research. The aim of this thesis, which will be conducted under the supervision of Prof. Dr. İsmail Hakkı MİRİCİ, is to examine the motivation of the participants of Erasmus+ Youth Exchange Projects to use a second or foreign language and their willingness to communicate. Necessary permission for the study was obtained from Hacettepe University Ethics Committee. Within the scope of the study, you must be a participant in at least one Erasmus+ Youth Exchange Project. This work will not affect the projects you will participate in later.

You have the right to choose whether or not to participate in this research. The recorded question-answer sessions will be used by the responsible and assistant researchers for scientific purposes only. If your name needs to be used in research, a pseudonym will be used instead, and your personal information will be kept confidential. I undertake that you can exit at any stage of the study and in this case all your records will be removed from the database. All kinds of help and support will be provided if you feel uncomfortable for any reason during the study.

I request that you read this information and voluntarily participate in this research and sign this form based on the assurance I have given you. You can always contact me (the researcher) about any situation you want to ask. To get information about the research result, you can contact me through my contact information.

If you agree to these terms, please sign the relevant section below.

Date:

Researcher:

Participant:

Arda KAVAL

Name and Surname:

Hacettepe University

Adress:

Master of Arts in English Language Education

Phone number:

Student

E-mail:

Tel:

Signature:

Signature:

Supervisor:

Prof. Dr. İsmail Hakkı MİRİCİ

H.U., Faculty of Education, Department of
Foreign Language Education,

Division of English Language Education

Signature:

Part 1 – Personal Information

1. Your name/nickname
2. Your age:
3. Your gender:
4. Your nationality:
5. The country you participated in the project from:
6. Your e-mail address for communication:

Part 2 – Influences Of Erasmus+ Youth Exchange Projects on Participants' Willingness to Communicate and L2 Motivation Interview Questions

1. Can you tell me about a time when you had to communicate in a foreign language in an Erasmus+ Youth Exchange Project and how did you feel about it?
2. How did you feel when you are communicating in a foreign language in an Erasmus+ Youth Exchange Project?
3. Can you tell me about a specific situation where you felt particularly comfortable or uncomfortable communicating in the foreign language in an Erasmus+ Youth Exchange Project?
4. How did your age play a role in this/these situation(s)?
5. How willing are you to communicate in the foreign language even when you are not confident in your abilities? How did Erasmus+ Youth Exchange Projects affect this?

6. How did your gender affect your motivation on speaking a foreign language in an Erasmus+ Youth Exchange Project?
7. How did your nationality affect your motivation on speaking a foreign language in an Erasmus+ Youth Exchange Project?
8. Do you think the effects of age, gender and nationality differ in Erasmus+ Youth Exchange Projects?
9. How impactful was an Erasmus+ Youth Exchange Project to motivate you to speak in another language?
10. How did an Erasmus+ Youth Exchange Project motivate you to communicate in another language?

APPENDIX-C: Questionnaire for Quantitative Part in Turkish

Sayın Katılımcı,

Yapacak olduğum çalışmaya gösterdiğiniz ilgi ve bana ayırdığınız zaman için şimdiden çok teşekkür ederim. Bu formla, kısaca size ne yaptığımı ve bu araştırmaya katılmanız durumunda neler yapacağımızı anlatmayı amaçladım.

Prof. Dr. İsmail Hakkı MİRİCİ danışmanlığında yürütülecek bu tez çalışmasının amacı Erasmus+ Gençlik Değişimi Projeleri'nin katılımcıların ikinci ya da yabancı dil kullanma motivasyonlarını ve konuşma istekliliklerini incelemektir. Çalışma için gerekli izin Hacettepe Üniversitesi Etik Kurul Komisyonu'ndan alınmıştır. Çalışma kapsamında en az bir adet Erasmus+ Gençlik Değişimi Projesi'nde katılımcı olmanız gerekmektedir. Anket doldurmaya ek olarak gönüllülük durumlarınıza göre sizlerle 15-20 dakikalık deneyimlerinize yönelik bir online mülakat yapılacaktır. Mülakata katılmak isteyenler beyanlarını formda belirtmeleri durumunda bir mülakata katılmak isteyenler havuzuna alınacak ve uygun bir ortak tarih belirlenerek mülakat gerçekleştirilecektir. Bu çalışma daha sonra katılacağınız projelere herhangi bir şekilde etki etmeyecektir.

Bu araştırmaya katılıp katılmayı seçme hakkınız bulunmaktadır. Kayda alınmış olacak soru-cevap oturumları, sorumlu ve yardımcı araştırmacılar tarafından sadece bilimsel amaç için kullanılacaktır. İsminizin araştırmada kullanılması gerekecekse, bunun yerine takma bir ad kullanılacaktır ve kişisel bilgileriniz gizli

tutulacaktır. Çalışmanın herhangi bir aşamasında çıkabileceğinizi ve bu durumda bütün kayıtlarınızın veri tabanından çıkarılacağını taahhüt ederim. Çalışma süresince herhangi bir nedenden ötürü rahatsızlık hissettiğinizde her türlü yardım ve destek sağlanacaktır.

Bu bilgileri okuyup bu araştırmaya gönüllü olarak katılmanızı ve size verdiğim güvenceye dayanarak bu formu imzalamanızı rica ediyorum. Sormak istediğiniz herhangi bir durumla ilgili benimle (araştırmacı) her zaman iletişime geçebilirsiniz. Araştırma sonucu hakkında bilgi almak için iletişim bilgilerimden bana ulaşabilirsiniz. Formu okuyarak imzaladığınız için çok teşekkür ederim.

Bu şartları kabul ediyorsanız, lütfen aşağıdaki ilgili bölümü imzalayınız.

Tarih:	Araştırmacı:
Katılımcı:	
	Arda KAVAL
Adı-Soyadı:	Hacettepe Üniversitesi
	İngiliz Dili Eğitimi Yüksek Lisans Öğrencisi
Adres:	Tel:
	İmza:
Tel:	
E-posta:	Sorumlu Araştırmacı:
İmza:	Prof. Dr. İsmail Hakkı MİRİCİ
	H.Ü., Eğitim Fakültesi, Yabancı Diller Bölümü,
	İngiliz Dili Eğitimi A.B.D
	İmza:

Questionnaire

Sayın Katılımcı,

Yapacak olduğum çalışmaya gösterdiğiniz ilgi ve bana ayırdığınız zaman için şimdiden çok teşekkür ederim. Bu formla, kısaca size ne yaptığımı ve bu araştırmaya katılmanız durumunda neler yapacağımızı anlatmayı amaçladım.

Prof. Dr. İsmail Hakkı MİRİCİ danışmanlığında yürütülecek bu tez çalışmasının amacı Erasmus+ Gençlik Değişimi Projeleri'nin katılımcıların ikinci ya da yabancı dil kullanma motivasyonlarını ve konuşma istekliliklerini incelemektir. Çalışma için gerekli

izin Hacettepe Üniversitesi Etik Kurul Komisyonu'ndan alınmıştır. Çalışma kapsamında en az bir adet Erasmus+ Gençlik Değişimi Projesi'nde katılımcı olmanız gerekmektedir. Anket doldurmaya ek olarak gönüllülük durumlarınıza göre sizlerle 15-20 dakikalık deneyimlerinize yönelik bir online mülakat yapılacaktır. Mülakata katılmak isteyenler beyanlarını formda belirtmeleri durumunda bir mülakata katılmak isteyenler havuzuna alınacak ve uygun bir ortak tarih belirlenerek mülakat gerçekleştirilecektir. Bu çalışma daha sonra katılacağınız projelere herhangi bir şekilde etki etmeyecektir.

Bu araştırmaya katılıp katılmamayı seçme hakkınız bulunmaktadır. Kayda alınmış olacak soru-cevap oturumları, sorumlu ve yardımcı araştırmacılar tarafından sadece bilimsel amaç için kullanılacaktır. İsminizin araştırmada kullanılması gerekecekse, bunun yerine takma bir ad kullanılacaktır ve kişisel bilgileriniz gizli tutulacaktır. Çalışmanın herhangi bir aşamasında çıkabileceğinizi ve bu durumda bütün kayıtlarınızın veri tabanından çıkarılacağını taahhüt ederim. Çalışma süresince herhangi bir nedenden ötürü rahatsızlık hissettiğinizde her türlü yardım ve destek sağlanacaktır.

Bu bilgileri okuyup bu araştırmaya gönüllü olarak katılmanızı ve size verdiğim güvenceye dayanarak bu formu imzalamanızı rica ediyorum. Sormak istediğiniz herhangi bir durumla ilgili benimle (araştırmacı) her zaman iletişime geçebilirsiniz. Araştırma sonucu hakkında bilgi almak için iletişim bilgilerimden bana ulaşabilirsiniz. Formu okuyarak imzaladığınız için çok teşekkür ederim.

Bu şartları kabul ediyorsanız, lütfen aşağıdaki ilgili bölümü imzalayınız.

Tarih:

Araştırmacı:

Katılımcı:

Arda KAVAL

Adı-Soyadı:

Hacettepe Üniversitesi

İngiliz Dili Eğitimi Yüksek Lisans Öğrencisi

Adres:

Tel:

İmza:

Tel:

E-posta:

Sorumlu Araştırmacı:

İmza:

Prof. Dr. İsmail Hakkı MİRİCİ

H.Ü., Eğitim Fakültesi, Yabancı Diller Bölümü,

İngiliz Dili Eğitimi A.B.D

İmza:

Bölüm 1 : Kişisel Bilgiler

1. Yaşınız:
2. Cinsiyetiniz:
3. Vatandaşlığınız:
4. Projeye katıldığınız aracı ülkeniz:
5. Araştırmanın röportaj kısmına katılmak ister misiniz?:
6. İletişim için e-posta adresiniz:

**Bölüm 2 : Erasmus+ Gençlik Değişimi Projelerinin Katılımcıların Konuşma İstekliliğine
ve İkinci Dil Motivasyonuna Etkisi Anketi**

İFADELER	Kesinlikle Katılmıyorum	Katılmıyo rum	Emin Değilim	Katılıyorum	Kesinlikle katılıyorum
1. Erasmus+ Gençlik Değişimi Projesi'nde ortak yabancı dilde iletişim kurabilirim.					
2. Erasmus+ Gençlik Değişimi Projesi'nde diğer katılımcılarla iletişim kurabilirim.					
3. Erasmus+ Gençlik Değişimi Projesi'nde yabancı dilde iletişim kurmaya istekliyim.					
4. Proje katılımcılarının birbirlerinin hedef dilde konuşmasını sağlar.					
5. Yabancı dilde konuşulan ortamlarda bulunmayı severim.					

6. Erasmus+ Gençlik Değişimi Projesi'nde yabancı dilde konuşmaya motive olurum.					
7. Diğer proje katılımcılarıyla konuşmaya istekliyim.					
8. Yabancı dilde iletişim kurarken risk alma konusunda kendimi rahat hissediyorum.					
9. Proje boyunca yabancı dil iletişim becerilerimin geliştiğini hissediyorum.					
10. Yabancı dilde iletişim kurarken proje katılımcıları ve eğitmenler tarafından iyi desteklendiğimi hissediyorum.					
11. Zor olsa veya aşına olmasam bile yabancı bir dilde iletişim kurmaya hazırım					
12. Yabancı dilde iletişim becerilerimin sosyal hayatıma olumlu etkisi olduğunu düşünüyorum.					
13. Yaşımın iletişim yabancı dilde konuşma istekliliğim üzerinde etkisi vardır.					
14. Diğer katılımcıların benimle yabancı dilde nasıl iletişim kurmaya istekli oldukları üzerinde yaşımın etkisi vardır.					
15. Benden genç insanlarla yabancı dilde daha kolay iletişim kurabilirim.					
16. Benden yaş olarak daha büyük insanlarla daha					

kolay iletişim kurabilirim.					
17. Yaşıtlarımla yabancı dilde daha kolay iletişim kurabilirim.					
18. Aynı cinsiyette olduğum kişilerle yabancı dilde kolaylıkla iletişim kurabilirim.					
19. Karşı cinsten insanlarla yabancı dilde kolaylıkla iletişim kurabilirim.					
20. Yabancı dilde farklı milletlerden insanlarla rahatlıkla iletişim kurabilirim.					
21. Benimle aynı dili konuşan kişilerle yabancı dilde rahatlıkla iletişim kurabilirim.					
22. Erasmus+ Gençlik Değişim Projeleri, yabancı dil becerilerimi geliştirme motivasyonumu etkiledi					
23. Erasmus+ Gençlik Değişim Projeleri, yabancı dilde konuşma istekliliğimi etkiledi.					
24. Erasmus+ Gençlik Değişim Projeleri, farklı geçmişlere sahip katılımcıları yabancı dilde konuşmaya teşvik eder.					

Sayın Katılımcı,

İlgili araştırmanın mülakat kısmı için katılımcı havuzundan seçildiniz. Prof. Dr. İsmail Hakkı MİRİCİ danışmanlığında yürütülecek bu tez çalışmasının amacı Erasmus+ Gençlik Değişimi Projeleri'nin katılımcıların ikinci ya da yabancı dil kullanma motivasyonlarını ve konuşma istekliliklerini incelemektir. Çalışma için gerekli izin Hacettepe Üniversitesi Etik Kurul Komisyonu'ndan alınmıştır. Çalışma kapsamında en

az bir adet Erasmus+ Gençlik Değişimi Projesi'nde katılımcı olmanız gerekmektedir. Bu çalışma daha sonra katılacağınız projelere herhangi bir şekilde etki etmeyecektir.

Bu araştırmaya katılıp katılmamayı seçme hakkınız bulunmaktadır. Kayda alınmış olacak soru-cevap oturumları, sorumlu ve yardımcı araştırmacılar tarafından sadece bilimsel amaç için kullanılacaktır. İsminizin araştırmada kullanılması gerekecekse, bunun yerine takma bir ad kullanılacaktır ve kişisel bilgileriniz gizli tutulacaktır. Çalışmanın herhangi bir aşamasında çıkabileceğinizi ve bu durumda bütün kayıtlarınızın veri tabanından çıkarılacağını taahhüt ederim. Çalışma süresince herhangi bir nedenden ötürü rahatsızlık hissettiğinizde her türlü yardım ve destek sağlanacaktır.

Bu bilgileri okuyup bu araştırmaya gönüllü olarak katılmanızı ve size verdiğim güvenceye dayanarak bu formu imzalamanızı rica ediyorum. Sormak istediğiniz herhangi bir durumla ilgili benimle (araştırmacı) her zaman iletişime geçebilirsiniz. Araştırma sonucu hakkında bilgi almak için iletişim bilgilerimden bana ulaşabilirsiniz.

Bu şartları kabul ediyorsanız, lütfen aşağıdaki ilgili bölümü imzalayınız.

Tarih:	Araştırmacı:
Katılımcı:	
Adı-Soyadı:	Arda KAVAL
	Hacettepe Üniversitesi
	İngiliz Dili Eğitimi Yüksek Lisans Öğrencisi
Adres:	Tel:
	İmza:
Tel:	
E-posta:	Sorumlu Araştırmacı:
İmza:	Prof. Dr. İsmail Hakkı MİRİCİ
	H.Ü., Eğitim Fakültesi, Yabancı Diller Bölümü,
	İngiliz Dili Eğitimi A.B.D
	İmza:

APPENDIX-D: Questionnaire for the Qualitative Part in Turkish

Bölüm 1 : Kişisel Bilgiler

1. İsim/Rumuz:
2. Yaşınız:
3. Cinsiyetiniz:

4. Vatandaşlığınız:
5. Projeye katıldığınız aracı ülkeniz:
6. İletişim için e-posta adresiniz:

Bölüm 2 : Erasmus+ Gençlik Değişimi Projelerinin Katılımcıların Konuşma İstekliliğine ve İkinci Dil Motivasyonuna Etkisi Görüşme Soruları

1. Erasmus+ Gençlik Değişim Projesi kapsamında yabancı bir dilde iletişim kurmak zorunda kaldığınız bir zamanı ve bu dilde iletişim kurarken neler hissettiğinizi anlatır mısınız?
2. Erasmus+ Gençlik Değişim Projesi'nde yabancı dilde iletişim kurarken nasıl hissettiniz?
3. Bir Erasmus+ Gençlik Değişim Projesinde yabancı dilde rahatça iletişim kurduğunuz, veya iletişim kurarken rahatsız hissettiğiniz bir durumu anlatır mısınız?
4. Bu gibi durum/durumlarda yaşıyorsunuz nasıl bir rol oynadı?
5. Kendi dil yeteneklerinize güvenmediğiniz zamanlarda bile yabancı dilde iletişim kurmak için ne kadar isteklisiniz? Erasmus+ Gençlik Değişim Projeleri yabancı dilde konuşma istekliliğinizi nasıl etkiledi?
6. Cinsiyetiniz, Erasmus+ Gençlik Değişim Projesinde yabancı dilde konuşma motivasyonunuzu nasıl etkiledi?
7. Uyruğunuz, Erasmus+ Gençlik Değişim Projesinde yabancı dilde konuşma motivasyonunuzu nasıl etkiledi?
8. Sizce Erasmus+ Gençlik Değişim Projelerinde yaş, cinsiyet ve uyruğun etkileri farklılık gösteriyor mu?
9. Erasmus+ Gençlik Değişim Projesi, sizi yabancı dilde konuşmaya motive etmede ne kadar etkiliydi?
10. Erasmus+ Gençlik Değişim Projesi yabancı dilde iletişim kurmaya motive etmede nasıl yardımcı oldu?

APPENDIX-E: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Tarih: 24/02/2023 11:07
Sayı: E-35853172-399-
00002709045
00002709045

Sayı : E-35853172-399-00002709045
Konu : Etik Komisyon İzni (Arda KAVAL)

24.02.2023

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 26.01.2023 tarihli ve E-51944218-399-00002655251 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi yüksek lisans programı öğrencisi Arda KAVAL'ın, Prof. Dr. İsmail Hakkı MİRİCİ danışmanlığında yürüttüğü "Erasmus+ Gençlik Değişimi Projelerinin Katılımcıların Konuşma İstekliliğine ve İkinci Dil Motivasyonuna Etkisi" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun 07 Şubat 2023 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Serhat ÜNAL
Rektör Yardımcısı

Bu belge güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu: 6101111C-34CC-4005-AF75-78E4D26F49FF

Belge Doğrulama Adresi: <https://www.turkiye.gov.tr/hu-ebys>

Adres: Hacettepe Üniversitesi Rektörlük 06100 Sıhhiye-Ankara

E-posta: yazim4@hacettepe.edu.tr İnternet Adresi: www.hacettepe.edu.tr Elektronik

Ağ: www.hacettepe.edu.tr

Telefon: 0 (312) 305 3001-3002 Faks: 0 (312) 311 9992

Kep: hacettepeuniversitesi@hs01.kep.tr

Bilgi için: Çağla Handan GÜL

Bilgisayar İşletmeni

Telefon: 03123051008



APPENDIX-F: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

(27) /(06)/(2024)

(Signature)

Arda KAVAL

APPENDIX-G: Thesis/Dissertation Originality Report

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

...../...../.....

Thesis Title: Influences of Erasmus+ Youth Exchange Projects on Participants' Willingness to Communicate and L2 Motivation

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defense	Similarity Index	Submission ID
23/07/2024	119	143394	27/06/2024	14%	2402363703

Filtering options applied:

1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: Arda KAVAL

Student No.: N21131171

Department: Foreign Language Education

Program: English Language Teaching

Status: ☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED

(Prof. Dr. İsmail Hakkı MİRİCİ)

APPENDIX-H: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- ☐ Enstitü/ Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. ⁽¹⁾
- ☐ Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. ⁽²⁾
- ☐ Tezimle ilgili gizlilik kararı verilmiştir. ⁽³⁾

..... / /

(imza)

Arda KAVAL

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

- (1) Madde 6. 1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.
- (2) Madde 6. 2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.
- (3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlerle ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

