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**THE ROLE OF ERASMUS PLUS KA2 MOBILITIES IN  
LEARNERS' INTERCULTURAL SENSITIVITY AND ATTITUDES  
TOWARDS ENGLISH LANGUAGE**

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## TUTANAK

Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü'nün 12/12/2019 tarih ve 312/6 sayılı toplantısında oluşturulan jüri, Lisansüstü Eğitim-Öğretim Yönetmeliği'nin (24/7) maddesine göre, İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans öğrencisi Volkan MULCAR'ın "The Role of Erasmus Plus KA2 Mobilities in Learners' Intercultural Sensitivity and Attitudes Towards English Language" başlıklı tezini incelemiş ve aday 27/12/2019 tarihinde saat 14:00'da jüri önünde tez savunmasına alınmıştır.

Adayın kişisel çalışmaya dayanan tezini savunmasından sonra 60 dakikalık süre içinde gerek tez konusu, gerekse tezin dayanağı olan anabilim dallarından sorulan sorulara verdiği cevaplar değerlendirilerek tezin  **kabul**  edildiğine **ay. birliği** ile karar verilmiştir.

  
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## ETİK BEYANI

Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü Tez Yazım Kılavuzuna uygun olarak hazırlanan “The Role Of Erasmus Plus KA2 Mobilities in Learners’ Intercultural Sensitivity and Attitudes towards English Language” (Erasmus Plus KA2 Hareketliliklerinin Öğrencilerin Kültürlerarası Duyarlılık ve İngiliz Diline Karşı Tutumları Üzerindeki Rolü) başlıklı Yüksek Lisans tez çalışmasında;

- Tez içinde sunulan veriler, bilgiler ve dokümanların akademik ve etik kurallar çerçevesinde elde edildiğini,
- Tüm bilgi, belge, değerlendirme ve sonuçların bilimsel etik ve ahlak kurallarına uygun olarak sunulduğunu,
- Tez çalışmasında yararlanılan eserlerin tümüne uygun atıfta bulunarak kaynak gösterildiğini,
- Kullanılan verilerde ve ortaya çıkan sonuçlarda herhangi bir değişiklik yapılmadığını,
- Bu tezde sunulan çalışmanın özgün olduğunu,

bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim. 27 / 12 / 2019

  
VOLKAN MULCAR

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## **ABSTRACT**

### **THE ROLE OF ERASMUS PLUS KA2 MOBILITIES IN LEARNERS' INTERCULTURAL SENSITIVITY AND ATTITUDES TOWARDS ENGLISH LANGUAGE**

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**Master's Thesis, Department of Foreign Languages Education, English Language  
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Intercultural sensitivity is fast becoming a key concept along with other intercultural values in line with the current multiculturalistic needs of the world caused by migration, which in turn, has mostly stemmed from wars or political conflicts. Europe has been the first choice for millions of immigrants within the last decade especially. For that reason, decision makers saw the necessity to promote multiculturalism and interculturality due to the changing structure of the society in order to prevent social clashes. As a reasonable way to achieve this, European Commission employed Erasmus Plus Programme to instil intercultural sensitivity in the young people. Although it has many other priority areas, this aspect of the Programme has been a success for the participants who are mainly from nation-states or monolingual societies like in Turkey. As a result of hundreds of thousands of mobilities to Europe from Turkey, participants have been able to acquire precious academic, vocational or social values as well as intercultural sensitivity towards the cultures and languages they have not known or barely known. As another perk of these mobilities, the participants have also been able to develop positive attitudes towards English, which they mostly fail to do at school, as it is the main instrument of communication with the hosts as a common practice. In this regard, the purpose of this thesis is to find out the changes in intercultural sensitivity and attitudes toward English language before and after Erasmus Plus Key Action 2 mobilities. The thesis also seeks to reveal whether there is a correlation between intercultural sensitivity and attitudes toward English language or not. A final touch has been added by interviewing the participants about their overall perceptions after the mobilities. The researcher employed an explanatory sequential mix methods design. Besides a purposive sampling was preferred to determine the participants of the research. A further convenience sampling method was also used to determine the students to interview. The participants of the research were from the schools whose projects had been approved by the National Agencies within 2017 and 2018. The quantitative data were gathered from 84 students. 15 students out of 84 who volunteered were later interviewed. The quantitative data were collected through

Intercultural Sensitivity Scale and Attitudes Toward Learning English Scale. The semi-structured interview was designed based on the statements in the two scales. Both scales were administered two weeks before the students went on international mobilities and two weeks after their return. Then, the interviews were conducted. The findings of the research indicated that intercultural sensitivity of students increased and their attitudes toward learning English improved as a result of the intercultural interactions during Erasmus Plus KA2 mobilities. The research also showed as the third finding that intercultural sensitivity and attitudes toward learning English were correlated, which means, the more interculturally sensitive a student is, the better attitudes he/she has toward learning English. Besides, it was revealed that the mobilities promoted curiosity, openness to other cultures, empathy and self-confidence in terms of intercultural sensitivity and an awareness about the benefits and advantages of learning a foreign language, personal satisfaction, self-confidence, the ability to use opportunities, being more goal oriented and personal awareness in terms of attitudes towards learning English.

**Keywords:** Intercultural sensitivity, attitudes toward learning English, Erasmus Plus Key Action 2, mobilities



## ÖZET

### ERASMUS PLUS ANA EYLEM 2 HAREKETLİLİKLERİNİN ÖĞRENİCİLERİN KÜLTÜRLERARASI DUYARLILIK VE İNGİLİZ DİLİNE KARŞI TUTUMLARI ÜZERİNDEKİ ROLÜ

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Kültürlerarası duyarlılık, diğer kültürlerarası değerlerle birlikte, daha çok savaşlardan veya siyasi çatışmalardan kaynaklanan göçün neden olduğu dünyadaki mevcut çok kültürlülük ihtiyaçları doğrultusunda, hızlı bir şekilde daha da önemli bir kavram haline gelmektedir. Avrupa, özellikle son on yılda milyonlarca göçmen için ilk seçenek olmuştur. Bu nedenle karar alıcılar, toplumun değişen yapısı nedeniyle toplumsal çatışmaları önlemek için çok kültürlülüğü ve kültürlerarasılığı teşvik etmenin zorunluluğunu farkettiler. Bunu başarmanın akıllıca bir yolu olarak, Avrupa Komisyonu gençlere, kültürlerarası duyarlılık kazandırmak için Erasmus Plus Programı'ndan faydalandı. Diğer birçok öncelik alanına sahip olmasına rağmen, Programın bu yönü, Türkiye gibi çoğunlukla ulus devlet veya tek dilli toplumlardan gelen katılımcılar için bir başarı sağlamıştır. Türkiye'den Avrupa'ya yapılan yüzbinlerce hareketliliğin bir sonucu olarak katılımcılar, tanımadıkları veya çok az tanıdıkları kültürlere ve diller hakkında kültürlerarası duyarlılığın yanı sıra, değerli akademik, mesleki veya sosyal değerler de elde edebildiler. Bu hareketliliklerin bir yan getirisi olarak da katılımcılar, genel bir uygulama olarak ev sahipleriyle iletişim kurmanın temel aracı olarak kullanılan İngilizce'ye karşı, okullarda yapamadıkları kadar olumlu tutumlar geliştirebildiler. Bu bağlamda bu tezin amacı, Erasmus Plus Ana Eylem 2 hareketliliklerinden önce ve sonra kültürlerarası duyarlılık ve İngilizce'ye yönelik tutumlardaki değişiklikleri bulmaktır. Tez, ayrıca kültürlerarası duyarlılık ile İngiliz diline yönelik tutumlar arasında bir ilişki olup olmadığını ortaya koymaya da çalışmaktadır. Son olarak, katılımcılarla hareketlilik öncesi ve sonrasındaki genel algıları hakkında görüşülerek, veriler hazır hale getirilmiştir. Araştırmacı, açıklayıcı bir sıralı karma yöntem tasarımı kullanmıştır. Bunun yanında, araştırmanın katılımcılarını belirlemek için amaçlı bir örneklem tercih edilmek zorunda kalmıştır. Mülakat yapacak öğrencilerin belirlenmesinde bir kolay ulaşılabilir örneklem yöntemi de kullanılmıştır. Araştırmanın katılımcıları 2017 ve 2018 yıllarında projeleri Ulusal Ajanslar tarafından onaylanan okulların öğrencileridir. Nicel veriler 84 öğrenciden toplanmıştır. 84 öğrenciden 15'i ile daha sonra mülakatlar gerçekleştirilmiştir.

Nicel veriler Kùltùrlerarası Duyarlılık Òlçeđi ve İngilizce Òđrenmeye Yönelik Tutum Òlçeđi ile toplanmıřtır. Yarı yapılandırılmıř mùlakat, her iki òlçekteki ifadelere dayandırılarak tasarlanmıřtır. İki òlçek de, òđrencilere uluslararası hareketlilikten iki hafta önce ve döndükten iki hafta sonra uygulanmıřtır. Sonrasında da mùlakatlar gerçekleştirilmiřtir. Arařtırmanın bulguları, Erasmus Plus KA2 hareketlilikleri sırasında kùltürlerarası etkileřimler sonucunda òđrencilerin kùltürlerarası duyarlılıklarının arttıđı ve İngilizce òđrenmeye yönelik tutumlarının arttıđı yönündedir. Arařtırmada üçüncü bir bulgu olarak, kùltürlerarası duyarlılık ve İngilizce òđrenmeye yönelik tutumların birbiriyle iliřkili olduđunu ortaya koymuřtur, ki bu da bir òđrenci ne kadar kùltürlerarası duyarlılıđa sahipse, İngilizce'ye karřı o kadar iyi tutumları olacaktır anlamına gelmektedir. Ayrıca, hareketliliklerin kùltürlerarası duyarlılık aısından merak, diđer kùltürlere aıklık, empati ve özgüven; ve yabancı dil òđrenmenin yararları ve avantajları hakkında farkındalık, kiřisel tatmin, kendine güven, fırsatları kullanma becerisi, hedef odaklı olma ve kiřisel farkındalık uyandırdıđı ortaya ıkarılmıřtır.

**Anahtar kelimeler:** Kùltürlerarası duyarlılık, İngilizce òđrenmeye karřı tutumlar, Erasmus Plus Ana Eylem 2, hareketlilikler





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## LIST OF ABBREVIATIONS

**KA1:** Key Action One

**KA2:** Key Action Two

**KA3:** Key Action Three

**EVS:** European Voluntary Service

**EU:** European Union

**EFL:** English as a Foreign Language

**NGO:** Non-Governmental Organisation

**ISS:** Intercultural Sensitivity Scale

**FRONTEX:** the European Border and Coast Guard Agency

**PETRA:** the Community action programme for the vocational training of young people and their preparation for adult and working life

**LLP:** Life-Long Learning Programme

**CEFR:** Common European Framework of Reference

**ESLC:** European Survey on Language Competences

**DMIS:** The Developmental Model of Intercultural Sensitivity

**IDI:** The Intercultural Development Inventory

**ET 2020:** European Policy Cooperation

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## CHAPTER I

### INTRODUCTION

#### 1.1. Present Issues Regarding Interculturality

The words such as intercultural competence, awareness or sensitivity attracted the attention of researchers during the 70s and 80s, as the world, especially Europe, had already entered a phase of change from a mono-cultural to multi-cultural structure and the ability to interact with other cultures came into prominence to create and maintain a harmony with the new neighbours from both Europe and beyond.

Since then, many nations and countries have stepped into a new age with this insight and tried to promote interculturality within their societies. On the other hand, there has always been a fear towards outsiders that is suppressed in the depths of our minds and we tend to ignore it in the pace of life or we just do not notice its presence unless our presence is threatened. These suppressed emotions tend to burst out of the darkest depths of our conscious with the faintest spark of threat directed at our flawlessly flowing comfortable lives, though. This fear lurks somewhere deep in our minds ready to ignite new phobias. Despite this inner conflict in the atmosphere ([United Nations Human Rights Office of the High Commissioner, 2019](#)), foreigners, outsiders or immigrants have managed to blend in their new environments successfully and the social life is going on considerably smoothly in most European countries. The reason why some countries were pioneers in this continuum is highly related with the phases that they went through in their development processes through their histories.

The decade starting from 2010 has seen massive waves of immigration from the Middle

East into the Europe, mostly through Turkey, Greece, Italy and Spain as a result of economic crises, foreign political interventions, low standards of life, despair, civil wars as well as political instabilities and terror activities caused by the Arab Spring. Millions of people left whatever is left behind in order to take refuge in the nearest safe zones. As the life in the Middle East, except for the oil-rich countries, does not offer a promising future, most of those people have the wishful thinking of moving to the west one day, either legally or illegally. For instance, European Border and Coast Agency (FRONTEX) detected 3.385.082 illegal border crossings between January 2010 and November 2018 ([European Border and Coast Guard Agency, 2019](#)). Besides, there were 5.250.100 asylum applications between 2010 and 2017 ([Eurostat, 2019a](#)). Almost 22 million non-EU citizens were living in the EU by 1 January 2017 ([Eurostat, 2019b](#)). The idea of being surrounded by these people of different ethnic, religious and socio-economic backgrounds did not make the EU residents happy and they wanted the European decision-making mechanisms to do more about the immigration issue ([European Parliament, 2019a](#)). These latest conflicts have brought complete strangers together, making the hosts hysterical about losing their comfort zones.

However, the problem was not and still is not completely about the immigration from the war-stricken zones in the Middle East and Asia but half of what disturbed Europeans was mostly caused by 17 million EU citizens scattered around Europe, the majority of whom are from the Eastern Europe ([Eurostat, 2019b](#)). Hence, what Europe calls “a refugee crisis” ([European Parliament, 2019b](#)) referring to the increasing population due to the immigration from the East was already present in the form of a multinational gold rush from the poorer EU countries to the richer. Only the name of the attribution and references were different but not very discriminatory this time. Locals called these people “Polish plumbers” (“[Polish plumber](#),” n.d.) or “Romanian scrounger” ([Morris, 2013](#)) with a little bit discriminatory point of view, unlike the attributions they make about Asian or Middle Eastern immigrants. However, it should not be ignored that the European workers working in other European countries are people who have grown up with a certain European culture and the fact that the reaction of the locals towards the European and non-European immigrants are different may be considered quite natural in many different aspects, too.

Although Europe is used to the different forms of immigration as a centre of attraction for decades, Turkey has found itself as the home to the world’s largest refugee population

with almost 4 million refugees ([United Nations High Commissioner for Refugees, 2019](#)) within the last 5 years. Even, while the people in the western countries that have long been in the post-acculturation age might be a little bit too sensitive from time to time regarding the immigration, the residents of nation-states like Turkey or people of mono-cultural societies will react more harshly to the changes happening in their immediate vicinity. It was something unprecedented for Turkey, as it had never witnessed such a big trauma before. Contrary to the popular belief that Syrians, Afghans or Iraqis are Muslim like Turkish people and they should be getting on well, there have been many conflicts in almost every step of life between the locals and the newcomers. These economic, social, safety-related, health-related, educational and cultural problems set off the alarm rings and the state initiated countrywide improvements and cultural integration programmes to facilitate and accelerate the integration process of the immigrants.

## **1.2. Promotion of Interculturality through EU Programmes**

It should be noted that the potential problems that arise out of this reluctant togetherness can be neutralised through the promotion of intercultural values. Although the natural process for this neutralisation is like fermenting that takes some time, these values can be instilled into the society externally to accelerate this process. In this context, Europe has been taking precautions against the problems that may arise out of the integration issues of immigrants, and it is trying to ensure a successful integration in each of the member state through the implementation of local and national policies, exchange of knowledge and provision of financial resources ([European Commission, 2019a](#)). These aims are partly achieved through funding programmes that are open to member, candidate and neighbouring countries.

As a candidate country for a full membership to EU, Turkey is also party to several EU grant programmes such as Erasmus+, Horizon 2020, Customs 2020, Fiscalis 2020, COSME, EaSI and EU Civil Protection Mechanism. ([Directorate for European Union Affairs, 2019](#)). Turkey has been contributing towards the solution of many social, educational, academic, economic and cultural issues through the implementation of these EU programmes as well as through its inner mechanisms. Erasmus Plus distinguishes as the EU programme for education, training, youth and sport among the others for the

educational institutions.

Hundreds of thousands of people have benefitted from the cooperation programmes since the inception of the PETRA Programme in 1976. Turkey officially joined this cooperation during the Socrates II Programme on 1 April 2004. During the first phase of the Socrates Programme between 1995 and 1999, 1.9 billion Euros of budget had been granted to around 1 million EU citizens. However, in the second phase, when Turkey was also involved, a budget of 3.6 billion Euros were granted to 2 million beneficiaries. The share of Turkey in the Socrates II Programme was 19.569 beneficiaries with a budget of 35.2 million Euros. The next period between 2007 and 2013 was called Lifelong Learning and Youth Programme. During the implementation of this more comprehensive programme, the overall budget spent was about 6.67 billion Euros and 3.641.100 people benefited from its opportunities ([European Commission, n.d.-a](#)). The programme was better known at this period due to the widespread use of Internet, social media and better promotion. 469.575.000 Euros were granted to 285.000 Turkish citizens in order to support their academic, cultural, vocational and language skills during the LLP period. The Lifelong Learning Programme was a success in Turkey. It provided a nationwide recognition and awareness of the programme. Turkey was in the top three in Europe to benefit from the grants in almost all actions ([Turkish National Agency, 2019](#)).

This success in both Turkey and other programme countries paved the way for a better-designed programme with a record budget of all times. The projected budget for the Erasmus Plus period between 2014 and 2020 is 14.7 billion Euros. By March 2019, Turkey has used an amount of 1.1 billion Euros of the fund and more than 500.000 Turkish citizens have benefitted from the programme with scholarships, mobilities or credits (Turkish National Agency, personal communication, March 15, 2019). Erasmus Plus Programme has attracted a great deal of attention from all sectors including education, public administrations, private sector and NGOs. The competition to be funded has increased the quality of the projects throughout Turkey as an additional benefit.

As a result of Erasmus Plus and its predecessors, beneficiaries have been furnished with social, civic and intercultural skills as well as academic and other skills so far. It is also interesting to note that one third of former Erasmus students live with partners from different countries now ([European Commission, 2016](#)).

### 1.3. The Role of Languages in Erasmus Plus Mobilities

These activities above have been a shaping factor in the current structure of Europe with their vast social and academic contribution. In addition to academic, social and intercultural gains and benefits, these projects have had great influence on the recognition and promotion of foreign languages and linguistic diversity as set forth by the Erasmus Plus, which is “the EU Programme in the fields of education, training, youth and sport for the period 2014-2020” (European Commission, 2019b). In this context, some projects have directly aimed to handle issues related to language training, language teaching methodology or development of materials, while some other projects have promoted the use of languages through their activities. Hundreds of thousands of EU citizens, especially young people, have had to use and practice foreign languages in the European mobilities they have taken part in. This is a desirable effect to observe as foreign language competence is seen as a key factor in education, training and youth programmes in that it ensures the efficiency and effectiveness of mobilities (European Commission, 2019b).

Besides, the time spent to practice language during the education and training periods may be considered as sound investment in the future employment opportunities. In this sense, even though the world has obviously gone global, Europe has a more intricate set of relationships within itself due to its history, religion, cultures, languages and current European Union affairs. A German citizen may study university in Spain but work in France until he/she is promoted to a higher post in their branch office in Norway where he/she meets an Italian national and gets married. This extreme example does not represent impossibility, but rather, displays that linguistic diversity prevails in the European context and language competence is a must in that context. Linguistic diversity here could briefly be defined as “harmonious co-existence of European languages” (European Commission, n.d.-b). It is a fact of life in Europe and languages get the attention they deserve on a large scale, especially from people pursuing Union-wide careers.

European Commission (2002) aimed to ensure that its citizens have multilingual skills by providing opportunities for every citizen to acquire at least two foreign languages from a very early age and proposed the establishment of a linguistic competence indicator in 2003. Then, European Economic and Social Committee (2003) passed its opinion on “Promoting language learning and linguistic diversity” and the European Commission

(2003) came up with an action plan to put this idea into practice. But, the decision to create the indicator could not be taken until 1 August 2005 when the Commission agreed to give specifically designed tests to 15-year-olds in all the member states (European Commission, 2005). The SurveyLang Consortium, a league of 8 organisations that are expert in language assessment, questionnaire design, sampling, translation and psychometrics, won the tender for the survey in 2008. 3 years later, the “European Survey on Language Competences” (ESLC) that was comprised of listening, reading and writing skills was given in 14 EU countries (Belgium, Bulgaria, Croatia, Estonia, France, Greece, Malta, Netherlands, Poland, Portugal, Slovenia, Spain, Sweden and UK-England) in spring 2011. Of the survey population, 42% of the participants were found to have reached CEFR (Common European Framework of Reference) B1/B2 level, which is also called independent user level, in their first foreign languages. 25% of those who took the survey had become independent users in their second foreign languages. Whereas, 14% did not even have the basic skills in their first foreign languages and 20% in the second. Of the different findings obtained by this study, the most striking one is that “Language competences provided by educational systems still need to be significantly improved” (European Commission, 2012). This statement was basically made for the second foreign language skills as the skills for the first foreign language, which was found to be English mostly, were already high due to several reasons such as level of exposure to the target language as the survey conductors had already guessed. The evidence from the study conducted by the SurveyLang Consortium suggests that the attitudes of high school students towards English were quite positive and therefore the students were observed to be successful. The findings of their research study could be supported by those of İnal et.al. (2005) as they found a significant relationship between the attitudes towards languages and success in a study conducted on high school students.

Foreign languages are gaining popularity partly due to the promotion of linguistic diversity in Europe in diverse ways. Nevertheless, neither the policies nor the foreign language education systems are working in Turkey (Oktay, 2015) as well as those in Europe. There have been improvements in these areas for decades but none has yielded any productive results yet. There is a general failure in learning foreign languages in Turkey from the 2<sup>nd</sup> grade to the end of the high school or the university. An average student cannot finalize his/her education with more than a very basic knowledge of grammar, very poor vocabulary, very little receptive skills of reading and listening and

almost no productive skills of writing and speaking. On the other hand, a student studying languages may graduate with a strong command of grammar, extensive vocabulary; thus, advanced reading and writing skills but almost no traces of speaking and listening skills. If a language is to be considered within its entirety, there is always one or two skills missing with Turkish speakers of English. As well as the English teaching system, some of the reasons behind this problem could be listed as “teacher competencies, persistent inertia on the part of teachers, inauthentic materials or inadequate demand by students” (Mulcar, 2018).

In the given circumstances, some of the language teaching and learning problems at schools could be compensated for or supported by the participation in Erasmus Plus projects. The project mobilities will not only develop language competences but also improve intercultural sensitivity and attitudes toward learning languages.

#### **1.4. Attitudes towards Languages**

Attitudes could be thought as one of the first steps toward achieving something. Dörnyei (2001) considers attitudes as a part of our value systems that are formed as a result of the way we are brought up and our point of view of the world, along with our beliefs and feelings. The way we learn or acquire languages depends on some factors and individual characteristics that we have or lack. Ellis (2015) argues that there are four factors involved in the process of language learning.

1. Cognitive Factors: Intelligence, language aptitude, learner beliefs
2. Conative Factors: Motivation, willingness to communicate
3. Affective Factors: Language anxiety (trait anxiety, state anxiety, situation-specific anxiety)
4. Mixed Factors: Personality, learning style

Bond (2002) did a research to find out why some people are better language learners than others. She suggests that individual differences such as age, exposure to foreign languages in infancy, immersion, intelligence, personality, attitude and motivation, relationship between languages, sensory style, strategies, other factors such as mimicry and musical abilities matter in language learning.

Attitudes are one of the many other factors that affect how we learn languages. Although positive attitudes are a must for successful language learning, negative attitudes towards foreign languages could be added here as another reason for the failure in foreign languages as they have the power to discourage learners from learning even before they attempt to achieve. The reasons such as past failures and demotivation play a critical role in the formation of negative attitudes towards foreign languages in a school milieu. A totally new language from a totally different language family, teasing and humiliation by classmates or harsh criticism by teachers do nothing but strengthen these negative attitudes (Han, Tanrıöver & Şahan, 2016). Along with these reasons, students who choose to study sciences and maths or social sciences may not focus on foreign languages, as they have to endeavour to be successful in their major fields of study. High school students in Turkey specialize in different fields of study at the 10<sup>th</sup> grade, in their second year in high school. With almost no exception, this phase is generally the end of the English learning for the non-language students. From this moment on, the subjects such as languages other than their own field of study are only painful and waste of time for them. They take a negative attitude towards these impediments that constrain them from studying for their specialized fields because they know that they will not be responsible for other courses out of their own fields when they take the university admission exam. “So, why waste your precious time with trivia?” becomes the motto for almost every 10<sup>th</sup> grader and beyond. Besides, even if the level of interest towards languages were high, it would not be as meaningful to a Turkish student as it would be to a European counterpart. While a European citizen has all the opportunities, as already mentioned, to be employed or to continue his/her education within Europe with the language competences he/she has, a Turkish student will most likely to be limited to study and work within Turkey where it is not really possible to show off one’s skills in languages. Quite weirdly, some governmental positions or most well-paid positions in the private sector in Turkey require top-level language competences from employees only to file away the language certificates never to be used again (Kariyer.net, 2016).

On the other hand, positive attitudes may be very constructive when it comes to learning languages. A learner with positive attitudes towards foreign languages will be motivated, ready to learn and one step ahead of those who are not. This type of learner will be more likely to succeed against all odds. A positive attitude may be the key to success. On the basis of this understanding, students need to be assisted from all possible aspects to



develop positive attitudes towards foreign languages. One very specific support would be to provide them with the environment in which to practice what they have learned and make them realize that the foreign language they have been learning theoretically can be applied to real life situations ([Gardner, 1985](#)). In most cases, the foreign language is a course that they should pass, something they hear on the radio or a complicated language that they should deal with to make use of the Internet most productively. However, if they are put into an environment where the only way to interact with their counterparts is a specific language, they will do anything to grasp what they can to prove their personalities in order to be accepted as members or friends in their new social groups, provided that they find the courage to try. But eventually, no matter what happens, the social mechanism among the peers will lure even cast away individuals into their circle of friendship, contributing to the development of positive attitudes. So, is that always possible to provide such environments? Mostly, no, except for the case of the immigrants who move to new countries that have different languages than their own.

### **1.5. What Advantages Do Erasmus Plus Key Action 2 Projects Provide?**

A unique way to bring such a group of young people is the Erasmus Plus Key Action 2 projects. Projects under this action are designed to form partnerships between schools or institutions while, at the same time, allowing for staff and student mobilities. The European Commission updates the priority areas of the Erasmus Plus Guide every year and the applicant and the partner institutions prepare their projects accordingly. The number of partner institutions may vary from 2 to 6 or 3 to 10 or more depending on the type of the project. If the project is approved, new partners from different countries visit each other and students take part in theme-specific activities and events during the mobility. The host school organizes these activities both at school and other social or cultural sites. The visiting students take part in the activities and be together with the students of the host school. Both the guests and the hosts converge on English to communicate with each other.

In these environments, it could be observed that even the most uncommunicative students back in the classroom turn into chatterboxes with the enthusiasm of being with peers from different countries ([European Shared Treasure, 2015](#)). You may even observe “tough

guys” dancing or singing as if they were already doing as something usual back at school. As the purpose is not accuracy, but fluency and communication in this kind of activities, they speak English more comfortably disregarding every grammar rule that they have learned. It may be perceived as a problem with the independent or proficient speakers of English, but for basic level high school students, especially for students from countries like Turkey, it is something a teacher could ever dream of. They put every ounce of energy trying to express themselves and only come seeking for help from teachers when they choke up. They would be offended to be corrected by a classmate in the classroom (Han, Tanrıöver & Şahan, 2016) but when they get little hints or help from their counterparts during intercultural encounters, they do not react as they do in the classroom. On the contrary, they appreciate being corrected, prompted or helped, as they love being involved in the interaction. The time that the newly formed groups spend together is not only limited to the time spent at school during the day. In most mobilities, local families accommodate visiting students. The guests experience the daily life, cuisine, traditions and culture in an authentic environment. There cannot be a better opportunity than this programme to learn about a new culture and practice a foreign language for most students. In theory, the longer, the better; however, the duration of the visits are limited. The programme allows student mobilities from 3 days to 2 months but most schools prefer to limit their visits between 5 to 10 days, 7 days being the ideal, as long as it is not a vocational learning project.

### **1.6. The Significance of the Study**

Student exchange programmes organized by the European Commission have attracted the attention of a large audience since the very beginning. A great number of research studies have been conducted to investigate the effects of these exchanges on many different aspects of academic and social life. However, most of the existing research in the field focused on student and staff exchange programmes at universities as it is more convenient for the academic staff, who are the primary creators of academic papers, to choose their setting and participants from within their reach. Whereas, thousands of secondary and high school students join the mobilities every year and these international exchanges have the potential to create a much bigger impact on adolescents than on university students and adults. The programme provides international opportunities to adolescents at an early

age and these gains are crucial for the developing characters, mentalities and academic backgrounds of young people. They do not only get benefits in the fields of education, training, youth and sport but the programme also contributes greatly to the language development and intercultural sensitivity of young people, which is a critical contribution in the current context of the world. As direct contact with and use of a language has a higher potential of improving attitudes towards that language, this study could provide some important data on how intercultural encounters affect attitudes. Likewise, further studies might reveal how much effective intercultural sensitivity is in connection with language learning. The fact that these aspects of the Programme has not been dealt with makes it worthy of studying and revealing the potential benefits it has on young language learners.

Hundreds of academic papers are available on student exchanges but only a few studies targeted exchange programmes and intercultural sensitivity together (Tarchi, Surian, & Daiute, 2019; Gordon & Mwavita, 2018; Jacobone & Moro, 2015; Tuncel & Arıcıoğlu, 2018; Aba, 2019;). Furthermore, there are other studies regarding the effects and implications of intercultural sensitivity conducted in different contexts such as universities hospitals, schools or courses (Aksoy & Akkoç, 2019; Demir & Üstün, 2017; Yılmaz & Göçen, 2013; Öksüz & Baba Öztürk, 2016; Durgun, Uzunsoy, Tümer, & Huysuz, 2019; Torres & Turner, 2016; Mercan, 2016; Bekiroğlu & Balcı, 2016; Bulduk, Usta, & Dinçer, 2017; Abaslı & Polat, 2019). The topic of attitudes toward languages is a widely studied topic but no research studies were found encompassing the connection between intercultural sensitivity and attitudes towards languages. Besides, this research study could be assessed as a foundation to build on for further studies that may cover many other untouched variables in international mobilities in the context of high school milieu.

### **1.7. The Aim of the Study**

Taken together, we could arrive on the assumption that this kind of transnational visits are perfect opportunities to create an understanding of intercultural sensitivity and positive attitudes towards foreign languages. Within this direction, this study will deal with the effects of Erasmus Plus KA2 projects on students' intercultural sensitivity and

the change that takes place in their attitudes toward English language after they have taken part in transnational mobilities.

In the light of above information, the researcher planned to pose the research questions below:

1. What is the level of intercultural sensitivity of high school students before and after Erasmus Plus KA2 mobilities?
2. What are the attitudes of high school students toward learning English before and after Erasmus Plus KA2 mobilities?
3. Is there a relationship between students' intercultural sensitivity and attitudes toward English language?
4. What are the perceptions of the participants about the effects of the mobilities on their intercultural sensitivity and attitudes towards English language after they have experienced the Erasmus Plus KA2 mobilities?

### **1.8. The Assumptions**

The author assumes that the participants will be willing to answer the questions during the interviews and understand and respond to the items of the scales. The participants have been selected from the schools that have taken part or will take part in the Erasmus Plus KA2 projects. It is also assumed that the participants will have experienced the same or similar phenomenon of the study by the time they return from international mobilities. Finally, it is assumed that the participants will honestly respond to the questions and the findings of the study will reflect the real perceptions of the students participating in the study.

### **1.9. Definitions**

**Erasmus Plus:** The EU Programme in the fields of education, training, youth and sport for the period 2014-2020 which is designed to help tackle socio-economic changes, the key challenges that Europe will be facing until the end of the decade and to support the

implementation of the European policy agenda for growth, jobs, equity and social inclusion ([European Commission, 2019b](#)).

**European Commission:** The EU's politically independent executive arm, which is alone responsible for drawing up proposals for new European legislation and implementing the decisions of the European Parliament and the Council of the EU ([European Union, 2019a](#)).

**European Parliament:** The EU's law-making body which is directly elected by EU voters every 5 years ([European Union, 2019b](#)).

**European Council:** It is the Council that brings together EU leaders to set the EU's political agenda. It represents the highest level of political cooperation between EU countries. One of the EU's 7 official institutions, the Council takes the form of (usually quarterly) summit meetings between EU leaders, chaired by a permanent president ([European Union, 2019c](#)).

## CHAPTER II

### LITERATURE REVIEW

The studies that focused on intercultural research have evolved into their current forms by following different paths to the same ultimate goal that could also be defined as intercultural convergence. Because all the similar terms used and studied in this field are either complementary or supportive to each other and they all aim to explore and understand the other culture, there could be some confusions from time to time while using these expressions (Chen & Starosta, 2000) and they need to be understood well before delving into intercultural sensitivity.

#### 2.1. Culture

Before studying the in-depth relationship between cultures or the nature of this relationship, the first step would be to find out the underpinnings of interculturality by defining what culture is. Although “culture” is known to have infamously countless meanings (Rössel & Otte, 2010), Edward Burnett Tylor, who, in 1871, first approached culture as a whole spectrum of behaviours learned by humans, defined it as “...that complex whole which includes knowledge, beliefs, arts, morals, law, customs, and any other capabilities and habits acquired by a man as a member of society.” (Tylor, 1920). After the delineation of the term one and a half centuries ago, a great many scholars have tried to account for it from functionalist, ecological, cognitive, transactionalist, structuralist, Marxian, and hermeneutic points of view (Brightman, 1995). Cambridge Dictionary (n.d.), however, simply defines culture as “the way of life, especially the general customs and beliefs, of a particular group of people at a particular time”.

## 2.2. Intercultural Theories

The competences, abilities or proficiencies regarding communication in language teaching added new perspectives in the literature during the 70s and 80s. It was understood that when interlocutors engage in communication, what happens should not be thought of as a simple exchange of information. The information exchanged is shaped according to the social identity that the person whom we interact holds. In addition, the flow of information is accompanied by appropriate expressions that are decided according to the context of interaction based on our abilities. Yet, researchers in field came to the realisation that the focus on the appropriateness, contexts and abilities were not responding to the needs anymore when the cultures spread around the world began to come together more than ever with the new developments in technology, politics and education. In the cases where two people from two different countries and cultures interact, they explicitly know that the other person does not belong to the same country and culture. When the other interlocutor is identified as a member of a different nation or culture, what we say and the way we say it are prompted based on the impressions we have for that person. However, these impressions easily lead us to stereotyping. So, instead of discovering that person as a unique individual, we tend to label him/her as a representative of his/her country or culture.

This is when the intercultural abilities step in. These abilities allow people to tackle different identities and refrain from stereotyping as interculturally competent speakers. Because intercultural competence assists people to formulate what to say and how to say, in a way, it contributes to the linguistic competence of the language speakers as well.

Especially in intercultural encounters, social identities are associated with the identities of that specific culture or context. It is the social contexts that create norms. When a person is associated with his/her nationality, job or social status, we tend to attach some qualities related to that association. For example, lawyers could be regarded as expert liars or justice fighters depending on the accumulated experiences in a society. But what is expected of an interculturally competent person is to avoid this simple point of view and recognise the multiple identities that a person may have. Accordingly, an interculturally competent speaker has to have specific knowledge to recognise and respect the multiple identities existing in one individual by decentring. Besides, one should have the awareness to understand that certain “skills, attitudes and values” are required to

master intercultural relationships (Byram, Gribkova, & Starkey, 2002).

### 2.2.1. Confusing Conceptions in the Literature

Culture and communication are two terms that are commonly used together and there has been a misconception of these terms when they are used together. Some of the concepts that are associated with the intercultural theories are defined here.

The emergence of the term “communicative” dates back to a paper in which Hymes (1966) challenged Chomsky’s pure cognitivist views by discussing that a language speaker makes use of **communicative competence** as well as the linguistic competence in order to speak correctly and appropriately. Hymes (1972) went on to make a critique of Chomsky’s remarks not putting the communicative aspects into account in Chomsky’s “Aspects of the Theory of Syntax”. He places interaction at a critical point within the definition of language use. He states that linguistic performance cannot be measured by behaviours or partly displayed competences and the term performance incorporates the interaction between competences of self, the competence of interlocutors and the developing nature of events (Hymes, 1972, pp. 283). Hymes’ characterization of “first language acquisition and communication among native speakers” was later adopted by the “Communicative Language Teaching” as the aims and objectives of this method but later criticized with the claim that there is an implication that native speakers of a language should be modelled by the learners of that language, disregarding the importance of “social identities and cultural competence of learners” (Byram, 1997).

Canale and Swain’s (1980) influential study paved the way for the future research on the subject of **communicative competence**. They aimed to discover the practicability and practicality of measuring the communicative competence of students in French as a second language courses and they proposed 3 communicative competences within their framework:

1. Grammatical (Linguistic) competence: The knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology.
2. Socio-linguistic competence: The knowledge of interpreting and making connection between the utterance and the intended meaning (discourse competence was originally included under this item).



3. Strategic competence: The knowledge of employing verbal and non-verbal communication strategies when communication breakdowns arise.

Canale (1983/2013) later introduced discourse competence as a distinct competence.

4. Discourse competence: The command of associating linguistic forms with meanings through coherence to accomplish unity of speech and texts in different genres.

Van Ek (1986/2000), who tried to orient the objectives of FLL towards **communicative ability**, defined these competences as the objectives of FLL and put forward two more components by a further analysis.

5. Social competence: The competence that requires will, which incorporates motivation, attitude and self-confidence, and skill, which incorporates empathy and ability to handle social situations.

6. Socio-cultural competence: The knowledge and familiarity of conditions that are different from those in one's native language.

Van Ek (1986/2000) also posits that affective and cognitive development of learners is crucial to complement a more comprehensive set of FLL objectives.

Savignon (1983/1997) takes an interactionist stand and examines **communicative competence** within the classroom context. She identifies communication as a context specific dynamic process that is based on the negotiation of meaning. She further posits that communication may be established in various cases and the knowledge of the context and the experiences are the determinants in the successful communication. On the other hand, she has a critical point of view about the tendencies to include the communicative aspect in the recent publications, and she suggests that their claims should be questioned.

Kramsch (1986, p. 367), who handled the issue with the term “**communicative interaction**”, maintains that interaction involves the negotiating intended meanings, anticipating response and the cases where misunderstandings take place, making the intentions clear and, finally, settling on the most convenient point “between intended, perceived, and anticipated meanings”.

In the first theoretical model introduced by Bachman and Palmer (1982), they developed some language tests to validate some constructs regarding **communicative proficiency**

The tests had three dimensions:

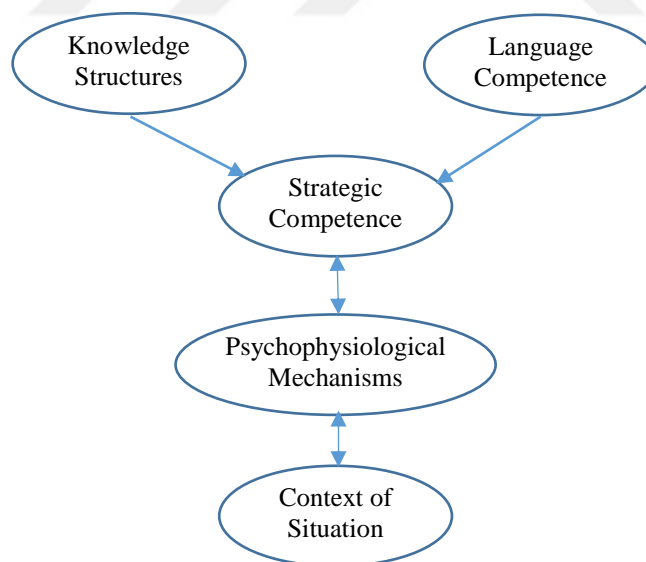
1. Grammatical competence: Morphology and syntax
2. Pragmatic competence: the ability to convey and understand messages
3. Sociolinguistic competence: ability to discern registers, nativeness and cultural references.

Bachman (1990) describes “**communicative language ability**” as the knowledge and the capacity to implement that knowledge appropriately in a specific context where the language is used communicatively. In his theory, communication is not just a static transfer of information, but in fact “a dynamic interaction between the speaker, context and the discourse” (p. 316).

His model comprises three components:

1. Language competence
2. Strategic competence
3. Psychophysiological mechanisms

According to the model, these components interact with knowledge structures and contexts of situations.



*Figure 1. Bachman's communicative language ability model*

Bachman elaborates language competence and classifies it under two categories: Organisational competence and pragmatic competence.

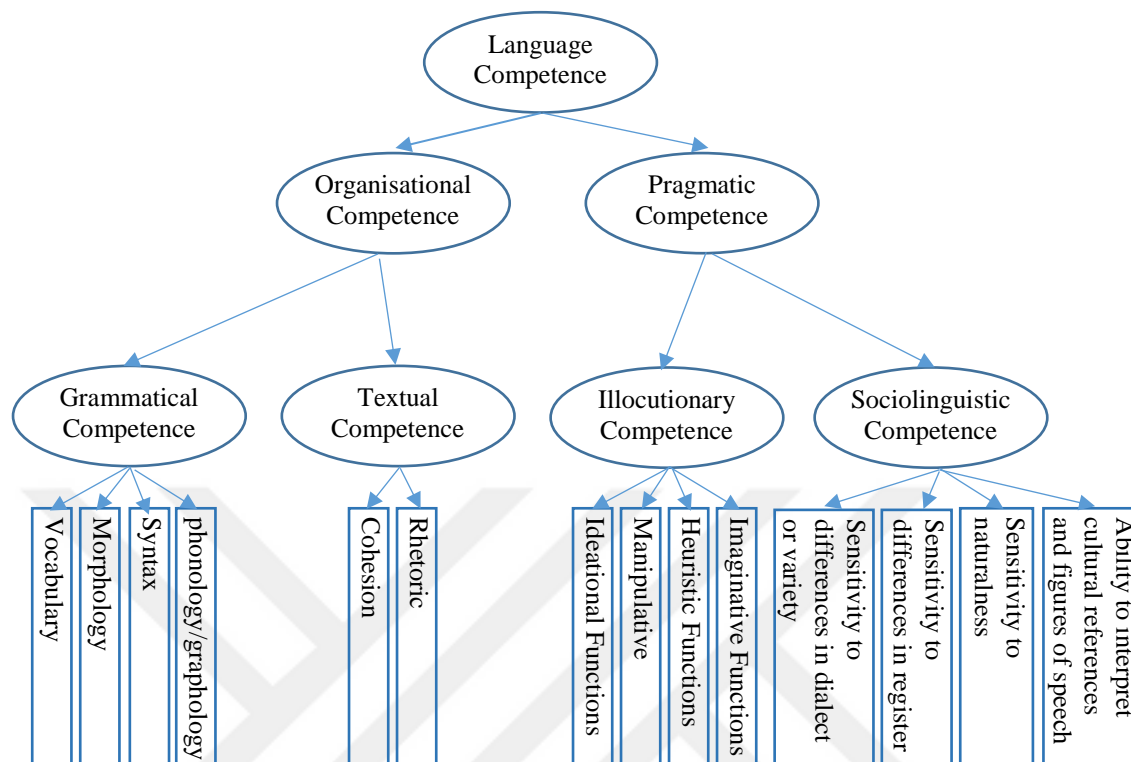


Figure 2. Bachman's elaboration of language competence

Bachman and Palmer (1996, p. 62) made some minor adjustments in the 1990 version of the model and rephrased it as the interaction of language ability, topical knowledge and affective schemata and the way they interact with the aspects of the situation in which the language is used.

In their study, where they evaluated American Council on the Teaching of Foreign Languages Proficiency Guidelines and advocated developing criterion-referenced measures, Bachman and Savignon (1986) explained **communicative language proficiency** as having the positive implications of both the communicative competence and communicative proficiency briefly.

### 2.2.2. Intercultural Communicative Competence

Byram's (1997) model of "**Intercultural communicative competence**", which mainly addresses foreign language teaching, illustrates the skills, attitudes and values to master intercultural relationships. This model was founded on the findings of Jan Ate van Ek

(1986/2000), which previously corroborated the findings of Canale and Swain (1980) and Canale (1983/2013) (Byram, 1997, p. 9; Spencer-Oatey & Franklin, 2009, p. 65). He advocates that linguistic competence cannot be taught separately from intercultural competence. It is possible that a student may not use the foreign language that he/she has learned at school but he/she will maintain intercultural skills, knowledge, awareness and connection with the life out of his/her ordinary cycle (as cited in Byram, 1997)

Byram's framework is comprised of five components (Byram, 1997, p. 34; Byram, Gribkova, & Starkey, 2002):

1. Knowledge (savoirs): Knowing the way social groups and identities work and the nature of intercultural interaction.
2. Skills of interpreting and relating (savoir comprendre): Having the skills for comparison and interpretation of ideas, events or documents from other cultures
3. Skills of discovery and interaction (savoir apprendre/faire): Knowing how to acquire and use new knowledge of a culture in interaction
4. Intercultural attitudes (savoir être): Being curious and open, ready to decentre from one's own reality and see from other point of views.
5. Critical cultural awareness (savoir s'engager): Being aware of own values and determining to what extent these values can affect one's opinions of others' values. Byram (1997) treated "political education" under this item previously.

Alptekin (2002) criticized the model by pointing out that the model is based on native speaker norms too much. He further states that the model ignores the fact that English is considered as a lingua franca and it restricts teacher and learner autonomy as it identifies authenticity with the social medium of native speakers.

### **2.2.3. The Developmental Model of Intercultural Sensitivity (DMIS)**

The Developmental Model of Intercultural Sensitivity might be the most well-known or widespread model due to its approach and categorisation. DMIS, created by Bennet (1986), is based on a six stage-continuum which aims to decipher the reactions that people have in the face of cultural differences. The model assumes that people may master their intercultural competences better and more if they engage more culturally different

situations and gain a complicated and advanced set of experiences as a result (Hammer, Bennet, & Wiseman, 2003). This developmental model involves a person's affective, cognitive and behavioural interpretation of cultural differences (Paige, Jacobs-Cassuto, Yershova, & DeJaeghere, 2003, p. 469; Bennet, 1986, Hammer et al., 2003; Spinthourakis, Karatzia-Stavlioti, & Roussakis, 2009). Correspondingly, intercultural sensitivity is an ability that could be gained through transformation from the denial to integration stage affectively, cognitively and behaviourally (Chen & Starosta, 2000). Bennet (1986, p. 182) suggests 6 developmental stages from the ethnocentric to ethnorelative through which a person may pass by increasing his/her cultural awareness and understanding.

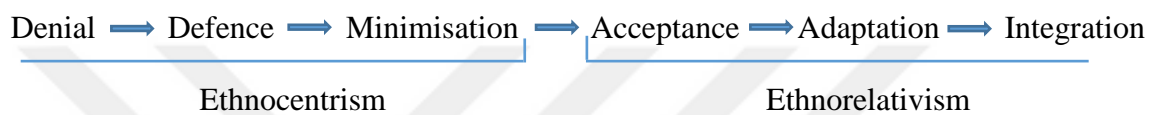


Figure 3. Bennet's developmental stages

1. Denial refers to the stage when an individual is not able to make judgements about a specific culture as no or limited contact has been made and no differences have been noticed yet. The individual's worldviews are in the centre of the reality.
2. Defence is the stage when the recognition of different cultures take place as an individual experiences cultural differences. He/She feels threatened by the other culture(s). Negative evaluations are accompanied by negative stereotyping.
3. Minimisation could be construed as the stage when an individual focuses more on the similarities than the differences. However, these similarities are deduced based on the superiority of one's own culture.
4. Acceptance is the stage when an individual develops respect for other cultures and acknowledges cultural differences. It is understood that other cultures are different but they have their own way of experiencing reality. Others might be regarded different but equally human.
5. Adaptation is about the development of communication skills that allow for communication across cultures. Empathy could be used effectively to understand and be understood.
6. Integration symbolises the stage when multiple cultural worldviews are embodied in an individual. People at this stage can bridge differences between cultures (Bennet, 1986;

Yamamoto, 1996; Hammer, Bennet, & Wiseman, 2003; Paige, Jacobs-Cassuto, Yershova, & DeJaeghere, 2003; Rogers, & Steinfatt, 2007; Zafar, Sandhu, & Khan, 2013).

Hammer developed “*The Intercultural Development Inventory (IDI)*” with Bennett based on Bennet’s DMIS. The 50-item inventory consisting of 5 dimensions was devised to assess the intercultural competence (Hammer, Bennet, & Wiseman, 2003; Hammer, 2009). Although IDI was praised as an effective, valid and reliable tool to measure the progress in intercultural competence (2003; Paige, Jacobs-Cassuto, Yershova, & DeJaeghere, 2003; Fantini & Tirmizi, 2006; 2009; Jackson, 2012), it was also criticized as expensive to administer (Lantz, 2014). The cost is an important factor to consider for availability (Spencer-Oatey & Franklin, 2009, p. 178). Besides, one has to take a seminar to conduct and assess the tests, which also requires quite a high cost. It cannot be wrong to claim that this test is absolutely a commercial enterprise considering how it is advertised and marketed. Greenholtz (2005) also asserted that it may not really measure cross cultural differences in other cultures other than that of the USA.

#### **2.2.4. Common European Framework of Reference for Languages (CEFR)**

Although CEFR is not an intercultural theory per se, it is included here due to the references it makes about intercultural skills. CEFR is a guideline that was created to set standards for developing curricula, syllabi, teaching and assessment materials in Europe. CEFR sheds light on the paths that language learners should follow to use languages communicatively and act effectively with the necessary knowledge and skills. The reason why CEFR is presented with the other models is that it also it adopts an intercultural point of view and advocates that learners should develop as whole persons and be aware of self and other identities to experience linguistic and cultural plurality in language education.

Societies have their own shared values and beliefs such as religions, history or traditions and they constitute the base for intercultural communication. When a language learner advances to become a user of a new language, he/she is not alienated from his native language and culture but rather becomes a plurilingual individual with intercultural competence who is able to keep the new and the old in interaction where linguistic and cultural competences are modified by each other and cultural awareness and skills are acquired as a result. Therefore, assuming an intercultural identity including attitudes and

awareness is considered to be a critical objective in education. Besides, earning intercultural skills helps tackle stereotyping stemming from lexical, grammatical, phonological dialectical markers related to social class, ethnicity or origin. The model also highlights that intercultural skills enable language learners to deal with the implicit meanings in the native language discourse (Council of Europe, 2001).

### 2.2.5. Intercultural Communication Competence

Intercultural communication competence is accepted as the ability to understand cultures and benefit from this to communicate with people from different cultures successfully. In Chen and Starosta's (2000, p. 3) model, **intercultural communication competence** is defined as an inclusive concept consisting of three components:

1. *Intercultural awareness* is the cognitive aspect of intercultural communication competence that involves “the understanding of culture conventions that affect how we think and behave” (Chen & Starosta, 1998a).
2. *Intercultural sensitivity* is the affective aspect of intercultural communication competence that signals individuals’ “active desire to motivate themselves to understand, appreciate, and accept differences among cultures” (Chen & Starosta, 1998b).
3. *Intercultural adroitness* is the behavioural aspect of intercultural communication competence that addresses “the ability to get the job done and attain communication goals in intercultural interactions” (Chen & Starosta, 1996, p. 367).

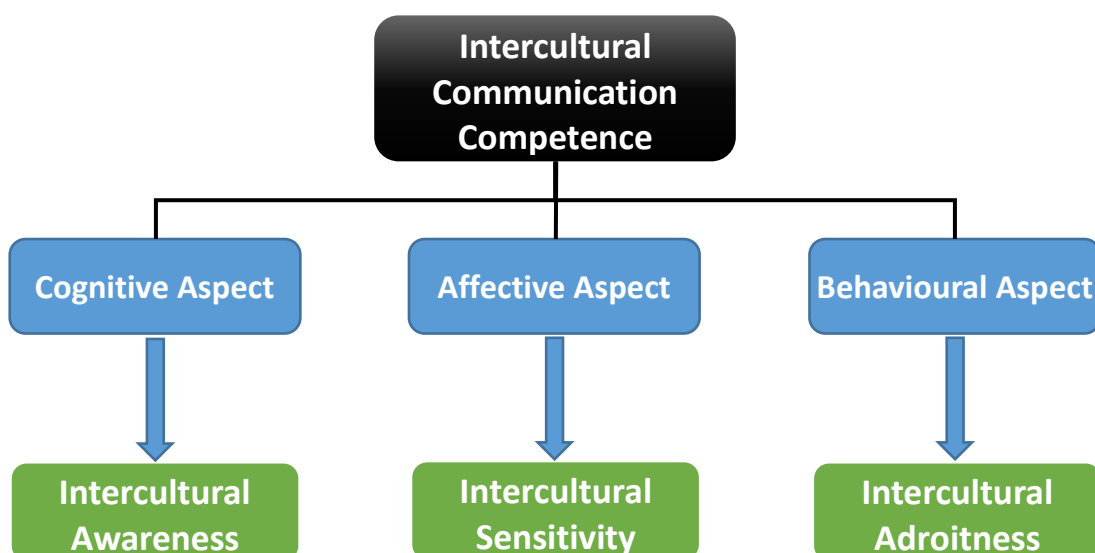


Figure 4. Chen and Starosta's intercultural communication competence model

### 2.2.5.1. Intercultural Sensitivity in Chen and Starosta's Model

In this model, intercultural sensitivity is identified as the ability that enables an individual to develop constructive emotions in order to understand and appreciate cultural differences that encourage and develop appropriate and effective behaviours in the contexts where intercultural communication takes place (Chen & Starosta, 1997). Chen and Starosta (2000) maintain that intercultural sensitivity is not understood well, and it is confused with other similar terms. The problem with this confusion is that it may cause further problems with the evaluation of intercultural training programmes as it hinders the development of reliable and valid measurement tools (2000). Individuals with the ability of intercultural sensitivity can develop multiple identities, take pleasure in the existence of cultural differences, thus developing an emphatic personality, and adjust to differences in cultures. People with this ability are also conscious when they interact, they admire and value the ideas received highly although they might be peculiar and they acknowledge that all individuals have distinct characteristics. Chen and Starosta (1997; 2000, pp. 3-4) determined six elements in order to elucidate intercultural sensitivity.

**1. Self-esteem:** Individuals with self-esteem can learn to recognize their own value and worth and can manage the ambiguities that also cause a feeling of estrangement, disappointment and stress during intercultural communication.

**2. Self-monitoring:** In order to be competent in communication, an individual should have the ability to discover restrictions in different situations to adjust and change his/her behaviours. Individuals with this ability are more likely to be attentive, be sensitive to the expressions used by other interlocutors, notice situational cues and form appropriate behaviours to adapt to the situation.

**3. Open-mindedness:** It is the willingness of persons to explain themselves appropriately and accept the explanations of their counterpart during intercultural communication. Thanks to the broad understanding of the environment embodied in their personalities, open-minded individuals are more sensitive to diversified realities of intercultural communication caused by cultural differences.

**4. Empathy:** Empathy could briefly be defined as the ability to empathise with the counterpart and manage to think and feel in the same way. As an individual develops the ability of empathy more, he/she becomes more interculturally sensitive.



**5. Interaction Involvement:** This ability could be described as the perception of the topic and the situation during the intercultural communication. It also stresses the sensitivity in interaction. Interaction involvement is made up of three concepts: responsiveness, attentiveness and perceptiveness. Individuals with this ability can act interculturally sensitively to handle the procedures in conversation and continue interactions appropriately.

**6. Being non-judgemental:** A non-judgemental person does not rush to conclusions and listens to other interlocutors genuinely who are culturally different, thus giving them a feeling of psychological satisfaction and making them happy as they will know they have been listened to.

Chen and Starosta (2000) developed “Intercultural Sensitivity Scale” to measure the affective aspect; namely, the intercultural sensitivity dimension of intercultural communication competence. The scale has been used in numerous contexts from all round the world. The findings differed depending on the context.

#### *2.2.5.2. Research Employing Chen and Starosta’s Model of Intercultural Sensitivity*

Based on their theory and elaboration on the topic, Chen and Starosta (2000) developed a scale with 44 items. In the pilot study in the US, they administered the scale to 414 university students, 152 of whom were males and 262 were females. The result of the reliability test was .86. The exploratory factor analysis revealed 5 factors: Interaction engagement, respect of cultural differences, interaction confidence, interaction enjoyment, interaction attentiveness. 24 items that had more than .50 were included in the final version. They conducted the second study with 162 students, 66 of whom were males and 96 were females. Several other tests that were related to intercultural sensitivity were also conducted concurrently to see the correlation of Intercultural Sensitivity Scale with them. The internal consistency was found to be .88 and highly reliable. Besides, moderate level correlations with the other tests supported the validity of the items in the inventory. The authors suggested that future research should be carried out in different contexts with different participants from different ethnic, age, sex, educational levels and categories. At the end of their research, the authors concluded that their scale could be used as a measure of intercultural sensitivity.

While some researchers only aimed to discover the reliability, thus the applicability, of

the scale for specific contexts, some others focused on measuring the intercultural sensitivity levels of their sample. In this sense, the reliability of the scale has been measured in different parts of the world. The scale has been adapted for different contexts and diverse results have been gained so far.

Fritz, Möllenberg and Chen (2002) saw the need that executives and managers in the business world had in order to act appropriately and successfully in intercultural encounters and noted that this demand was not met as a result of insufficient studies conducted interculturally. The scale was first translated into German and then back-translated into English. Then, it was conducted at the University of Mannheim, Germany, with the participation of 400 students. The average age of the participants, 147 males and 253 females, was 20.9. A confirmatory factor analysis was employed to test the findings of the exploratory analysis previously conducted by Chen and Starosta. The results confirmed the validity of the structure created by Chen and Starosta. The reliability of “Interaction engagement” and “Respect for cultural differences was .79, “Interaction confidence” was .69, “Interaction enjoyment” was .59, “Interaction attentiveness” was .58. The factor loadings of all the items, except item 11, were higher than .40. However, the reliability of the items which barely exceeded the threshold level were still questionable.

Spinthourakis, Karatzia-Stavlioti and Roussakis (2009) aimed to determine the intercultural sensitivity levels of 3<sup>rd</sup> and 4<sup>th</sup> year 288 elementary education major students, 48 males and 240 females, at a Greek university. The scale was first translated into Greek and then back-translated into English. After the required adjustments were made, the inputs were coded in SPSS. According to the findings of the research, the intercultural sensitivity level of the students was somewhat high. Although they do not provide any data regarding the reliability of the scale, they found that the mean score of the distribution was 92.48 out of 120. There were no significant differences between the scores of male and female students.

Wang and Zhou (2016) shortened the 24-item ISS into 15 items to allow its use in contexts where there could be time constraints. 286 university students aged between 17-28 took part in the study that was conducted in China. The scale was first translated into Chinese and then back-translated into English. After the scale was administered, the authors selected 3 items with the highest intercorrelations for each of the sub-categories to increase the reliability. The reliability of the new 15-item scale was relatively better than

the original scale. The reliability of “Interaction engagement” was .62 and .70, “Respect of cultural differences” .68 and .75, “Interaction confidence” .73 and .76, “Interaction enjoyment” .73 and .73 and “Interaction attentiveness” .60 and .60 in the full and short forms respectively.

In another major study, Üstün (2011) explored the factors that have effects on the intercultural sensitivity and ethnocentrism levels of primary and secondary school teacher candidates. The participants of the research were 414 3<sup>rd</sup> and 4<sup>th</sup> year university students, 189 males and 225 females, at the education faculty of Marmara University. The students were posed some demographic questions including the region they had grown up, the type of the high school that they had graduated from and the time they had spent abroad as they might be closely related with the development of intercultural sensitivity. The original scale was translated into Turkish and then back translated into English. Both the original and the back-translated versions were inspected by an English teacher whose native language was English and it was decided that there were no differences between them. Both the original and the Turkish versions were pilot tested to see the comprehensibility of the scales. The scales were administered with an interval of 3 weeks. T-tests were administered to see if there were any significant differences between the English and the Turkish versions. Üstün concluded that both versions were equally applicable. Then, the validity of the scale was measured through confirmatory factor analysis. The sub-categories accounted for the 63% of all the variance, which was considered quite high, but some of the items that previously belonged to certain sub-categories were found to be under different categories. Upon this difference in the factor loadings, Üstün contacted Guo-Ming Chen, the author of the scale, and he suggested considering the scale as measuring one dimension only. After this suggestion, Üstün repeated the factor analysis assuming that the scale had one dimension. Item 19 had a factor loading of .19 and had to be removed from the scale as it was below .30. The reliability score of the scale after the removal of item 19 was .90. The implementation of the scale revealed that there were significant differences in the intercultural sensitivity levels of different majors in the education faculty but there were no differences according to the variables of “gender”, “the region they had grown up in” and “the high school they had graduated from”. However, there were significant differences in the intercultural sensitivity levels of students who had grown up in big cities than in smaller districts and villages. Besides, the intercultural sensitivity levels of the students who had overseas

experience and friends abroad were significantly higher than the ones who did not.

Bulduk, Tosun and Ardiç (2011) performed a similar research to determine the reliability, validity and sub-categories of the ISS. Their participants were 148 nursing students, 13 of whom were males and 135 were females with an average age of 20.49, from a foundation university. They followed the same path and did the translation and back-translation first from English to Turkish and to English again. The Turkish version was pilot tested with 12 students and then administered to 148 students. The authors conducted an exploratory factor analysis and detected 6 factors, that is one factor more than the original version. The overall reliability was found to be .72, which is considered an acceptable value. Test-retest correlation co-efficient was .85. All in all, their study showed that the ISS was a reliable and valid tool to measure the intercultural sensitivity levels of nursing students.

In the same vein, Su (2018) investigated the intercultural sensitivity and ethnocentrism levels of university students in Taiwan as well as their attitudes towards native speakers of English and English language as a foreign language. She also analyses the relationship between these variables. The participants of this big scale study are 1191 university students with an average age of 20. 558 participants were male and 633 were female. The sample is given 3 tests including the ISS and a demographic information part. Her version of the ISS was recoded into 4 factors. She left out 5 items from the scale and the subscale of interaction attentiveness to get an overall reliability score of .82. The Cronbach alpha scores of the subcategories were as follows: interaction engagement .74, respect for cultural differences .75, interaction confidence .72, and interaction enjoyment .73. In general, the respondents had a mean score of 3.82 in respect for cultural differences, 3.61 in interaction engagement, 3.24 in interaction enjoyment and 3.02 in interaction confidence. The overall mean was 3.28, meaning the students had a medium level of intercultural sensitivity.

In an investigation into the applicability of the ISS, which was created in the western context, in the eastern cultures, Tamam (2010) administered the ISS to 447 university students. 60% of the students were Malay and 40% were of other ethnicities, which also corresponded to the approximate amount of ethnic distribution in the country. Besides, the religious tendencies in the sample were quite diverse including Muslims, Buddhists, Hindus and Christians. 33.8% of the respondents were male while the remaining 66.2% were female. The average age was 21.22. The analysis of the confirmatory factor analysis

did not support the five-factor structure of the original ISS. The items were collected under three factors and items with factor loadings lower than .40 were excluded from the scale. The three factors were labelled as “interaction attentiveness and respect”, “interaction openness” and “interaction confidence” and their reliability scores were .85, .89 and .84 respectively. This model with 21 items provided an alternative to the original ISS.

In his case study carried out in Malaysia, Tamam (2010) previously attained a three-factor model of the ISS. Yunus, Tamam, Bolong, Adzharuddin and Ibrahim (2017) conducted a research in the Malaysian context with Tamam’s model in order to validate it. They employed a stratified sampling method that required 984 participants. 1150 questionnaires were distributed but they were able to use 1000 responses to be analysed. 70.8% of the participants were Malay and 29.2% belonged to other ethnic backgrounds. 42.5% of the participants were male and 54.6% were female. The average age was 21.37. The 21-item model of Tamam was put to confirmatory factor analysis and as a result, 3 more items were taken out. The final reliability coefficient was .85 and subscale values were .85, .78 and .76 for the factors of “interaction attentiveness and respect”, “interaction openness” and “interaction confidence” respectively.

Another group of scientists preferred to use the ISS as it was to compare the original findings with their own findings.

Sezer and Kahraman (2016) investigated the personal qualifications and intercultural sensitivity levels of pre-service preschool and primary school teachers. Their sample consisted of 213 students at the Faculty of Education in Uludağ University. 28 students were male and 185 were female. The ISS version translated and validated by Üstün (2011) was used in the research. Besides, the participants were asked some demographic questions and if they had friends abroad as this might be a factor affecting their intercultural sensitivity. The analysis of the ISS indicated that the intercultural sensitivity levels of the both groups were high. The t-test conducted demonstrated that there were no significant differences between the intercultural sensitivity levels of preschool and primary school teacher candidates. Although there was a significant difference in terms of intercultural sensitivity between the preservice primary school teachers who had friends abroad and those who did not, there were no significant differences between the preservice preschool teachers who had friends abroad and those who did not. The analysis also showed that the internal consistency was relatively high

To determine the intercultural sensitivity levels of students who were studying at “Intercultural Baccalaureate” programmes and those who were not, 113 programme and 75 non-programme students from Mexico, Spain, the UK and Turkey attending 11<sup>th</sup> and 12<sup>th</sup> grades were included in the research conducted by Demircioğlu and Çakır (2016). The analyses indicated that the reliability of the scale was .81 and considered a good score. Their results also showed that there were not any significant differences between the intercultural sensitivity levels of the programme students in the four participating countries, but there was a significant difference between programme and non-programme students. The programme students had considerably higher mean scores. Besides, there were no significant differences between the intercultural sensitivity levels of programme and non-programme students regarding the variables of “grade”, “being native and non-native speaker of English” and “having travelled abroad”. An interesting finding of the research was that female students had higher intercultural sensitivity. In the Turkish context, students attending the Intercultural Baccalaureate programme received higher scores than the students at state schools and other private schools.

In his quantitative study, Park (2013) aimed to discover the experiences of young people with multicultural contact and intercultural sensitivity in South Korea, where cultural and ethnic homogeneity were believed to be natural and desirable. 574 high school students in Seoul were included in the research. 264 participants were male and 310 were female and their ages ranged from 15 to 18. In the reliability test, the sub-category of “interaction attentiveness” received a score of .47 and all three items (14, 17 and 19) of this domain were removed from the scale. The reliability score of “interaction engagement, respect for cultural differences, interaction confidence and interaction enjoyment were .63, .73, .74 and .64 respectively. The analysis reflected the medium level intercultural sensitivity of South Korean adolescents with a mean score of 3.44 out of 5.

In their much-cited work, Penbek, Yurdakul and Cerit (2009) wanted to find out the intercultural sensitivity levels of university students and questioned whether education and intercultural experience had any impacts on the development of ICC. Their sample consisted of 200 students in their 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> years from Dokuz Eylül and İzmir Economy Universities in Turkey. 133 participants were male and 67 were female. The original version of the ISS was used in the research. Their analysis demonstrated that the students had relatively high intercultural sensitivity levels but it resulted in low reliability, probably due to the English version that was employed, the narrow population size and

type or inappropriate cultural statements in the scale.

Yu and Chen (2008) used the ISS along with a scale to measure conflict management styles to demonstrate the relationship between the two concepts at an American university with the participation of 80 male and 173 female students. The average age of the total 253 participants was 18.8. The analysis indicated that the overall reliability coefficient of the ISS was .89. However, the factors of interaction enjoyment and interaction attentiveness received unacceptable and poor scores of .57 and .48 respectively while respect for cultural differences, interaction confidence and interaction engagement received acceptable scores of .79, .72 and .78. Despite the low factor reliability scores, the authors believed that these factors bore qualities that are crucial in communication and decided not to remove them from the scale. According to the tests conducted, intercultural sensitivity was significantly and positively related to conflict management styles and there were both positive and negative relationships between the dimension of the scales.

After their successful validation study in German context in 2002, Fritz and Möllenberg tried once more to replicate the ISS using German and American data with the contribution of Graf and Hentze in order to see the implications of the concept in the business world (Fritz, Graf, Hentze, & Möllenberg, 2003). They formed non-random and matched samples from 367 Management Programme MBA students in total. 179 students were from the USA and 179 were from Germany. They put four different models to test and the reliability scores of the four models by factors were as follows respectively: Interaction engagement .77, .75, .77, .73; respect for cultural differences .70, .59, .56, .64; interaction confidence .61, .50, .38, .63; interaction enjoyment .64, .64, .49, .71; interaction attentiveness .51, .51, .55 and .48. The authors concluded that their research did not validate the five-factor structure of the ISS, thus raising suspicions about the applicability of the ISS in different cultural contexts. The same study was revisited in 2005 with the presence of Chen and the same results were confirmed once again (Fritz, Graf, Hentze, Möllenberg, & Chen, 2005).

Gordon and Mwavita (2018) measured the intercultural sensitivity levels of their sample at the beginning and end of a semester to investigate how effective the international "I" course was. The participants for the pre-test were 259 students of an American university. However, only 114 students responded to the post-test. As a result of the t-test conducted, they found that there were no significant differences between the pre and post test scores

of the students who had previously taken “I” course and those who had not taken it before. Besides, there were no significant differences in the intercultural sensitivity levels of the students regarding their gender, age, ethnicity, family culture, having lived abroad and undergraduate education. However, there were significant differences in the intercultural sensitivity levels of the students regarding religious beliefs, having travelled abroad, study abroad experience and participation in cultural events.

In a study which set out to determine the intercultural sensitivity levels of teachers working in the immigrant receiving multicultural regions of Metropolitana and Valparaíso in Chile, Morales Mendoza, Sanhueza Henríquez, Friz Carillo and Riquelme Bravo (2017) recruited 50 teachers as their sample and conducted the ISS taking their gender, age, training and intercultural experiences into account. The analysis revealed that the 70% of the teachers enjoyed interacting with people from other cultures and 74% did not feel stressed when interacting with these people. 76% liked meeting and learning from people from different cultures, 74% found working with people from different cultures positive and 92% respected other people’s values. 72% could be as social as they could with people from different cultures and 80% considered themselves open-minded about other cultures. There were no statistically significant differences in the intercultural sensitivity levels of the teachers regarding their gender, age, training and intercultural experience. Besides, the reliability of the ISS was measured to be .91, which is regarded an excellent score.

Bosuwon (2017) examined the intercultural sensitivity levels of 269 international university students and the predictors of intercultural sensitivity in Thailand. The sample consisted of a rich mixture of as many as 39 countries. According to the pilot study, the internal consistency of the scale was a questionable score of .66. The results manifested a high level of intercultural sensitivity in the sample with a mean score of 92.29 out of 120. Furthermore, there was a significant difference between the mean scores of American (98.02) and Chinese students (82.40). Gender and education were not significant indicators in intercultural sensitivity. However, what is interesting in this data is that the intercultural sensitivity levels of students who had overseas experience of less than 1 year were higher than those with the experience of 3 or 4 years. Besides, communication competence (29.6%) and social intelligence (.42%) were proved to be predictors of intercultural sensitivity.

Tourism is one of the fields that needs to build on the findings of intercultural research



as it is closely related with the concept of culture. Young Bae and Song (2017) investigated the intercultural sensitivity levels of 589 international students at a private university in Korea. 35.4% of the participants were males and 64.1% were females. The age ranged between 21 and 25. Most participants were Chinese (n=222). Some other participants based on where they came from were Europe (n=77), Southeast Asia (n=65), Hong Kong (n=45), Japan (n=45) and Russia (n=45). The authors preferred to include 3 items from all 5 factors and the 15-item model yielded 4 factors: interaction willingness (6 items), respect for cultural differences (4 items), interaction confidence (2 items) and interaction attentiveness (3 items). Although the first three had reliability scores of more .70, the last factor had a poor score of .56.

In their study that was conducted in Andalusia, Spain, Fernández-Borrero, Vázquez-Aguado and Álvarez-Pérez (2016) set out to explore the intercultural sensitivity levels of 298 professionals from social services, 163 of whom were social workers. According to the results of the analysis, it was revealed that the intercultural sensitivity levels of the social workers were high with mean score of 4.08. There were no significant differences in the intercultural sensitivity levels of the participants regarding their gender, experience, training and knowledge of second language. The Cronbach alpha coefficient of the scale was .63, which indicates the questionability of the scale for that context.

Drandić (2016) aimed to find out the intercultural sensitivity levels of teachers working at primary schools in Pula, Croatia and the factors affecting this concept. The sample consisted of 115 primary school and 161 branch teachers. Out of these 276 teachers, 33 were male and 243 were female teachers. The analysis showed that there were no significant differences between the intercultural sensitivity levels of primary school and branch teachers regarding their field of profession, gender, location of the schools they work and years of service. The measurement of the reliability yielded an overall Cronbach's alpha coefficient of .84, proving the applicability of the scale for that specific context.

### **2.3. Attitudes**

The concept of attitude has attracted attention of researchers from different disciplines. Allport (1935, p. 810) defined attitude as "... *mental and neural state of readiness,*

*organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related*". Bernard (as cited in Allport, 1935) depicted the term as the "basis of all language and communication" that could occur in the form of abstract, inner or neural responses that could be either temporary or permanent. It is also defined as "*an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent*" (Gardner, 1985, p. 9). Baker (1995) explained attitude as "*a hypothetical construct used to explain the direction and persistence of human behaviour*". Brown (1993) referred to attitude as a sociocultural factor that is closely related to the communicative aspect of second language acquisition that also includes the learning of a new culture and tackling the differences between the target and own culture and indicated that attitudes are formed in early childhood and develop as a person interacts with parents, peers and people who are different in diverse ways, resulting in different affective factors in his/her experience. According to Collins online dictionary, attitude is "*the way that you think and feel about something, especially when this shows in the way you behave*" ("Attitude", n.d.). The concept, as a more relevant definition, was portrayed as language attitudes in Richards and Schmidt (2013) where the term was referred to as "attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language". Baker (1988) identified 5 characteristics regarding attitudes:

1. Attitudes are both cognitive and affective.
2. Attitudes are multi-dimensional.
3. Attitudes make people behave in certain ways.
4. Attitudes are formed through environmental factors and not inherited.
5. Attitudes are modifiable.

### **2.3.1. Factors Affecting Attitudes and Attitudes Affecting Language Learning**

The concept of attitude is a determinative factor in language teaching and learning. Gardner (1985, p.39) considered attitudes as part of individual differences in second language achievement and classified them into two categories in his "Socio-educational model": Attitudes toward learning situation and integrativeness. This seems to be an over

simplified classification since attitudes are actually multidimensional and the attitudes towards a language or language learning situation may be affected by different educational, social, psychological, cultural, cognitive, affective and behavioural factors (Öz, Demirezen, & Pourfeiz, 2015). Ellis (1999) further emphasized social factors such as age, gender, socio-economic class and ethnic background and indicated that they have a role in shaping learner attitudes and these attitudes affect learning outcomes in turn. In this classification, integrativeness represents an individual's wish to learn another language to be able to meet and interact with people from that new language community. Attitudes toward the learning situation involves the opinions of the learner about the language teacher, course and anything else about the learning context (MacIntyre & Charos, 1996; Masgoret & Gardner, 2003). This model assumes that attitudes toward the learning situation and integrativeness work in correlation to support an individual's motivation to learn a foreign language and attain achievement (MacIntyre & Charos, 1996). So, it could be concluded that attitudes toward the learning situation and integrativeness have an indirect role in succeeding in the target language by operating through motivation (Masgoret & Gardner, 2003). Gardner's socio-educational model, which was also the foundation of the Attitudes/Motivation Test Battery (Gardner, Clément, Smythe & Smythe, 1979), suggested that "attitudes toward the learning situation" is comprised of the components of evaluation of the course and evaluation of the teacher, while "integrativeness" consists of the components of attitudes toward the target language group, interest in foreign languages and integrative orientation (Masgoret & Gardner, 2003; Gardner, 1985). However, "attitudes toward the target language community" remains an equivocal component as it does not always require learners to have favourable attitudes toward the target language community. The fact that military personnel learning the language of an enemy community does not possibly have positive attitudes toward that community contradicts with this projection (Gardner & MacIntyre, 1993).

Like the way attitudes are affected by different factors, attitudes also affect people positively or negatively towards languages or language learning. Ellis (1999) proposed that learner attitudes influence the L2 proficiency that the learners attain to and learners themselves are affected by this success as their attitudes are reinforced as a result of this progress. Furthermore, lack of success reinforces negative attitudes but negative attitudes do not totally impede the learning of the target language if an individual has a strong

reason to achieve (1999). Gardner (1985) maintained that positive attitudes contribute positively towards language learning and language learners who have positive attitudes towards a language learn more effectively than learners with negative attitudes. Likewise, some researchers (Gardner & Lambert, 1959; Brown, 2003) indicated that language learners should have positive attitudes towards the community of the target language that they are learning and they should embrace the new identity that will be developing within them. Contrary to the fact that the positive attitudes towards the community of the target language is important, one's own identity or native language could pose a threat to the learning of the new language. If a native language is regarded to be inhibiting the learning of the target language, it is called *subtractive*, like in the case of Spanish-speaking children feeling ashamed of their native identity and language due to the socio-political perceptions in the US. The learning of English will take longer for these children because of the discrimination they are exposed to and, as a result, the negative attitudes they have towards the other language community. However, if your native language is French and you are learning English as a foreign language in Quebec, you will not suffer the problems experienced by the Spanish children as your native language and traditions will be held more prestigiously. In this case, the status of your native language and identity will contribute to the learning of English constructively (*additive bilingualism*) and you will have positive attitudes towards the other language community, and in turn, the learning will be facilitated by these positive attitudes (Brown, 2003).

Most people will hold these attitudes but the success attained by very young children will not be affected by any kind of attitudes, as they do not yet have the cognitive skills to make sense of the concepts of race, culture, ethnic group, class of people and language. When a child becomes of school age, he/she begins to acquire attitudes from his parents, other adults and peers (Brown, 1993). Although Gardner and Lambert (1959) highlighted aptitude and motivation as two factors affecting achievement in second language learning, Gardner and MacIntyre (1993) later determined language attitude as an individual difference variable in the second part of their two-part article. According to the model, antecedent biological and experiential factors interact with the individual difference factors in formal and informal language acquisition contexts to produce both linguistic and non-linguistic outcomes (1993). The model suggests that a linguistic outcome such as the achievement attained by a learner influences non-linguistic outcomes such as his/her feelings and these outcomes will affect individual difference variables such as

language attitudes and motivation (Ushida, 2005).

### **2.3.2. Research on Attitudes Toward Languages**

There are several studies investigating the relationship between attitudes and language learning in the field. Kobayashi (2002) aimed to explore the reasons underlying the positive attitudes of female students toward English in Japan. She created a 9-factor scale based on the research about attitudes in language learning. Her findings testified to the social and educational facts that influence these attitudes. She revealed that studying English is portrayed as a “girl-thing” at schools. It was also found that the schools do not supply students with adequate opportunities to make plans for their careers. Besides, she also indicated that English proficiency is presented as a useful tool for women to be successful in life. Another finding showed that women are put to a position where they have no power.

Factors thought to be affecting attitudes toward learning foreign languages have been explored in several studies. The relationship between the perceived emotional intelligence and attitudes toward foreign language learning was investigated by Öz, Demirezen and Pourfeiz (2015). The participants were 159 university students in Turkey. The instruments employed were the Emotional Intelligence Scale (SEIS) and the Attitudes toward Foreign Language Learning (A-FLL). The reliability score of the SEIS in their research was .91 and that of the A-FLL was .83. According to the analysis of the test results, the emotional intelligence of the students were very high, and emotional intelligence and A-FLL was positively correlated. The component of “utilizing emotions” was found to be the strongest predictor of A-FLL. Female students scored significantly higher than male students in two sub-categories of A-FLL.

In their research, conducted in the bilingual city of Ottawa, MacIntyre and Charos (1996) aimed to measure and explore language learning affect, communication-related variables, personality and social context through 92 English-speaking adult participants. The two sub-categories that were specifically related to the issue of attitudes were the measures of “integrativeness” and “attitudes toward the learning situation” as in Gardner’s socio-educational model (Gardner, 1985). The measure of “Integrativeness” consisted of three items and had an internal consistency score of .86 while the measure of “attitudes toward the learning situation” consisted of 2 items and had an internal consistency score of .89.

The path analysis conducted revealed a significant path from integrativeness to attitudes toward the learning situation.

Ushida (2005) examined the role of motivation and attitudes in second language learning. The research, which was conducted with 30 participants who enrolled in online elementary French, elementary Spanish and intermediate Spanish courses, employed three sets of questionnaires. To elicit information about the background of the students, general background and technology background questionnaires were administered. Then, a modified version of AMTB with six subcategories was used to measure the attitudes and motivation levels of the participants. Although there were significant differences in the attitudes of the students toward the language and the culture belonging to that language, it was concluded that this kind of activities might not yield the desired results due to the lack of autonomy skills.

Masgoret and Gardner (2003) set out to carry out a meta-analysis of the previous research conducted by Gardner and his associates in a challenging study. The study turned out to be an immense endeavour as the researchers realized that there were more data available than they had estimated. After determining their inclusion criteria, 75 research studies were included in their meta-analysis. The result of the study indicated that the variables of attitudes toward the learning situation, integrativeness, motivation, integrative orientation and instrumental orientation have strong correlations with the achievement in a second language. It should also be noted that the correlation between achievement and motivation is higher than those of achievement and integrativeness, attitudes toward the learning situation, integrative and instrumental orientation. However, the analysis also revealed that there was little correlation between the language learning environment and the variables of attitude, motivation and orientation because of the inconsistency in the results.

In her master's thesis, Stegmann (2013) intended to determine if motivation and attitudes toward learning English as a foreign language are correlated and if students' attitude and motivation levels are correlated with language skills. Out of 593 students who took part in the research, 269 only learned English at 7<sup>th</sup> and 8<sup>th</sup> grade and 279 started learning English since 1<sup>st</sup> grade. She used a questionnaire previously used by an educational organisation. There were 3 subcategories in the questionnaire: Attitudes towards learning English as a second language, willingness to communicate and willingness to use the language. The questionnaire was sent to the participants online and they were asked to

respond to 38 items. It was concluded that attitudes and motivation were not correlated with the proficiency level of the students coming from 2 different types of school as much as the author had expected. However, the students who began learning English since the first grade had more positive attitudes toward learning English as a foreign language.

Another study was carried out with the participation of 154 high school students in Chile. Gómez Burgos and Pérez Pérez (2015) adapted a scale based on the analysis of other instruments that were previously used to measure attitudes. The scale had 5 subscales and 32 items in total. The subscales were “attitudes towards language use in the English classroom”, “attitudes towards teachers’ methodologies in the English classroom”, “attitudes towards English as a subject at school”, “attitudes towards learning EFL in Chile” and “attitudes towards English as a language”. The results showed that the attitudes of the students toward English as a foreign language are generally positive. However, the participants had negative attitudes towards learning English and English as a school subject. The authors reached the conclusion that their students accepted English as a world language although they were not willing to learn it as a school subject.

To better understand if factors such as gender, age or education affect the attitudes of students toward language learning, Özdemir and Kutsal Çördük (2018) measured these variables with an adapted questionnaire in the vocational school of higher education in Ardahan University in Turkey. The first part of the questionnaire consisted of questions aimed to gather information about students’ background and there were 25 items to measure the attitudes towards language learning in the second part. The study included 144 male and 122 female students. The results indicated that the students knew how important it was to learn English but they lacked self-confidence and they were anxious about being mocked by their peers. Another remarkable finding was that the students lacked basic skills in their own native language, which made it difficult to learn a second language. Besides, the students lacked the skills of autonomy and therefore they could not study English efficiently. Moreover, economical, accommodational or psychological problems made it more difficult for them to hold positive attitudes towards school and of course language learning.

Some other researchers developed their own questionnaires or scales to measure attitudes and other related variables. Akhmadjonov and Altun (2019) developed one to measure the attitudes of foreign students’, namely Uzbek in their study, attitudes toward learning Turkish as a foreign language. The scale that they created was administered to 206

university students. After the validity and reliability checks and exploratory analysis, they found that 12 items had to be removed from the scale. The final version of the scale had 61 items and 5 subcategories. The researchers obtained internal consistency values of .87, .91, .88, .90 and .81 for each of these factors. Besides, according to the test scores Uzbek students had positive attitudes toward learning Turkish as a foreign language.

Different settings do not necessarily produce different results. A study conducted in Saudi Arabia produced similar results as in distant parts of the world. Alkaff (2003) investigated the attitudes and perceptions of 47 university students toward learning English. He used a questionnaire that he himself developed. The findings showed that the attitudes of the students toward learning English were positive. Although they had to deal with the other subjects at the same time and they did not have enough time to study and practice English adequately, they were willing to improve their knowledge of English.

#### **2.4. Erasmus Plus Programme**

The EU Programme in the fields of education, training, youth and sport for the period 2014-2020 which is designed to help tackle socio-economic changes, the key challenges that Europe will be facing until the end of the decade and to support the implementation of the European policy agenda for growth, jobs, equity and social inclusion ([European Commission, 2019b](#))

The programmes that are implemented under the European Commission are implemented for a reason. Erasmus+ and its predecessors have aimed to target the problems and make improvements in the fields of education, training, youth and sport separately. Erasmus+, set to be implemented between 2014-2020, has brought these distinct but closely related fields together as different from the previous programmes. It is hoped that the challenges that Europe is likely to face between 2014 and 2020 will be tackled through the activities conducted within these fields.

One of the most, probably the most imminent concern that needs immediate attention is unemployment. Increasing school dropouts are also increasing the possibility of unemployment and social marginalisation, which in turn makes way for unemployment. This problem does not only threaten young people but also underqualified adults. Another point that Europe seeks to strengthen is the structure of the European societies. In order



to promote active citizenship, the dimensions of cohesion and inclusion need to be strengthened in societies. Only this way, European values and social integration could be promoted while improving the intercultural sensitivity and the perception of affiliation with a community. When these mechanisms work together, radicalisation and marginalisation, including those of refugees, could be stopped proactively. As well as the general term of active citizenship, it is emphasized that young people should especially participate in the society actively and youth work should be empowered. Besides, youth policies and education and training systems should work so efficiently as to equip young people with the qualities that the labour market and the economy demand. The form of education and training is not only restricted to formal, but rather, informal and non-formal learning are supported as well.

Along with these priorities, the Erasmus+ Programme also aims to bring a European aspect to sport. Within this field, networks are built, stakeholders cooperate and knowledge and know-how are exchanged in order to reduce the risks that inadequate physical activity brings about.

As a general objective, Erasmus+ ([European Commission, 2019b](#)) aims to contribute to the achievement of:

- the objectives of the Europe 2020 Strategy, including the headline education target;
- the objectives of the strategic framework for European cooperation in education and training (ET 2020), including the corresponding benchmarks;
- the sustainable development of Partner Countries in the field of higher education;
- the overall objectives of the renewed framework for European cooperation in the youth field;
- the objective of developing the European dimension in sport, in particular grassroots sport, in line with the EU work plan for sport;
- the promotion of European values in accordance with Article 2 of the Treaty on the European Union.

Some important features of the Programme ([European Commission, 2019b](#)) are:

- Recognition and validation of skills and qualifications: The qualities gained within the activities are recognized to facilitate employability and education opportunities.

- Dissemination and exploitation of project results: Project results are disseminated in order to maximise the benefits to the wider society.
- Erasmus+ open access requirement for educational materials: Educational materials produced are encouraged to be granted access for everyone.
- Erasmus+ open access for research and data: Research and its findings are encouraged to be published without any access restrictions.
- International dimension: The Programme does not only promote international work, but it is almost a must in all of the activities.
- Multilingualism: Multilingualism is promoted throughout all the activities and as project outputs.
- Equity and inclusion: The participation of people with fewer opportunities is facilitated.
- Protection and safety of participants: Both in mobilities and local activities, safety is one of the most important aspects of the Programme.

#### **2.4.1. What is Mobility?**

The Erasmus Plus Programme strongly supports partnerships. Building a partnership and exchanging good practices are the preliminary conditions for the projects. When a partnership is formed between two or more partner organisations, the individuals are required to take part in mobilities to carry out some of the project activities. A mobility is shortly travelling from the city where one organisation is based in, to the other city where the project activities will take place, and turning back. A mobility project is comprised of three phases ([European Commission, 2019b](#)).

1. Preparation: Logistic, linguistic, cultural, practical, task-related...
2. Implementation
3. Follow-up: Certification (recognition of skills), evaluation, dissemination.

Mobility is not a project activity by itself. It is rather an instrument that is used to carry out project activities planned in city of the host organisation.

## 2.4.2. Three Key Actions of Erasmus Plus

These mobilities are conducted under three key actions and two other different actions.

### 2.4.2.1. Key Action 1 - Learning Mobility of Individuals

The scope of Key Action 1, as can be inferred from the title, does not only address learners or students but also offers opportunities for the staff involved in the field of education, training and youth. One side of the programme focuses on improvement of achievement in learning, improved job opportunities, boosting personal development and entrepreneurial skills, enhanced foreign language skills, improving intercultural awareness, promoting active citizenship and European values and finally strengthening motivation for participating in further education for “students, trainees, apprentices and young people”.

The programme, on the other hand, has already foreseen that individual competences of learners cannot be improved without improving the competences of staff, youth workers and professionals working in the fields of education, training and youth. In this sense, the activities carried out under Key Action 1 aim to develop professional competences, raise awareness about the different applications and policies regarding education, training and youth, expand the scope and efficiency of organisations to allow modern and international changes, provide insight into the complex network of different types of education, identify and target the requirements of people with fewer opportunities and develop open-mindedness towards and competences in social, linguistic and cultural diversity.

The actions supported under KA 1 are ([European Commission, 2019b](#)):

- 1) Mobility projects in the field of education, training and youth:
  - a) Mobility project for higher education students and staff
  - b) Mobility project for VET learners and staff
  - c) Mobility project for school education staff
  - d) Mobility project for adult education staff
  - e) Mobility project for young people and youth workers
- 2) Erasmus Mundus Joint Master Degrees
- 3) Erasmus+ Master Loans

#### 2.4.2.2. *Key Action 2 - Cooperation for Innovation and the Exchange of Good Practices*

Key Action 2 projects are designed to produce long-term constructive results on organisations and thus, individuals involved in project activities. In the long run, the results of these projects are expected to create a positive effect on the policies that form the basis of this action.

The Erasmus Plus Key Action 2 projects are cut out for the young people in non-English-speaking countries as these projects provide a unique chance for the young people to get involved in a different culture and a society where the common medium of communication is English. Unlike the artificial atmosphere of a classroom, they have to use what they know of English to express themselves and meet their needs in a way no one finds odd. This action of the Erasmus Plus Programme is of capital importance in that it creates a unique chance for the language learners living in mono-lingual societies such as Turkey.

Moreover, students above the age of 14 are encouraged to stay with host families during their stay in order to support all these opportunities offered to them. This is a booster for the students to break the ice with the new culture and develop an understanding towards the new people of a new society. Students, who already befriend many peers at school during the day, spend a considerable amount of family time with a host family for a week or two and all these interactions unearth the hidden treasures in the minds of young people unknown even to themselves.

The three main expectations ([European Commission, 2019b](#)) from the organisations that are involved in the projects under this action are:

- 1) Producing new and creative ways to tackle the needs of the target groups
- 2) Promoting a contemporary, progressive, dedicated and efficient working environment in organisations
- 3) Improving competencies and expertise to function at EU level

KA2 projects ([European Commission, 2019b](#)) are also expected to produce positive effects on individuals:

- 1) Boosting personal development and entrepreneurial skills
- 2) Developing open-mindedness towards and competences in social, linguistic and cultural diversity

- 3) Improving digital skills
- 4) Developing open-mindedness towards and competences in social, linguistic and cultural diversity
- 5) Improving employability
- 6) Active citizenship
- 7) Developing positive attitudes toward EU and its values
- 8) Certification of skills
- 9) Boosting professional qualities
- 10) Providing insight into the complex network of different types of education
- 11) Developing professional competences
- 12) Providing motive and satisfaction in the workplace

The activities that could be carried out under this action are ([European Commission, 2019b](#)):

- 1) Strategic Partnerships in The Field of Education, Training and Youth
  - a) Strategic Partnerships Supporting Innovation
  - b) Strategic Partnerships Supporting Exchange of Good Practices
    - i) School Exchange Partnerships
      - (a) Short-Term Exchanges of Groups of Pupils
      - (b) Long-Term Study Mobility of Pupils
      - (c) Short-Term Joint Staff Training Events
      - (d) Long-Term Teaching or Training Assignments
    - ii) Transnational Youth Initiatives
- 2) Knowledge Alliances
  - a) European Universities
  - b) Knowledge Alliances
- 3) Sector Skills Alliances
  - a) Sector Skills Alliances For The Development Of Sectoral Approach Es Through "Platforms of Vocational Excellence"
  - b) Sector Skills Alliance for Design and Delivery of VET
  - c) Sector Skills Alliances for Implementing A New Strategic Approach (Blueprint) to Sectoral Cooperation Skills
- 4) Capacity Building in The Field of Higher Education
  - a) Joint Projects

- b) Structural Projects
- 5) Capacity Building in The Field of Youth
  - a) Youth Exchanges Between Programme and Eligible Partner Countries
  - b) Mobility of Youth Workers Between Programme and Eligible Partner Countries
  - c) Volunteering Activities from/to Eligible Partner Countries

#### *2.4.2.3. Key Action 3 – Support for Policy Reform*

This specific action supports projects that are designed to pursue policy reforms to reach the aims of policies such as ET 2020 and EU Youth Strategy. The activities that could be implemented under this action are ([European Commission, 2019b](#)):

- 1) Youth Dialogue Projects
  - 1) Knowledge in the fields of education, training and youth
  - 2) Initiatives for policy innovation
  - 3) Cooperation with international organisations
  - 4) Support to European policy tools
  - 5) Stakeholder dialogue, policy and Programme promotion

#### **2.4.3. Other Actions of Erasmus Plus**

##### *2.4.3.1. Jean Monnet Activities*

The actions implemented under Jean Monnet Programme are designed to “promote excellence in teaching and research in the field of European Union studies worldwide”. The Jean Monnet activities are expected to produce knowledge and insight to assist policy-making process and bolster the position of the European Union before the modern world. Although these studies involve the concept of the whole Europe, there is a specific focus on the issues of domestic and foreign integration.

The activities that could be implemented under this action are ([European Commission, 2019b](#)):

- 1) Jean Monnet Modules (teaching and research)
- 2) Jean Monnet Chairs (teaching and research)
- 3) Jean Monnet Centres of Excellence (teaching and research)

- 4) Jean Monnet Support to Associations
- 5) Jean Monnet Networks (policy debate with the academic world)
- 6) Jean Monnet Projects (policy debate with the academic world)

#### *2.4.3.2. Sport*

The aim of the Sport Action is to promote tolerance and fight with unsolicited activities such as doping, match-fixing and violence. It also aims to assist athletes in building dual careers and encourages just governance. Another important and widely-practiced objective of this action is to encourage people to engage in voluntary activities in the field of sport and promote values and concepts such as inclusion, equality and being physically active.

The activities that could be implemented under Sport Action ([European Commission, 2019b](#)) are:

- 1) Collaborative Partnerships
- 2) Small Collaborative Partnerships
- 3) Not-for-profit European sport events

## CHAPTER III

### METHODOLOGY

#### 3.1. Research Design

In this research study, during the data collection and analysis phases, a mixed research design was employed in order to provide a better and comprehensive understanding of the phenomena. Specifically, an explanatory sequential mix method design, which means collecting quantitative and then qualitative data at two different times in one study, (Creswell, 2014) was employed to utilise in the best way from the quantitative and qualitative findings. The researcher aimed to use the results of the qualitative findings to interpret and make sense of the quantitative findings. According to Dörnyei (2007), a mixed research design involves collecting, analysing and integrating quantitative and qualitative data. Similarly, Creswell and Plano Clark (2011, p. 12) state, “Mixed methods research provides more evidence for studying a research problem than either quantitative or qualitative research alone”.

#### 3.2. Setting and Participants

The researcher employed a purposive sampling method when selecting the participants for the quantitative study and convenience sampling for the qualitative study. All the participants had to be selected purposively from the schools that were granted funds for Erasmus Plus KA2 projects in the province of Muğla in 2017 and 2018. However, the participants of the qualitative study, or the respondents of the interview, were selected based on convenience sampling method as three of the schools were located in different districts, and it was difficult to arrange free time for the interviews in two schools in the



centre of Muğla due to their tight schedule. Due to these restrictions, the most convenient school was the vocational high school in the centre of Muğla.

The students were included in the study based on voluntary basis. Considering the duration of the 2-year period in this type of projects, the chosen schools were expected to be conducting the projects until 2019 and 2020. As the first step, before visiting the schools, an official permission to conduct a research was requested from the Provincial Directorate of National Education. To support this permission, the researcher received another permission from the Governorate of Muğla.

Table 1

*Participants*

<b>Schools</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Zübeyde Hanım Vocational and Technical Anatolian High School-Central district	8	14	22
Sadık Göçen Anatolian High School- District of Kavaklıdere	6	7	13
Muğla 75. Yıl Science High School-Central district	3	11	14
Turgutreis Anatolian High School-Central district	7	7	14
Fethiye Anatolian Religious High School- District of Fethiye	8	11	19
Şehit Murat İnci Anatolian Religious High School-District of Milas	0	2	2

The participants of the quantitative study were 84 high school students who were at 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades in these schools and their ages ranged from 14 to 18 years. 51 (60.7%) of the participants were female and 33 (39.3%) were male. It should be emphasized that there are no certain criteria in the selection of participants. The decider could be the project coordinator teacher alone, school project coordination team, school administration or school administration with the involvement of parent-teacher association. Participants could be selected based on their ages, language competences, their contribution in the preparation phases or the specific requirements of the project. However, there are some issues that each coordinator needs to consider. Participants should be able to at least

express themselves adequately, protect themselves and take part in the foreseen project activities.

Besides, the participants of the qualitative study were 15 volunteering students at 11<sup>th</sup> and 12<sup>th</sup> grades from “Zübeyde Hanım Vocational and Technical Anatolian High School”. 9 students were female and 6 were male. Their ages ranged from 16 to 18. Most of the students were from middle class families although some came from higher socio-economic backgrounds and some were from quite low socio-economic backgrounds. This was quite a reflection of the population of the city anyway.

Table 2

*Previous Overseas Experience*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	14	16.7	16.7	16.7
Valid No	70	83.3	83.3	100.0
Total	84	100.0	100.0	

Table 3

*Reason for Going abroad*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid None	70	83.3	83.3	83.3
Valid Project visit	1	1.2	1.2	84.5
Valid Course/Education	2	2.4	2.4	86.9
Valid Touristic	7	8.3	8.3	95.2
Valid Other	4	4.8	4.8	100.0
Total	84	100.0	100.0	

Table 2 provides another evidence to get an overall impression of the participants. Out of 84 participants, only 14 had been abroad. According to Table 3, 1 student had previously taken part in an international mobility in his previous school, 2 of them had attended courses abroad, 7 of them had been in touristic trips and 4 others had gone abroad for

other reasons. It should also be emphasized that the participants were not unfamiliar with different cultures and people as the city of Muğla is a touristic destination that attracts at least 3 million tourists only in summers. Despite this many visitors, the interaction with tourists and thus, the engagement with the language is very low because mostly people that work in jobs directly related to tourism interact with tourists.

Table 4

*Has the Student Spoken English in a Natural Environment before?*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	45	53.6	53.6	53.6
No	39	46.4	46.4	100.0
Total	84	100.0	100.0	

The students were asked if they had ever spoken English out of the school before. 45 of them had had some kind of interaction with a tourist or someone from abroad. Although the locals cannot benefit from the language practice opportunities efficiently and on a large scale, they are aware of different cultures, languages and countries unlike the people in the cities in the middle and to the east of Turkey.

### 3.3. Data Collection Instruments

In this study, in order to collect quantitative data, two instruments were employed. The first instrument that was employed in the research is the Intercultural Sensitivity Scale developed and validated by Chen and Starosta in 2000 (Appendix 6). There are 24 items categorized under 5 factors.

- Interaction Engagement: items 1, 11, 13, 21, 22, 23 and 24,
- Respect for Cultural Differences: items 2, 7, 8, 16, 18 and 20,
- Interaction Confidence: items 3, 4, 5, 6 and 10,
- Interaction Enjoyment: items 9, 12 and 15,

- Interaction Attentiveness: items 14, 17 and 19.

Items 2, 4, 7, 9, 12, 15, 18, 20, and 22 are negatively worded and; therefore, they were reverse coded before the analysis. The reliability scores of the scale in two different experiments were .86 and .88. However, the factorial structures and these reliability coefficients differed depending on the contexts and not each experiment provided the same level of reliability (Fritz, Möllenberg, & Chen, 2002; Fritz, Graf, Hentze, & Möllenberg, 2003; Peng, 2006; Tamam, 2010). Üstün (2011) contacted Chen when some of the items in the scale were placed under different factors in the confirmatory factor analysis that she conducted. The researcher also reached Guo-Ming Chen when he had a problem with the reliability of the dimension of “Interactive Attentiveness”. Prof. Chen advised treating the 24 items as one factor unless one really wanted to look into dimensions of the scale (Personal communication). As the purpose of this study was to measure the intercultural sensitivity levels of high school students and not investigating the structure of the scale alone, it was decided to consider the items as a one-factor-scale.

Although there were some other authors who translated the scale into Turkish in their own studies (Bulduk, Tosun & Ardiç, 2011; Üstün, 2011), the researcher did not find the Turkish translation of some of the items very suitable to be used in a high school context. Using the back-translation technique, the scale was translated into Turkish again. It was first translated into Turkish by an English teacher and a Ph.D. student in social sciences. These two people and the researcher combined the two different versions and agreed on one version. The Turkish version was translated back into English by two other English teachers working at the Research and Development Centre at Muğla Provincial Directorate of National Education. The researcher, along with his advisor and another member of the faculty, compared the original scale with the latest version. It was decided that the back-translated version and the original version were almost the same. After some minor corrections, the scale was found to be suitable to be given to high school students.

The second scale that was used in this research is “Attitudes toward English Language Learning Scale” (Appendix 6). The scale was first adapted by Abidin, Pour-Mohammadi and Alzwari (2012) from Gardner’s Attitude and Motivation Test Battery (1985) and Attitude Questionnaire from Boonrangsri, Chuaymankhong, Rermyindee and Vongchittipinyo (as cited in Abidin et al., 2012). Besides, the authors created some of the items themselves based on their experiences in teaching. This version of the scale had 45 items in total and consisted of three categories. Later, the scale was adapted by

Eshghinejad (2016) and reduced to 30 items consisting of the same categories.

- Behavioural Aspect: items 1-10
- Cognitive Aspect: items 11-20
- Emotional Aspect: items 21-30

Items 2, 4, 7, 9, 12, 15, 18, 20 and 22 are negatively worded and; therefore, reverse coded before the analysis. Cronbach's alpha coefficient for the behavioural aspect was .73, cognitive aspect was .77 and the emotional aspect was .67. The same back-translation procedures were used for this scale as well.

After the Turkish versions of the two scales were prepared, they were piloted in a high school in the district of Ula, near the province of Muğla. Both scales were given to 30 students attending 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades. The reliability of the Intercultural Sensitivity Scale was found to be .94 and that of Attitudes toward English Language Learning was .91. It took the students approximately 25 minutes to finish the tests. These findings indicated that both scales could be used as reliable measurement tools.

The interview questions were prepared based on the two scales used to gather quantitative data (Appendix 7).

#### Intercultural Sensitivity Scale

Interaction Engagement:

- Are you willing to interact with people from different cultures?
- Would you try to get information about their culture when interacting with foreigners?

Respect for Cultural Differences:

- How would you feel when listening to a person from a different culture?
- How important are the ideas of a person from a different culture?
- What would you think about the cultural differences between you and a foreigner?
- Do you think we should respect the values of people from different cultures?

Interaction Confidence:

- How would you feel when interacting with a person from a different culture?
- How self-confident would you feel when interacting with a stranger from a different culture?

- Would you have difficulties while speaking in front of people from different cultures?

Interaction Enjoyment:

- Do you like spending time with people from different cultures? Why?

Interaction Attentiveness:

- Would you be careful about the sensitive matters for the person to whom you are interacting with?

### Attitudes toward English Language Learning Scale

Behavioural Aspect:

- What is the best way to learn English?
- What kind of benefits would you get when you learn English?
- Would you feel the same when speaking in the classroom and outside with a tourist?

Cognitive Aspect:

- Is it difficult to learn English? Why?
- To what extent does the knowledge of English help you speak outside the school?

Emotional Aspect:

- How important is it to know English? What kind of benefits would you get?
- Do you like the English course? Why?
- How interested are you in the English lesson?
- How would you feel when you are successful in English?
- How do you feel when speaking English?
- Would you like to know English better than your friends? Why?

The piloting of the semi-structured interview was done at the same school in Ula with two students. This piloting enabled the researcher to modify the questions according to student levels and to add and remove some of the questions. It was seen that the average time to conduct an interview was around 6 minutes.

### **3.4. Data Collection Procedure**

The schools were contacted and the official permissions were presented. The researcher got in touch with the coordinators of the projects at each school and informed them about the procedure. The researcher learned about the projects and the mobility dates. Based on the information gathered, a work schedule was created with the project coordinators. The participants of the mobilities were given the “Intercultural Sensitivity Scale” and “Attitudes Towards Learning English Scale” together two weeks before their first mobility as pre-tests. Two weeks after their return, the same tests were conducted with the same students as post-tests. The quantitative findings were inputted in the analysis software as they were collected. The scales were administered by the project coordinators in the districts in cooperation with the researcher. However, the researcher accompanied project coordinators at schools during the implementation of the scales in the central district.

Besides, semi-structured interviews were carried out with 15 of the participants to collect qualitative data to gain a better insight into the issue and to support the quantitative data. The students were interviewed according to the previously determined programme at their school. The interviews were recorded during interviews and then transcribed later.

### **3.5. The Analysis of the Data**

An initial analysis was conducted to find out if the data was distributed normally. The type of the distribution is a critical step in order to choose the right method of data analysis (Kilmen, 2015). For the data at hand, skewness and kurtosis values were taken into consideration to determine if the distribution was normal or not. According to Tabachnik and Fidell (2014), the range of skewness and kurtosis values between -1.5 and +1.5 is the acceptable range to regard the distribution normal. Besides, George and Mallery (2010) pointed out that the acceptable range limit of skewness and kurtosis for normality is between -2 and +2. According to the analyses, the distribution of the data were found to be normal.

The method of gathering information was in the form of pre and post-tests. Paired Samples T-tests were applied to analyse the data as the number of participants was as

many as 84 and enough to conduct a parametric test (Field, 2013). First, the items with negative statements were reverse coded. Then, the results of pre and post-tests were compared to see how international mobilities affected the attitudes of participants towards learning English and the level of their intercultural sensitivity. Besides, the reliability of each category in the two scales were calculated.

The research also aimed to find out if there were any significant relationships between the attitudes and the intercultural sensitivity levels of participants. Pearson Correlation Test was applied to see the correlation between students' intercultural sensitivity and attitudes toward English language. The variables involved in this analysis were the differences between means of pre and post-tests.

In order to support the quantitative data obtained by the analysis of Intercultural Sensitivity Scale and Attitudes Test, the researcher employed semi-structured interviews to collect qualitative data. After the interviews were recorded, they were first transcribed and translated into English. The findings were analysed through content analysis. The statements corresponding to the same questions were identified. Later, the data were put into order and then coded as the first step. The identified codes were categorized and the themes were determined. After these processes were administered by the researcher, an experienced researcher on this analysis went over the same processes again to see if the methods employed are reproducible and consistent to question the reliability of the research. The common findings of the two researchers were compared using Miles and Huberman's (1994) inter-coder reliability formula. The inter-coder reliability was found to be .92 and it was considered highly reliable.



## CHAPTER IV

### FINDINGS

The findings regarding each research question are presented below.

#### 4.1. The Findings Regarding the First Research Question

The first research question of the study is “What is the level of intercultural sensitivity of high school students before and after Erasmus Plus KA2 mobilities?”. This question aims to find out if there was a significant difference between the intercultural sensitivity levels of the participants before and after the international mobilities that they took part in.

Table 5

*Descriptive Statistics for Intercultural Sensitivity Scale and Attitudes toward English Language Learning Scale*

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Attitudes	84	-.47	3.50	1.2996	1.08764	.298	.263	-1.028	.520
ISS	84	-.38	3.29	1.2822	1.07835	.291	.263	-1.257	.520
Valid N (listwise)	84								

The skewness and kurtosis values in the descriptive statistics show that the data in both

Attitudes toward English Language Learning Scale (Skewness: .298 Kurtosis: -1.028) and ISS were distributed normally (Skewness: .291 and Kurtosis: -1.257).

Table 6

*Paired Samples T-test Statistics*

		Statistic	Bootstrap <sup>a</sup>				
			Bias	Std. Error	BCa 95% Confidence Interval		
					Lower	Upper	
Pair 1	ISS pre-test	Mean	3.0114	-.0046	.1430	2.7093	3.2678
		N	84				
		Std. Deviation	1.34043	-.00524	.04255	1.25909	1.40203
		Std. Error Mean	.14625				
	ISS post-test	Mean	4.2937	-.0015	.0573	4.1668	4.4027
	N	84					
	Std. Deviation	.51997	-.00619	.05912	.41736	.61504	
	Std. Error Mean	.05673					

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Table 7

*Paired Samples Test*

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	ISS pre-test- ISS post-test	-1.28224	1.07835	.11766	-1.51626	-1.04823	-10.898	83	.000

Table 8

*Bootstrap for Paired Samples Test*

	Mean	Bootstrap <sup>a</sup>				
		Bias	Std. Error	Sig. (2-tailed)	BCa 95% Confidence Interval	
					Lower	Upper
Pair 1 ISS pre-test - ISS post-test	-1.28224	-.00314	.11489	.001	-1.52395	-1.06819

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

The test results indicate that there is a statistically significant difference between the ISS pre and post-test scores of the participants ( $t_{83}=10.898$ ,  $p<.05$ ). On average, the participants scored lower before they took part in mobilities ( $M=3.01$ ,  $SE=.14$ ) but their intercultural sensitivity levels increased significantly after they experienced different cultures ( $M=4.29$ ,  $SE=.05$ ). This difference,  $-1.28$ , BCa 95% CI  $[-1.52, -1.06]$  was significant and represented a medium but almost large effect size ( $d=.76$ ). Although the Cronbach's alpha coefficients for four of the dimensions ranged between .64 to .96 in both the pre and post-tests, "interaction attentiveness" got comparatively low scores of .38 and .32. Due to the advice from one of the creators of the scale, Chen -through personal communication-, it was considered to be a whole one dimension and the overall reliability for the pre-test was found to be .98 and .89 for the post-test.

Since these quantitative findings of the first research question are supported by the qualitative findings of the fourth research question, the parts of the fourth research question related to the increase in the level of intercultural sensitivity are presented here.

#### 4.1.1. Positive Changes in the Intercultural Sensitivity Levels of the Students

Table 9

*Students' Perceptions about the Positive Changes in Their IS Obtained by Descriptive Analysis*

Themes	Categories	Codes
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	Curiosity (22)	<ul style="list-style-type: none"> <li>– more curious about other cultures (8)</li> <li>– willing to learn more about other cultures (9)</li> <li>– enjoy information exchange (5)</li> </ul>
	Openness to other cultures (21)	<ul style="list-style-type: none"> <li>– enjoy cultural input (4)</li> <li>– accept the differences (6)</li> <li>– exchange of cultures (7)</li> <li>– willing to have friends from other cultures (4)</li> </ul>
Positive Changes in Intercultural Sensitivity	Empathy (45)	<ul style="list-style-type: none"> <li>– pay more attention to the sensitive issues (5)</li> <li>– empathise with people from other cultures (9)</li> <li>– more understanding toward other cultures (7)</li> <li>– respect the opinions of those from other cultures (9)</li> <li>– a chance for mutual understanding (8)</li> <li>– respect the values (7)</li> </ul>
	Self- confidence (29)	<ul style="list-style-type: none"> <li>– self-confident in intercultural encounters (7)</li> <li>– overcome fear of interacting with foreigners (9)</li> <li>– more informed now (8)</li> <li>– feel more relaxed now (5)</li> </ul>

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#### *4.1.1.1. Curiosity*

The testimonies of the students are proof that international mobilities boost the curiosity of the participants. Student 12 said, “I used to think of other cultures as a different whole but this visit aroused my curiosity towards specific cultures”. Student 4 added, “This was a great chance to see different lives. If I have other opportunities, I will try to learn more about the lives of people living there”.

#### *4.1.1.2. Openness to other cultures*

There was actually a sense of enjoyment amongst students towards the cultural input that they were exposed to. Student 9 stated, “I wasn’t expecting this but I enjoyed learning about their culture and kept asking them questions”. Interestingly, a variety of perspectives was expressed about how the interviewees accepted cultural differences. Student 8 said, “My grandfather was telling me that I would have difficulties in an infidel country but as I observed differences, I began appreciating and accepting them”. As these students learned to be open to the cultures that they were immersed in, they were more successful at acquiring intercultural skills.

#### *4.1.1.3. Empathy*

As student 1 put it, “At first, the way people behaved seemed different. But, then, I realised that they were grown up in a different country and culture and I could understand why they behaved that way in specific situations”. A common view amongst interviewees was that they grew more understanding towards the host culture. Student 13 said, “We were trying to catch a bus and we ran to the bus stop. The door was open and we jumped in. Right then, an old woman said something behind us in their own language. When I looked back there was quite a long line waiting to get on. The woman was right to get angry with us because we were destroying the order that they built”. As can be seen, developing empathy or a sense of understanding, with the target culture is another step towards building intercultural sensitivity.

#### *4.1.1.4. Self-confidence*

Student 14 did not have much self-confidence when she arrived. However, after a while, she was able to adapt and make friends. Then, she realized that there was nothing to be afraid of when interacting with people from unknown cultures. She said “I used to think and say to myself “What's my business in talking with a stranger?" as I don't have anything in common. But, I met a few girls there. Although we couldn't understand each other very well, I enjoyed spending time with them as if I were with my friends here. I realized that they were like me and I was like them. Then, I was able to interact better”. It wasn't until this student was given a chance that she was able to overcome her fear of interacting with foreigners. Some participants argued that they felt more informed about other cultures after the mobilities. Talking about this issue, student 11 said, “I kept thinking what kind of things I would speak with the students there before we went. I did not know anything about their cultures or lives. I am more informed now. If I go there or another European country again, I am sure I will be more relaxed when I am with the students there”. After this student was familiarized with the target culture, she was able to develop self-confidence that would allow her to get in touch with other unknown cultures more securely.

#### 4.1.2. Negative Changes in the Intercultural Sensitivity Levels of the Students

Table 10

*Students' Perceptions about the Negative Changes in Their IS Obtained by Descriptive Analysis*

Themes	Categories	Codes
Negative Changes in Intercultural Sensitivity	Difference (5)	<ul style="list-style-type: none"> <li>– foreigners are conceited (2)</li> <li>– differences cause conflicts (3)</li> </ul>

##### 4.1.2.1. Difference

People who are biased with strong prejudices may not overcome their personal beliefs and they may not develop an intercultural sensitivity at a desired level. Regarding this fact, a number of issues were identified to be causing problems. When student 3 failed to build a relationship with the hosts like her friends, she further reinforced the prejudices she brought along. She said, “I didn’t like the way they treated us. They were pointing at things and giving us orders. They might have tried politer ways. I felt that they were looking down on us”. Besides, student 15 said, “I accidentally dropped a piece of equipment. A middle-aged employee came and nagged for about one minute. If it happened in Turkey, we would tolerate it and try not to make that person feel bad about it”. In this occasion, the middle-aged employee was expecting an apology or trying to prevent such a thing happen again. However, in the Turkish culture, if a guest does something wrong, it is rude to tell or imply that that person has done something wrong. It is simply covered up. Because of that cultural difference, student 15 felt insulted and humiliated while the other person was trying to tell her to be more careful. However, in long-term visits, this kind of conflicts could be prevented as the visitor will have learned some more cultural codes within that period.

#### 4.2. The Findings Regarding the Second Research Question

The second research question of the study is “What are the attitudes of high school

students toward learning English before and after Erasmus Plus KA2 mobilities?”. This question aims to find out if there was a significant difference between the attitude levels of the participants towards learning English language before and after the international mobilities that they took part in.

Table 11

*Paired Samples T-test Statistics*

		Bootstrap <sup>a</sup>					
		Statistic	Bias	Std. Error	BCa 95% Confidence Interval		
					Lower	Upper	
Pair 1	Attitudes pre-test	Mean	2.9329	.0047	.1439	2.6439	3.2356
		N	84				
		Std. Deviation	1.32771	-.01046	.04495	1.24530	1.38461
		Std. Error Mean	.14487				
Pair 1	Attitudes post-test	Mean	4.2325	.0030	.0721	4.0729	4.3817
		N	84				
		Std. Deviation	.65047	-.01000	.07112	.52292	.75483
		Std. Error Mean	.07097				

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Table 12

*Paired Samples T-test*

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Attitudes pre-test - Attitudes post-test	-1.29960	1.08764	.11867	-1.53564	-1.06357	-10.951	83	.000

Table 13

*Bootstrap for Paired Samples T-test*

	Bootstrap <sup>a</sup>					
	Mean	Bias	Std. Error	Sig. (2-tailed)	BCa 95% Confidence Interval	
					Lower	Upper
Attitudes pre-test - Attitudes post-test	-1.29960	.00170	.11642	.001	-1.52907	-1.06902

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

The test results indicate that there is a statistically significant difference between the “Attitudes toward learning English” pre and post-test scores of the participants ( $t_{83}=10.951$ ,  $p<.05$ ). On average, the participants scored lower before they took part in mobilities ( $M=2.93$ ,  $SE=.14$ ) but their attitudes toward learning English improved significantly ( $M=4.23$ ,  $SE=.07$ ) after they took part in international mobilities and witnessed for themselves that the language that they are learning theoretically has a place in real life in practice. This difference,  $-1.29$ , BCa 95% CI  $[-1.52, -1.06]$  was significant and represented a medium but almost large effect size ( $d=.77$ ). The reliability of the behavioural, cognitive and emotional aspects in the pre-test was .96, .96, .97 and .87, .86, .86 in the post-test respectively. Besides, an overall analysis yielded a coefficient of .98 for the pre-test and .94 for the post-test. Although this test was a compilation from different scales and there was no mention of reliability, this scale proved to be a more reliable one, contrary to the prediction of the researcher.

Since these quantitative findings of the second research question are supported by the qualitative findings of the fourth research question, the parts of the fourth research question related to the improvement in the attitudes towards learning English are presented here.



#### 4.2.1. Positive Changes in the Attitudes toward English Language

Table 14

*Students' Perceptions About the Positive Changes in Their Attitudes Obtained by Descriptive Analysis*

Themes	Categories	Codes
Positive Changes in Attitudes toward English	An awareness of benefits and advantages of learning a foreign language (26)	<ul style="list-style-type: none"> <li>– vocational benefits (9)</li> <li>– educational benefits (8)</li> <li>– a means of communication (6)</li> <li>– personal development (3)</li> </ul>
	Personal satisfaction (25)	<ul style="list-style-type: none"> <li>– feel successful to be able to speak (7)</li> <li>– feel happy to be able to speak (9)</li> <li>– feel proud to be able to speak (4)</li> <li>– marks have increased (5)</li> </ul>
	Self-confidence (29)	<ul style="list-style-type: none"> <li>– more courageous to speak (5)</li> <li>– not hard to learn (4)</li> <li>– fun to learn (3)</li> <li>– overcome the feeling of inability to speak (7)</li> <li>– more relaxed when speaking to foreigners (10)</li> </ul>
	Opportunity (10)	<ul style="list-style-type: none"> <li>– interaction with people from abroad (7)</li> <li>– a chance to learn new vocabulary (3)</li> </ul>
	Goal oriented (14)	<ul style="list-style-type: none"> <li>– willing to learn more (10)</li> <li>– willing to be more successful than others (4)</li> </ul>
	Personal awareness (19)	<ul style="list-style-type: none"> <li>– noticed my weaknesses and strengths (7)</li> <li>– realized the importance of foreign languages (12)</li> </ul>

##### 4.2.1.1. Benefits and advantages

Student 6 said, “I now regard learning English highly. We live in a tourism region and I would like to distinguish among other people when looking for a job”. As already documented by the European Commission (2019b), developing foreign language skills will help young people be furnished with improved qualifications for the labour market. Practically and pragmatically, this student wants to put her knowledge into use as soon as she graduates. Before the mobility, she did not fully believe she could benefit from her knowledge of English but she saw what benefits speaking a foreign language could bring.

With reference to the educational benefits, student 9 said, “English is necessary for my educational goals. ... I am studying at the department of computer science. English is the basic and common language of technology. As I would like to study engineering, I need to master my knowledge of English”. Foreign language skills are of vital importance to continue tertiary education when the current trends and opportunities to study abroad are taken into consideration. Among the plethora of options, students of the 21<sup>st</sup> century should not be satisfied with the local ones only, but make use of international opportunities as well.

#### *4.2.1.2. Personal satisfaction*

When asked about how they felt about being able to speak, student 2 said, “When I or my classmates spoke in English, it always sounded funny. Because, even our teacher did not speak English. However, when I spoke English with the students there, it sounded natural. I felt like I achieved something”. Student 7 had almost the same feelings but what she felt was more like happiness. She said, “I was happy to see myself speak English, if you can call it English, but I was able to interact with the people there”.

#### *4.2.1.3. Self-confidence*

In her account of the events surrounding the courage she gathered to speak, student 13 said, “I was afraid of being humiliated in front of people but now I can speak (English) although it is not very good. At least, I know that I can interact”. Like most of the students in Turkey, this student was too shy to speak for the obvious reasons such as humiliation or name-calling but even a short visit abroad enabled her to interact in any way she can. Like student 13, student 10 also had to overcome a feeling that disturbed him. He said, “I am not very good at English and I had always thought I wouldn’t have been able to speak. However, it was a different experience there. I put my worries aside and went with the flow”. This student used to believe that he would not achieve but being engaged in such an atmosphere was the perfect solution for him.

#### *4.2.1.4. Opportunity*

A common view amongst participants was that these mobilities were the only

opportunities that they would get in their lives. Student 4 said, “I know that there are some kids who go to the UK for language courses. We cannot afford to go there to practice speaking English. Therefore, the project was a great opportunity for us to speak with people abroad”. A few students found out that they had learned new vocabulary both in the activities and from their peers. For example student 9 said, “We have been memorizing new vocabulary since primary school. However, the mobility was a great chance for us to learn new vocabulary without having to memorize”.

#### *4.2.1.5. Goal oriented*

The response given by student 3 is an example of change in her attitudes. She said “Somehow, I became more and more ambitious to learn English after I met the kids there. For instance, I began watching TV series in English”. Student 10 also became ambitious about being more successful in becoming more successful at school. He said, “One day, I would like to live in Europe. Therefore, I need to go to a good university and learn English as well. I am better at English this term”.

#### *4.2.1.6. Personal awareness*

However, the mobilities were unique opportunities to see their strengths and weaknesses. As student 7 said, “My marks at school have always been high. So, I always thought my English was good. In the project visit, I was able to see how terrible it actually was”. This student suffered from his lack of speaking and listening skills during the mobility. Before the mobility, he never had to test his language skills but the mobility helped him realize that he had to improve his language skills. In addition, student 12 said, “I was taking English lessons for granted. It wasn’t until I had seen people speaking that I realized how useful it could be”. Student 12 was one of the students who had not had a chance to see that what he was learning back at school could actually be put to use in real life. The use of language, as the most important tool for making communication between peers possible, raised this student’s awareness.

#### 4.2.2. Negative Changes in the Attitudes toward English Language

Table 15

*Students' Perceptions About the Negative Changes in Their Attitudes Obtained by Descriptive Analysis*

Themes	Categories	Codes
Negative Changes in Attitudes toward English	More anxious (23)	<ul style="list-style-type: none"> <li>– Pronunciation is difficult (9)</li> <li>– Fluency is a problem (11)</li> <li>– Feel nervous when speaking with foreigners (3)</li> </ul>
	Inadequate education (10)	<ul style="list-style-type: none"> <li>– Lessons do not help improve English (10)</li> </ul>

##### 4.2.2.1. More nervous

Some participants expressed that they developed some kind of anxiety as they tried to speak English. Regarding this anxiety, student 1 said, “I was more self-confident until I heard the students and people speaking English. I sounded like a moron. Even worse, I felt like a moron”, referring to his pronunciation skills. This student was discouraged when he compared his speech with others. While he was expected to be engaged in conversations with his peers; he, on the contrary, turned away from most social interactions due to his anxiety caused by his lack of skills. Student 8 was complaining about another problem. She said, “I already knew how bad my English was. Nevertheless, I tried. But, I shouldn’t have. A girl came to speak with me on the first day. She told me something, only the half of which I understood. Then, I tried to respond but the girl got bored and left after 5 minutes”. This student had problems due to her fluency. Her lack of fluency caused her to feel alienated her from her peers. She was expected to improve her fluency by engaging in more interactions but she, unexpectedly, refrained from interacting with others after her bad experience on her first day.

##### 4.2.2.2. Inadequate education

Some of the students were disappointed to realise their level in English for the first time when they interacted with their peers. With regards to this, student 2 said, “Why would I care about what they are teaching at school? This way or that way I will pass the class”.

Student 11 was as reactive as her friend was. She said, “I already have a lot of things to worry about. I have to prepare for the university exams. I’m not thinking of sparing any more time for the English lesson”. The observations they made led them to develop negative attitudes for the English lessons at school although they became more aware of other things in life in general. This fact manifests a negative correlation between the attitudes towards the English lesson and international experience. It could be discussed that students with international experience could be more critical of their local environment, including the school and lessons.

### 4.3. The Findings Regarding the Third Research Question

The third research question of the study is “Is there a relationship between students’ intercultural sensitivity and attitudes toward English language?”. This question aims to find out if there was a relationship between the attitudes of the participants towards learning English and their intercultural sensitivity levels.

Table 16

*Correlations Between Intercultural Sensitivity and Attitudes Toward English Language*

		Attitudes	Intercultural Sensitivity
Attitudes	Pearson Correlation	1	.736**
	Sig. (2-tailed)		.000
	N	84	84
Intercultural Sensitivity	Pearson Correlation	.736**	1
	Sig. (2-tailed)	.000	
	N	84	84

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The analysis indicated that intercultural sensitivity level is significantly correlated with attitudes toward learning English. There is positive and high-level linear relationship

between these two variables ( $r=.736$ ,  $p<.05$ ). It could be concluded that as the intercultural sensitivity level of students increases, their attitudes toward learning English improve. But it should be kept in mind that this relationship does not mean any causal relationships. The coefficient of determination in this sample is  $R^2=(.736)^2=.541$ , which means that 54% of the variance in the attitudes toward learning English could be accounted for by the intercultural sensitivity levels of students.

#### **4.4. The Findings Regarding the Fourth Research Question**

The fourth research question of the study is “What are the perceptions of the participants about the effects of the mobilities on their intercultural sensitivity and attitudes towards English language?”. The qualitative data was gathered in the form of a semi-structured interview. The purpose was to consolidate the findings of the quantitative data, which was also gathered from the same participants. As a result of the analysis, 4 themes, 14 categories and 42 codes were determined. The findings of the fourth research question are presented under the first and second research questions in order to display the related findings together.

## CHAPTER V

### DISCUSSION, CONCLUSION AND IMPLICATIONS

#### 5.1. Discussion

##### 5.1.1. Key findings

The initial objective of the research is to assess high school students' intercultural sensitivity and attitudes towards language learning before and after they take part in international mobilities. It further aims to unravel the relationship between students' intercultural sensitivity and attitudes toward English language. Additionally, it aims to learn about their perceptions of the mobilities and get a better insight of the phenomena.

The results of the first and second research questions indicate that the participants of the research were moderately interculturally sensitive ( $M=3.01$ ) and they held average level of positive attitudes towards other cultures before they took part in Erasmus Plus mobilities ( $M=2.93$ ). However, the period of time spent in a new culture with their peers thanks to the project mobilities helped them increase their awareness about the existence of other cultures and supporting them to overcome their prejudices. As a result of these mobilities, they were able to develop their intercultural sensitivity toward new cultures and positive attitudes toward learning foreign languages.

The third research question of the study indicate that there is a positive high-level correlation between the students' intercultural sensitivity levels and attitudes toward English language.

The last research question reinforces the findings of the first three research questions. The responses of the participants to the ISS reveal that the mobilities promoted curiosity, openness to other cultures, empathy and self-confidence in terms of intercultural

sensitivity. Besides, their responses to the Attitudes toward English Language Learning Test indicated that the mobilities promoted an awareness about the benefits and advantages of learning a foreign language, personal satisfaction, self-confidence, the ability to use opportunities, being more goal oriented and personal awareness in terms of attitudes towards learning English.

### **5.1.2. Interpretation of the Findings**

As previously stated, there are no scientific studies regarding the effects of international mobilities on intercultural sensitivity and attitudes towards English in the context of high school students. Therefore, the findings cannot be compared with previous studies conducted with similar sample groups. However, the new findings in this research study might help tackle unaddressed matters around these topics.

#### *5.1.2.1. Quantitative Findings*

As already stated, the quantitative findings showed that the level of intercultural sensitivity and attitudes towards English greatly increased after the participants took part in international mobilities. Before the mobilities, according to the ISS pre-tests, a big majority of the students had medium level intercultural sensitivity ( $M=3.01$ ), which was not the ideal or desired level. Because, they do not have the means or opportunities to get to know people of other cultures. The only culture they are exposed to is only theirs. Although they have an opinion of what other cultures are like, they are mostly not true. The information channels they are exposed to are dominated by the so-called American culture. From the way they behave in their relationships, their understanding of ethics, their nationalism as superior to others; to the way they have breakfast, every piece of cultural element is through TV, cinema, online TV and series platforms or music videos all over the world. Therefore, young people who cannot interact with other cultures adequately are likely to associate this false culture presented to them with those of other countries and nations in general. In Turkey, when people compare things in their country with other countries, they usually address to the other side as “foreigners”. Therefore, all this popular culture is associated with westerners in general. To an average young Turk, a Nordic is no different than a Spanish or American. They are foreigners. Because of all this misconception, especially young people cannot easily climb up the developmental



stages as defined in Bennet's DMIS model (Bennet, 1986).

In our case, out of 84 participants, only 14 of them had been abroad before the Erasmus Plus mobilities, which could mean that a tour abroad was either not their priority or it was too expensive to afford. This socio-economic indicator could be considered to be a reason why the participants of the research had comparatively low intercultural sensitivity before the mobilities. The mean of the ISS pre-test was 3.01 but the post-test was as high as 4.29, which clearly shows that Erasmus Plus mobilities increase the intercultural sensitivity of adolescents.

Table 17

*Descriptive Statistics*

	N	Mean
Attitudes Pre-Test Mean	84	2.9329
Attitudes Post-Test Mean	84	4.2325
Int. Cult. Sens. Pre-Test Mean	84	3.0114
Int. Cult. Sens. Post-Test Mean	84	4.2937

The reason why intercultural sensitivity matters is that intercultural skills have come to be considered as key skills by important international competence frameworks such as OECD Key Competences, OECD Global Competency, P21 Framework, The World Economic Forum Framework, The Council of Europe Competences for Democratic Culture, The UNESCO Intercultural Competences Framework, The UNESCO Global Framework of Learning Domains as well as The European Reference Framework of Key Competences for Lifelong Learning (European Commission, 2018). As a consequence of this understanding, the old-school methods of grammar teaching, memorizing and rote learning have been replaced by the notion that language and culture should be used as instruments that helps to communicate and connect people in the world (Altan, 2018).

As for their attitudes toward English, it was slightly below the moderate level before the mobilities. The mean of the "Attitudes toward English Language Learning" pre-test was 2.93. They did not believe that English was something that they could really make use of in their daily lives. It was just a course to pass for most of them. However, as they got to know other cultures more closely in international mobilities, in a way, as they acquired

more intercultural sensitivity, they tended to feel the urge to interact with their peers and other people there. Thus, the only tool to interact with them, that was English, was perceived to be as a necessary and important tool in communicating with people from abroad. After the mobilities in Europe, the attitude scores toward English rose to 4.23 out of 5. This result is supported by the view “It seems logical to assume that development of positive attitudes toward the culture and native speakers of the languages we teach will carry over into a positive attitude toward the language itself and the learning of that language” (Smith, 1971, p. 86).

Besides, a further analysis demonstrated that there was a clear correlation between intercultural sensitivity and attitudes toward learning English.

Table 18

*Correlations*

		Attitudes	Intercultural Sensitivity
Attitudes	Pearson Correlation	1	,736**
	Sig. (2-tailed)		,000
	N	84	84
Intercultural Sensitivity	Pearson Correlation	,736**	1
	Sig. (2-tailed)	,000	
	N	84	84

\*\* . Correlation is significant at the 0.01 level (2-tailed).

According to the analyses conducted, there was a positive and high-level linear relationship between these two variables ( $r=.736$ ). For Erasmus Plus mobilities, it could be put forth that as the intercultural sensitivity increases, the attitudes toward English language learning increases. So, as a result, it could be concluded that in order to improve the attitudes of students towards learning English, their intercultural sensitivity should be increased as well and this increase could be ensured by Erasmus Plus mobilities as an instrument open to everyone.

### 5.1.2.2. Qualitative Findings

The quantitative findings were consolidated by the results of the qualitative study. The participants of the mobilities experienced some positive changes regarding their intercultural sensitivity.

One of the changes they experienced was an increase of curiosity towards other cultures. Successful outcomes in intercultural encounters partly depend on the curiosity of the parties engaged in interaction. This view is supported by Byram (1997) who states that curiosity and openness are necessary for successful intercultural interaction. When Bennet's (1986) DMIS is taken into consideration, people in the ethnocentric stages cannot make proper judgements about other cultures, as they are not sufficiently acquainted with the culture in contact. But, when exposed to other cultures at source or when they experience daily life like locals, participants of these mobilities develop a further insight into these cultures. These qualitative findings support the quantitative data gathered by the ISS. Item 1 "*I enjoy interacting with people from different cultures*" and item 17 "*I try to obtain as much information as I can when interacting with people from different cultures*" aim to uncover to what extent the participants are curious about other cultures. These two items had mean scores of 4.57 and 4.13 in the post-test. Both these high ratings in the test and the responses to the interview questions indicate that participants grew curious about other cultures and wanted to learn more about them.

Another progress that has been made was developing a sense of openness towards other cultures. In her seminal study, Deardorff (2006) put forward that desired outcomes in intercultural competence require some attitudes such as respect, openness and curiosity. In this sense, parties in intercultural encounters should be open to meeting or accepting people from other cultures as well as learning from that culture without holding any judgements. When the item 2 "*I think people from other cultures are narrow-minded*", item 7 "*I don't like to be with people from different cultures*", item 10 "*I feel confident when interacting with people from different cultures*", item 13 "*I am open-minded to people from different cultures*", item 18 "*I would not accept the opinions of people from different cultures*", item 20 "*I think my culture is better than other cultures*", item 22 "*I avoid those situations where I will have to deal with culturally-distinct persons*" and item 24 "*I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me*", in the ISS are investigated, it could be understood that they are

designed to discover if the respondents are open to other cultures. When the high ratings in the post-test are taken into consideration (1,60 (reversed item), 1.57 (reversed item), 4.22, 4.41, 1.33 (reversed item), 2.14 (reversed item), 1.42 (reversed item) and 4.40 respectively), it could be observed that they coincide with the findings obtained by the semi-structured interview, which means that students are highly open to other cultures.

Empathy was another gain acquired as a result of the international encounters. Empathy is not only a skill that we need in our daily lives but also an asset that is needed when experiencing another culture. Bennet (2017) supports this assertion by arguing that perceptual flexibility is the answer to the fundamental question of how one can communicate clearly and subtly in a new culture. One dimension of perceptual flexibility is perceptual acuity and the other is perceptual agility. Perceptual agility refers to the ability to feel like a person from the target culture by changing the perceptual process of one's own. This skill makes way for intentional empathy. Empathy is best characterized by "perspective-taking", that is taking an "as if position", which could be described as experiencing an instance in a new culture as if you were an individual in that culture. This position allows people to have a "feeling of what happens" in the target culture. If one can feel this way, the communication between the both sides occur more naturally (2017). Angelova and Zhao (2016) report that promoting understanding in youth is an important process in that it has the potential to inhibit unsolicited concepts such as misperceptions and prejudices towards the unknown cultures, or situations in general. Erasmus+ mobilities are a unique chance to provide such environments for young people.

According to the results of the ISS, item 8 "*I respect the values of people from different cultures*", item 11 "*I tend to wait before forming an impression of culturally-distinct counterparts*", item 14 "*I am very observant when interacting with people from different cultures*" and item 16 "*I respect the ways people from different cultures behave*" received quite high mean scores (4.51, 4.11, 4.40 and 4.57 respectively). When the items are investigated it could be seen that they were constructed to measure the empathy levels of the participants towards other cultures. These high scores and the responses to the interview questions verify that the students could empathize with people from other cultures.

The interviews with the students revealed that there was an increase in their self-confidence when confronted with intercultural encounters. One of the biggest problems with the Turkish speakers of English is not having enough self-confidence, not only in

speaking English but also in other social occasions. As the members of a society where modesty is seen as a substantial trait; individuals, starting from early ages, are grown up getting suppressed when they try to prove their personality or when they distinguish with one of their skills. Expressions such as "Do you think you are the only one who remains able to do that?" or simply "You can't do that" are instilled in our heads since childhood by our peers, teachers or sometimes parents. This common practice is a powerful inhibitor of social skills, including speaking a foreign language in front of an audience. In spite of all these negative inputs, people may restore self-confidence at later ages when they finally have a unique character of their own. In connection with this, Lustig and Koester (2010, p. 145) point out that cultural identity achievement is an important stage when an individual embraces their own character as it is and internalizes their own cultural identity. The achievement of these affects the possible decisions and actions of people. Individuals who have developed this identity may, in return, also achieve "increased self-confidence and positive psychological adjustment". Surely, the students who took part in these mobilities were not endowed with full intercultural sensitivity but gaining self-confidence was an important step towards it.

The qualitative findings indicate that the participants earned self-confidence towards the interaction with people from other cultures. This result supports the quantitative findings that were previously obtained. Item 3 "*I am pretty sure of myself in interacting with people from different cultures*", item 4 "*I find it very hard to talk in front of people from different cultures*", item 5 "*I always know what to say when interacting with people from different cultures*", item 6 "*I can be as sociable as I want to be when interacting with people from different cultures*", item 9 "*I get upset easily when interacting with people from different cultures*", item 12 "*I often get discouraged when I am with people from different cultures*" and item 15 "*I often feel useless when interacting with people from different cultures*" received quite high mean scores of 4.21, 1.73 (reversed item), 3.89, 4.13, 1.71 (reversed item), 1.60 (reversed item), 1.67 (reversed item) respectively.

It should not be ignored that there were also some negative developments felt by some students.

Exchange programmes or international study visits are known to provide wonderful opportunities to experience different cultures and through these experiences, sojourners learn to cope with cultural differences and develop self-awareness (Ryan, 2009). However, for some people, especially for adolescents, being in an unfamiliar environment

could be quite menacing. Although quantitative results statistically indicate that most participants did not have troubles about the differences between their culture and their peers', some of the responses given to item 18 (1.33 reversed item) "*I would not accept the opinions of people from different cultures*", item 22 (1.42 reversed item) "*I avoid those situations where I will have to deal with culturally-distinct persons*" and item 24 (4.40) "*I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me*" should not go unnoticed that some participants had difficulties due to the cultural differences.

There were also changes in the attitudes of the participants of the mobilities. As the level of their intercultural sensitivity increased, they grew more willing to use a foreign language, that is English in these contexts, to interact with the members of the new cultures.

To begin with, they realised how beneficial to be able to speak a language was and saw the advantages that they would get if they had been able to speak a foreign language. Being engaged in a foreign language could be considered as one of the most valuable outcomes of such programmes, especially for adolescents with fewer opportunities of learning a foreign language. Brown (2003) emphasized how important it is to hold positive attitudes towards a foreign language as it facilitates the learning of it. The participants were well aware of the benefits and advantages of speaking a foreign language but their opinions mostly converged on vocational and educational benefits. Based on the qualitative findings, the mobilities helped students acknowledge the benefits and the advantages of Erasmus Plus mobilities. These findings are supported by the quantitative findings obtained from the interview questions. Item 4 "*Studying English helps me to improve my personality*" and item 15 "*Studying English helps me communicate in English effectively*" had received mean scores of 4.27 and 4,30, which means that the responses given to the Attitudes toward English Language Learning scale and the interview are consistent and support each other.

Another positive attitudinal development was a kind of personal satisfaction caused by the opportunity to use English in a foreign context. The students who believed that they could not use English at all were thrilled to see themselves understand and be understood. Because, in the Turkish educational system, it is not really possible to master speaking and listening skills which allow students to understand and be understood (Şener & Mulcar, 2018; Elyıldırım & Ashton-Hay, 2006; Han, Tanrıöver, & Şahan, 2016).

Therefore, what students do regarding foreign languages in school is almost completely theoretical and it is mostly perceived as useless and futile. They can make use of the mathematical and scientific skills in their daily lives but for most students, English is far from being necessary and useful due to the political, geographical and demographic structure of the country. However, the students who took part in the international mobilities had different experiences. They themselves witnessed that their peers were no different from them and not all of their new friends were very competent in English, which in a way encouraged them to show off their skills in English for the first time. The participants of the mobilities emphasized that they had felt personal satisfaction during and after the time spent abroad. Item 25 "*I feel proud when studying English language*" and item 30 "*Studying English makes me have good emotions*" received mean scores of 4.45 and 4,54 respectively. The data obtained through interview support the quantitative findings as students indicated that they felt happy, successful and proud when they were able to speak English with their peers abroad.

As a personal trait that differs from person to person, self-confidence is closely related to the formation of attitudes. It should not be perceived as a quality that could be gained in a short time. It is rather a personal trait that is acquired from past experiences (Gardner, 1985). In most international visits, students are urged to interact as much as they can to benefit most from the visit. But, expecting an adolescent to perform a skill that he or she is barely aware of is nothing more than a waste of time. Still, it is a step towards full competence. These findings are supported by the findings of the Attitudes toward English Language Learning Scale. Item 1 "Speaking English anywhere makes me feel worried", item 2 "Studying English helps me to have good relationships with friends", item 6 "*I am not relaxed whenever I have to speak in my English class*", item 7 "*I feel embarrassed to speak English in front of other students*", item 23 "I don't get anxious when I have to answer a question in my English class", item 24 "*Studying foreign languages like English is enjoyable*" and item 26 "*Studying English subject makes me feel more confident*" had received mean scores of 1.73 (reversed item), 4.30, 1.80 (reversed item), 1.78 (reversed item), 4.33, 4.55 and 4.51 respectively. Thus, the participants stated that the mobilities increased their self-confidence in speaking English; therefore, this rise improved their attitudes toward English, too.

Some students saw these mobilities as opportunities that they would not be able reach otherwise. European Commission (2019b) also aims to provide opportunities for people

with fewer opportunities or from disadvantaged backgrounds with Erasmus Plus Programme. Although the spectrum ranges from disabilities to social obstacles, the main source of disadvantage for most students at state schools is economic obstacles. It was demonstrated by the findings of the attitudes test that some participants considered the mobilities as opportunities. Item 11 in the test “*Being good at English will help me study other subjects well*” received a mean score of 3.77 and it shows that some of the participants were on the lookout for suitable opportunities.

Before experiencing the life abroad, most students were of the opinion that they were just going to a touristic tour in Europe; at least, that was what they were telling their friends. In a way, it was, because they were not involved in planning, logistic arrangements or implementation of the projects. What was expected of them was to benefit from that opportunity as much as they could by observing, experiencing, seeing, speaking or realizing. Then, they would begin to learn. With regards to learning, especially language learning, motivation is a clearly related term. If a learner makes an effort to learn, is eager to pursue the goal of learning the language and have positive attitudes towards learning the language, it means that that person is motivated to learn the language (Gardner, 1985). In our case, the participants set goals towards learning English better and took positive attitudes towards learning the language after the international experience. It was testified by both the qualitative and quantitative findings that the participants became more goal-oriented towards English after the mobilities. According to interview results, they set goals such as learning English better and being more successful. Item 28 (M=4.46) “*Knowing English is an important goal in my life*” and item 29 (M=3.60) “*I look forward to the time I spend in English class*” also show their willingness towards their goals.

For some students, the mobilities raised awareness about their weaknesses and strengths in English. As students at state schools do not take standardized or international language proficiency tests, they are generally not aware of their level of competencies in four language skills or grammar. They are mostly content with what is taught at school. These qualitative findings are supported by the quantitative findings that were previously acquired by through the attitude test. Item 14 “*In my opinion, people who speak more than one language are very knowledgeable*”, item 16 “*I cannot apply the knowledge from English subject in my real life*” and item 20 “*English subject has the content that covers many fields of knowledge*” received considerably high mean scores (4.32, 1.95 [reversed item], 4.21). Undoubtedly, the Erasmus Plus mobilities in which they took part carried



them to a whole new level and helped them build new views about the world.

Although this hands-on experience enlightened the way for some participants, it also caused some reverse effects on some of them.

Most of the participants were motivated to learn English better when they witnessed how useful it could be for them socially, academically or personally. However, some other felt threatened by the psychological burden of the unknown contexts. They did not feel secure, and, in return, it caused anxiety as they were not competent enough in speaking English. Language anxiety is caused when a second language speaker is not competent enough to speak. The speaker gets more nervous, loses self-confidence, feels anxious; and other physical indicators, such as an increase in the heart rate, kick in (Gardner & MacIntyre, 1993). These bad experiences also manifest themselves in the responses given to some of the items in the attitude test. Item 1 “*Speaking English anywhere makes me feel worried*”, item 6 “*I am not relaxed whenever I have to speak in my English class*”, item 7 “*I feel embarrassed to speak English in front of other students*” and item 23 “*I don’t get anxious when I have to answer a question in my English class*” received considerably high mean scores (1.73 [reversed item], 1.80 [reversed item], 1.78 [reversed item], 4.33) but the low ratings in the test attest to the responses given to the interview questions.

As predicted, most students actually saw what kind of benefits they could get by taking part in international visits. They were able to experience quite a lot of things that they would not be able to understand otherwise by reading or searching on the Internet. Besides, they were also able to compare their language competencies with their peers in Europe. However, this caused some students to question what they had learned until then and they decided that something about English lessons had gone wrong. Because there was a huge difference between their language competences and their peers’. Consequently, some of the students lost their confidence in their English teachers and their interest for the English lessons after the mobilities. These findings are supported by the low ratings in the Attitudes toward English Language Learning test. Although the overall score of these supporting items are high, the low ratings should not be overlooked. Some students agreed with item 5 (M=1.73, reversed item) “*I put off my English homework as much as possible*”, item 9 (M=1.65, reversed item) “*When I miss the class, I never ask my friends or teachers for the homework on what has been taught*”, item 10 (M=1.69, reversed item) “*I do not feel enthusiastic to come to class when English is being taught*”, item 13 (M=1.59, reversed item) “*Frankly, I study English just to pass the*

exams”, item 18 (M=1.85, reversed item) “*I am not satisfied with my performance in English subject*”, item 19 (M=1.65, reversed item) “*In my opinion, English language is difficult and complicated to learn*” and item 22 (M=1.72, reversed item) “*To be honest, I really have little interest in my English class*”. Furthermore, some other students disagreed with the item 29 (M=3.60) “*I look forward to the time I spend in English class*”.

### **5.1.3. Intercultural Sensitivity, Attitudes and Language Learning**

Teaching English more effectively has been the subject of many research studies, methods and approaches (Richards & Renandya, 2002; Long & Doughty, 2009; Mitchell, Myles & Marsden, 2013; Celce-Murcia, Brinton & Snow, 2014; Richards & Rodgers, 2014). Despite the plethora of efforts to teach English in more effective, affordable and generalizable ways and all the efforts to develop national foreign language teaching curricula, not all of the improvements were successful due to teacher-related, student-related, textbook-related, curriculum-related or other issues in the Turkish context (Şener & Mulcar, 2018). Among these many issues regarding the failure to attain to the desired levels in learning and teaching foreign languages, attitudes towards learning that language are one of the most outstanding issues to consider (Gardner, 1985; Baker, 1995; Brown, 2003). In many cases, attitudes could be considered as great facilitators or impassable barriers in language teaching. Within this research study, the sample group were able to modify their negative attitudes into positive ones after the period abroad. This desired result will contribute positively towards language learning since language learners who have positive attitudes towards a language learn more effectively than learners with negative attitudes (Gardner, 1985). This change will probably affect their future educational lives for the better in terms of language learning. However, it should be kept in mind that such changes in attitudes cannot always be expected to happen within their routine and ordinary contexts. The contexts within the projects were very constructive in that they provided the necessary setting for these changes to take place. After all, the attitudes are modifiable and they are formed through environmental factors (Baker, 1988). Besides, there are a number of other factors such as educational, social, psychological, cultural, cognitive, affective and behavioural factors affecting the attitudes that we develop in our minds (Öz, Demirezen & Pourfeiz, 2015) and the participants were exposed to most of these factors thanks to the nature of the visits.

The data obtained from this research contributes a clearer understanding that attitudes are also affected or they could be shaped with some factors and one of these factors is intercultural sensitivity. In the same vein, certain “skills, attitudes and values” are required to master intercultural relationships (Byram, Gribkova, & Starkey, 2002).

Turkey could be considered as a mostly monolingual country and different languages spoken around might be perceived as either political or personal threats. It is a different whole topic of research but based on stereotypes and clichés, some people may choose to remain distant and hold more negative attitudes toward people who speak the languages they are not acquainted with. One of the reasons for this could be identified as lack of intercultural sensitivity. Since a big majority of Turkish people are mostly at the ethnocentric stages, that is, at minimum contact with people from other cultures, mostly due to socio-economic reasons, they may display negative attitudes toward people from other cultures and their languages as well. This research provides a new insight into the relationship between intercultural sensitivity and attitudes towards learning English as it portrays a period of transformation from the lower and negative to higher and positive levels for both of the concepts in the Turkish context. The participants who took part in international mobilities within Erasmus Plus Programme were able to get to know the target cultures and people better and this led to increased levels of intercultural sensitivity. It is certainly wrong to assume that increased levels of intercultural sensitivity alone could lead to positive attitudes. But it could be assumed that intercultural sensitivity is a big contributor for the formation of positive attitudes towards a culture and a language according to the data obtained from the research. After all, the analyses revealed a positive and high-level correlation between the intercultural sensitivity and attitudes toward learning English.

The data obtained from the interviews revealed that there was an increase in the communicative competences of the students due to interactive and intercultural communication they were engaged in. These statements of the participants showed a great consistency with the competences of the “Communicative Competence” that are grammatical, socio-linguistic, strategic, discourse, social and socio-cultural competences (Canale & Swain, 1980; Canale, 1983/2013; Van Ek, 1986/2000). Furthermore, they showed a marked improvement in using the knowledge of language they had appropriately in communication as defined by Bachman (1990). The participants were also able to master their intercultural competences better and more as they engaged more

culturally different situations and gained complicated and advanced sets of experiences consequently as maintained by Hammer, Bennet and Wiseman (2003).

The results of the research were in line with the expectations of the researcher. As a teacher who has taken his students abroad before, who observed them in new environments and who compared their attitudes abroad and back in the classroom, he already knew how important and effective it was for Turkish students to be involved in this kind of activities. In a way, this research became a scientific foundation for his personal observations.

#### **5.1.4. Limitations and Recommendations**

The sample size of the research was limited due to a certain number of schools that were awarded grants for their Erasmus Plus projects. The research was conducted in the province of Muğla and there were six schools that were awarded grants for KA2 projects in 2017 and 2018. As schools can take only a limited number of students abroad within the projects and only volunteering students were included in the research, the sample size could reach a humble number of 84 for the quantitative part. However, this limited number of participants does not limit the generalisability of the research as there were students from different schools, backgrounds and hometowns, representing a wider part of the local society. Nonetheless, since there are not any scientific studies investigating intercultural sensitivity and attitudes towards learning English targeting high school students in Erasmus Plus projects, more studies could reveal more points to discuss. Based on the observations, as a suggestion, the change in “willingness to communicate” that originates from mobilities in Erasmus Plus projects could be studied. Besides, the academic impacts of these mobilities still remain to be studied.

#### **5.2. Conclusion and Implications**

The present study was designed to determine the effects of Erasmus Plus mobilities on intercultural sensitivity and attitudes toward learning English in high school contexts. The first major finding of the research is that intercultural sensitivity of students increases as a result of the intercultural interactions during Erasmus Plus KA2 mobilities.

Furthermore, the second major finding to emerge from this study is that attitudes toward learning English improve as a result of the increased intercultural sensitivity acquired during Erasmus Plus KA2 mobilities. The research has also shown as the third finding that intercultural sensitivity and attitudes toward learning English are correlated, which means, the more interculturally sensitive a student is, the better attitudes he/she has toward learning English. Finally, the fourth finding indicates that the mobilities promote curiosity, openness to other cultures, empathy and self-confidence in terms of intercultural sensitivity and an awareness about the benefits and advantages of learning a foreign language, personal satisfaction, self-confidence, the ability to use opportunities, being more goal oriented and personal awareness in terms of attitudes towards learning English.

The author of the research has been involved in Erasmus Plus and its predecessor Lifelong Learning Programme since 2008. He began his international experiences with teacher in-service projects and then realized the potential effect that these mobilities would have on students. As an English teacher who was seeking better and more effective ways to make it possible for students to learn English, he saw multilateral school partnerships and KA2 projects as unique and valuable opportunities for adolescents. In the projects he conducted and guided, he observed the transformation process of adolescents with economic, social or academic difficulties from unsuccessful ordinary students who chose to keep silent in class into endeavouring, networking, communicating and social individuals who were trying to prove their existence and personalities in their newly-formed environments. Based on these past experiences, the researcher decided to observe and reflect on the experiences of more adolescents.

These new environments are like simulations where adolescents are required to blend in the host community. They assume new aliases and try to behave as a natural part of new circles of friendships. Besides, in these environments, they do not have any psychological pressure that they are exposed to in class and the period of time spent away from the everyday life can give the comfort of taking bolder steps in expressing themselves.

The evidence from this study suggests that this kind of activities could function as “authentic real-life role-play” activities that would allow students to practice language skills in real contexts with real foreign counterparts improving intercultural sensitivity and attitudes toward English. They provide proof for students that the foreign language they are being taught at school is applicable to real life increasing their motivation to try

to learn more.

Additionally, this kind of activities are unique opportunities to expand the worldviews of young people, especially the ones who may not have the chance to see the other parts of the world otherwise. Seeing new places and learning new cultures may also affect the way we perceive life, the way we think about what is happening around us, the way we feel, the way we do and we can finally form our own theory of the world (Ihla, 2015). For this reason, young people should be motivated and necessary conditions should be met for this kind of international experiences such as Erasmus Plus not only for the purpose of learning languages but also for the purpose of gaining intercultural competences and stepping towards becoming a world citizen.

One and the easiest way to facilitate the access to Erasmus Plus mobilities would be to empower schools to apply for grants in more convenient conditions. There is a great interest in Erasmus Plus projects in schools in the Turkish context. However, almost all the burden is placed on English teachers and they are having difficulties trying to get their routine responsibilities, all the application and implementation periods carried out properly and in time. Therefore, a project needs a volunteering teacher from the beginning to the end. If the teacher is too busy with school work or there are other impediments to extracurricular activities, they may refuse to work on projects, which puts the participation of students in international mobilities at risk or totally hinders it. A sustainable solution to this problem would be to open “International Relations Offices” in schools and assigning volunteering teachers to work in them without having to teach at the same time. This way, both the quality of the projects will increase and more students will be able to take part in Erasmus Plus mobilities. There are already counselling offices at schools working on the same basis and international relations offices could be established without fundamental and demanding changes. Besides, this innovation may greatly contribute to the internationalisation of schools in the long term.

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## APPENDICES

### Appendix 1. Official Permission from the Provincial Directorate of National Education



T.C.  
MUĞLA VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : 70004082-604.01.01-E.23589305  
Konu : İzin Talebi

07/12/2018

#### VALİLİK MAKAMINA

İlgi :a)Muğla Sıtkı Koçman Üniversitesi Rektörlüğü Öğrenci İşleri Daire Başkanlığı'nın 25/11/2018 tarihli ve 18398 sayılı yazısı.  
b)22/08/2017 tarihli ve 35558626 sayılı Makam Oluru.

İlimiz Menteşe, Fethiye, Kavaklıdere, Milas İlçe Millî Eğitim Müdürlüklerine bağlı Zübeyde Hanım Mesleki ve Teknik Anadolu Lisesi, Sadık Göçen Anadolu Lisesi, Muğla Mesleki ve Teknik Eğitim Anadolu Lisesi, Muğla 75. Yıl Fen Lisesi, Turgut Reis Anadolu Lisesi, Fethiye Anadolu İmam Hatip Lisesi, Şehit Murat İnci Anadolu İ.H.L. öğretmen ve öğrencilerine uygulama talebi ile ilgili ilgi (a) yazı ve ekleri yazımız ekinde sunulmaktadır.

Bu nedenle, Bakanlığımızın 22/08/2017 tarihli ve 12607291 sayılı yazısı (2017/25 No'lu GENELGE) doğrultusunda ve ilgi (b) makam onayı ile oluşturulan komisyonun uygun görüşüyle, Volkan MULCAR'ın " **Erasmus Plus KA229 proje hareketliliklerinin, lise öğrencilerinin kültürel duyarlılık düzeyleri ve İngiliz diline karşı tutumları üzerine etkilerinin araştırılması** " konulu çalışmasını;

**2018-2019 Eğitim Öğretim yılında ve eğitim öğretimi aksatmayacak şekilde, kurum müdürünün uygun gördüğü bir zamanda;**İlimiz Menteşe, Fethiye, Kavaklıdere, Milas İlçe Millî Eğitim Müdürlüklerine bağlı Zübeyde Hanım Mesleki ve Teknik Anadolu Lisesi, Sadık Göçen Anadolu Lisesi, Muğla Mesleki ve Teknik Eğitim Anadolu Lisesi, Muğla 75. Yıl Fen Lisesi, Turgut Reis Anadolu Lisesi, Fethiye Anadolu İmam Hatip Lisesi, Şehit Murat İnci Anadolu İ.H.L. öğretmen ve öğrencilerine uygulaması, Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Pervin TÖRE  
İl Millî Eğitim Müdürü

OLUR  
07/12/2018

Rıza DALAN  
Vali a.  
Vali Yardımcısı

## Appendix 2. Official Permission from the Governorate of Mugla



T.C.  
MUĞLA VALİLİĞİ  
Avrupa Birliği ve Dış İlişkiler Bürosu

Sayı : 74638697-749-E.23566  
Konu : Yürütülen Projeler

11/12/2018

### D O S Y A

Büromuz personeli Volkan Mulcar tarafından yürütülmekte olan "Erasmus Plus KA229 proje hareketliliklerinin, lise öğrencilerinin kültürel duyarlılık düzeyleri ve İngiliz diline karşı tutumları üzerine etkilerinin araştırılması" başlıklı akademik çalışması kapsamında, <https://tr.surveymonkey.com/tr/GZ959ND> bağlantısında sorulan soruların proje irtibat kişileri tarafından 19.12.2018 tarihi mesai bitimine kadar doldurulması ve çalışmanın devamında gerçekleştirilecek anket çalışmalarında gerekli kolaylığın sağlanması hususunda; Gereğini rica ederim.

Rıza DALAN  
Vali a.  
Vali Yardımcısı

Ek: Araştırma İzni (1 sayfa)

DAĞITIM :  
Proje Okulları

10/12/2018 Proje Uzmanı : Volkan MULCAR

\*Bu belge elektronik imzalıdır. imzalı suretinin aslını görmek için <https://www.e-icisleri.gov.tr/EvrakDogrulama> adresine girerek (XQxD9C-1kzBYn-3gtHG9-BiItkd-epNVFRdV) kodunu yazınız.

Muğla Valiliği Hizmet Binası Zemin Kat  
Telefon No: (252)213 03 44 Faks No: (252)214 31 88  
e-Posta: [muglaab@gmail.com](mailto:muglaab@gmail.com) İnternet Adresi: <https://www.muglaab.gov.tr>

Bilgi için: Volkan MULCAR  
Proje Uzmanı



## Appendix 3. Letter of Undertaking



**T.C.**  
**MUĞLA VALİLİĞİ**  
**İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ**

<b>ARAŞTIRMANIN UYGULANMASINA İLİŞKİN TAAHHÜTNAME</b>	
<b>Araştırmacının Adı Soyadı</b>	Volkan Mulcar
<b>Bağlı Bulunduğu Üniversite/Kurum</b>	Muğla Sıtkı Koçman Üniversitesi
<b>Araştırmanın Konusu</b>	Erasmus Plus KA229 proje hareketliliklerinin, lise öğrencilerinin kültürel duyarlılık düzeyleri ve İngiliz diline karşı tutumları üzerine etkilerinin araştırılması
<b>Araştırmanın Başlama Tarihi</b>	19.11.2018
<b>Araştırmanın Bitiş Tarihi</b>	28.06.2019
<b>Veri Toplama Araçları</b>	Kültürlerarası Duyarlılık Ölçeği (Chen&Starosta,2000) ve Tutum Ölçeği (Eshghinejad, 2016)
<b>Uygulamanın Yapılacağı Okul/ Kurum</b>	Zübeyde Hanım Mesleki ve Teknik Anadolu Lisesi, Sadık Göçen Anadolu Lisesi, Muğla Mesleki ve Teknik Anadolu Lisesi, Muğla 75. Yıl Fen Lisesi, Turgutreis Anadolu Lisesi, Fethiye Anadolu İ.H.L., Şehit Murat İnci Anadolu İ.H.L.

Milli Eğitim Bakanlığı Araştırma, Yarışma ve Sosyal Etkinlik İzinleri Genelgesi (2017/25) kapsamında Milli Eğitim Bakanlığına bağlı her tür ve derecedeki okul ve kurumlarda gerçekleştireceğim araştırmamda/çalışmamda; araştırma sırasında İl Millî Eğitim Müdürlüğünce mühürlenmiş veri toplama araçlarını kullanacağımı, araştırma sonrasında elde edilen sonuç ve raporları Muğla İl Millî Eğitim Müdürlüğü'ne dijital ortamda (CD, Flash Disk, E-Posta vb.) göndereceğimi taahhüt ederim. (Araştırma, tez vb. çalışmalarda, araştırmacının belirlediği izin hakları saklı tutulacaktır.)

<b>Cep Tel No</b>	: 05053867189	<b>T.C. Kimlik No</b>	: 21748396842
<b>E-Posta</b>	: volkanmulcar@yahoo.com	<b>Adı ve Soyadı</b>	: Volkan MULCAR
<b>Adres</b>	: Muğla Valiliği Avrupa Birliği ve Dış İlişkiler Bürosu Menteşe/MUĞLA	<b>İmza</b>	:

15.11.2018



Emirbeyazıt Mah. Dr. Baki Ünlü Cad. Blok No: 12 İç Kapı No: 1 Mentеше / MUĞLA  
0 (252) 280 48 00 <http://mugla.meb.gov.tr> /muglaimem  
0 (252) 280 48 67 [muglamem@meb.gov.tr](mailto:muglamem@meb.gov.tr) /muglamem

1 / 2

## Appendix 4. Personal Communication to Get Permission to Use ISS



Guo-Ming Chen <gmchen@uri.edu>  
To: Volkan Mulcar

Aug 3

Dear Volkan, thanks for the request. Yes, you have our permission to use the IS Scale for non-profit research purposes.

It's a good idea to treat the 24 items as one factor, unless you really want to look into the dimensions of the scale.

Best,

guo-ming

## Appendix 5. Demographic Information, Intercultural Sensitivity Scale and Attitudes toward Learning English Scale in Turkish

### Kültürlerarası Duyarlılık Ölçeği & İngilizce'ye Karşı Tutum Ölçeği

1. Ad:
2. Soyad:
3. Sınıf/Şube:
4. Numara:
5. Cinsiyet:  
a) Kız b) Erkek
6. Yaşınız:
7. Mezun olduğunuz ortaokul:  
a) Devlet okulu b) Özel Okul
8. Anne eğitim durumu:  
a) İlkokul b) Ortaokul c) Lise d) Üniversite e) Yüksek Lisans/Doktora
9. Baba eğitim durumu:  
a) İlkokul b) Ortaokul c) Lise d) Üniversite e) Yüksek Lisans/Doktora
10. Daha önce yurtdışında bulundunuz mu?  
a) Evet b) Hayır
11. Yurtdışında bulunduysanız, hangi ülke/ülkelerde bulundunuz?  
.....
12. Yurtdışında bulunduysanız, bulunma sebebiniz neydi?  
a) Proje ziyareti b) Kurs/eğitim c) Turistik d) Diğer
13. İngilizce yeterliliğinizi nasıl buluyorsunuz? Uygun cevabı yuvarlak içine alınız.  
Okuma: A1 A2 B1 B2 C1 C2  
Yazma: A1 A2 B1 B2 C1 C2  
Konuşma: A1 A2 B1 B2 C1 C2  
Dinleme: A1 A2 B1 B2 C1 C2
14. Daha önce bir turist ya da yurtdışından birisiyle İngilizce konuştunuz mu?  
a) Evet b) Hayır

İNGİLİZCE'YE KARŞI TUTUM ÖLÇEĞİ						
Aşağıdaki ifadelerle ne derecede aynı fikirdesiniz? Aşağıdaki ifadeler İngilizce'ye karşı tutumunuzu sorgulamaktadır. Bu ölçekte <b>doğru yada yanlış cevap yoktur</b> . Sadece, verilen ifadeleri dikkatlice okuyup, İngilizce'ye karşı tutum ve algılarınızı yansıtan seçeneği (X) işareti ile işaretleyiniz.		Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1.	Herhangi bir ortamda İngilizce konuşmak beni endişelendirir.					
2.	İngilizce öğrenmek arkadaşlarımla iyi ilişkiler kurmama yardımcı olur.					
3.	Sınıfımdan başka bir öğrencinin İngilizce'yi iyi konuştuğunu duyduğumda, onunla konuşarak pratik yapmaktan hoşlanırım.					
4.	İngilizce öğrenmek kişiliğimi geliştirmeme yardımcı olur.					
5.	İngilizce ödevimi mümkün olduğu kadar ertelerim.					
6.	İngilizce dersinde konuşmak zorunda kaldığımda kendimi rahat hissetmem.					
7.	Diğer öğrencilerin önünde İngilizce konuşmaktan utanırım.					
8.	İngilizce'yi anadil olarak konuşanların yaptığı gibi İngilizce pratiği yapmaktan hoşlanırım.					
9.	Dersi kaçırdığımda, arkadaşlarıma ve öğretmenime öğretilen konuya ait ödevi asla sormam.					
10.	İngilizce dersine gelirken çok da hevesli değilimdir.					
11.	İngilizcem iyi olması başka derslerimde de başarılı olmama yardımcı olacaktır.					
12.	İngilizce çalışırken daha fazla bilgi ve anlayış kazanırım.					
13.	Doğrusunu söylemek gerekirse, İngilizce'ye sadece sınavları geçebilmek için çalışıyorum.					
14.	Bence, birden fazla dil konuşan insanlar çok bilgilidir.					
15.	İngilizce çalışmak, İngilizce'de etkili bir şekilde iletişim kurabilmeme yardımcı olur.					
16.	İngilizce dersindeki bilgileri gerçek hayatta uygulayamıyorum.					
17.	İngilizce çalışmak yeni düşünceler oluşturabilmeme yardımcı olur.					
18.	İngilizce dersindeki performansımдан memnun değilim.					
19.	Bana göre, İngilizce öğrenmesi zor ve karmaşık bir dildir.					
20.	İngilizce dersi konuları birçok alanda bilgi içermektedir.					
21.	Başka dillerdense, kendi ana dilimde ders çalışmayı tercih ederim.					
22.	Doğrusunu söylemek gerekirse, İngilizce dersine karşı çok az ilgi duyuyorum.					
23.	İngilizce dersinde bir soruya cevap vermem gerektiğinde endişelenmem.					
24.	İngilizce gibi yabancı dilleri öğrenmek eğlencelidir.					
25.	İngilizce öğrenirken kendimi gururlu hissedirim.					
26.	İngilizce öğrenmek kendime daha çok güvenmeme neden olur.					
27.	İngilizce öğrenmeye ilgim vardır.					
28.	İngilizce bilmek hayatımda önemli bir hedeftir.					
29.	İngilizce derslerini dört gözle beklerim.					
30.	İngilizce öğrenmek kendimi iyi hissettirir.					

KÜLTÜRLER ARASI DUYARLILIK ÖLÇEĞİ						
Aşağıda kültürler arası iletişim ile ilgili bazı ifadeler bulunmaktadır. Doğru ya da yanlış cevap bulunmamaktadır. Sadece, verilen ifadeleri dikkatlice okuyup, düşüncenizi en iyi yansıtan seçeneği (X) işareti ile işaretleyiniz.		Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1.	Farklı kültürlerden gelen insanlarla iletişim kurmayı severim.					
2.	Başka kültürlerden gelen insanların dar görüşlü olduğunu düşünüyorum.					
3.	Farklı kültürlerden gelen insanlarla iletişim kurabilme konusunda kendimden şüphem yoktur.					
4.	Farklı kültürlerden gelen insanların karşısında konuşmayı çok zor bulurum.					
5.	Farklı kültürlerden gelen insanlarla iletişim kurarken her zaman ne söyleyeceğimi bilirim.					
6.	Farklı kültürlerden gelen insanlarla iletişim halindeyken istediğim kadar sosyal olabilirim.					
7.	Farklı kültürlerden gelen insanlarla birlikte olmayı sevmem.					
8.	Farklı kültürlerden gelen insanların değerlerine saygı duyarım.					
9.	Farklı kültürlerden gelen insanlarla iletişim kurarken kendime olan güvenim kolaylıkla kırılır.					
10.	Farklı kültürlerden gelen insanlarla iletişim halindeyken kendime güvenirim.					
11.	Kültürel olarak farklı akranlarım hakkında bir izlenim oluşturmadan önce genellikle beklerim.					
12.	Farklı kültürlerden gelen insanlarla birlikteyken genellikle cesaretim kırılır.					
13.	Farklı kültürlerden gelen insanlara karşı açık fikirliyimdir.					
14.	Farklı kültürlerden gelen insanlarla iletişim halindeyken hassas olunan konulara dikkat ederim.					
15.	Farklı kültürlerden gelen insanlarla iletişim kurarken genellikle kendimi beceriksiz hissederim.					
16.	Farklı kültürlerden gelen insanların davranış biçimlerine saygı duyarım.					
17.	Farklı kültürlerden gelen insanlarla iletişim halindeyken edinebildiğim kadar bilgi edinmeye çalışırım.					
18.	Farklı kültürlerden gelen insanların görüşlerini kabul etmem.					
19.	İletişimimiz boyunca, kültürel olarak farklı olan akranımın üstü kapalı ifadelerini dikkatli bir şekilde takip ederim.					
20.	Kendi kültürümün diğer kültürlerden daha iyi olduğunu düşünüyorum.					
21.	İletişimimiz boyunca kültürel olarak farklı olan akranlarıma genellikle olumlu tepkiler veririm.					
22.	Kültürel olarak farklı insanlarla muhatap olmak zorunda kalacağım durumlardan kaçınırım.					
23.	Kültürel olarak farklı olan akranlarıma karşı anlayışımı, genellikle sözlü ya da sözsüz işaretler ile gösteririm.					
24.	Kültürel olarak farklı olan akranlarımla aramızdaki farklılıklardan keyif alırım.					

*Appendix 6. Demographic Information, Intercultural Sensitivity Scale and Attitudes toward Learning English Scale in English*

**INTERCULTURAL SENSITIVITY SCALE & ATTITUDES TOWARD LEARNING ENGLISH SCALE**

1. Name:
2. Surname:
3. Grade/Branch:
4. School number:
5. Gender:
  - a) Female b) Male
6. Age:
7. Secondary school you graduated from:
  - a) Public school b) Private School
8. Mother's educational status:
  - a) Primary b) Secondary c) High d) University e) Post-graduate
9. Father's educational status:
  - a) Primary b) Secondary c) High d) University e) Post-graduate
10. Have you ever been abroad?
  - a) Yes b) No
11. If yes, what countries have you been to?  
.....
12. If yes, what was the reason of going abroad?
  - a) Project visit b) Course/Education c) Touristic d) Other
13. How do you evaluate your competences in English? Circle the suitable options.  
Reading: A1 A2 B1 B2 C1 C2  
Writing: A1 A2 B1 B2 C1 C2  
Speaking: A1 A2 B1 B2 C1 C2  
Listening: A1 A2 B1 B2 C1 C2
14. Have you ever spoken with a tourist or someone from abroad?
  - a) Yes b) No

ATTITUDES TOWARD LEARNING ENGLISH SCALE		Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1.	Speaking English anywhere makes me feel worried					
2.	Studying English helps me to have good relationships with friends					
3.	When I hear a student in my class speaking English well, I like to practice speaking with him/her					
4.	Studying English helps me to improve my personality					
5.	I put off my English homework as much as possible					
6.	I am not relaxed whenever I have to speak in my English class					
7.	I feel embarrassed to speak English in front of other students.					
8.	I like to practice English the way native speakers do					
9.	When I miss the class, I never ask my friends or teachers for the homework on what has been taught					
10.	I do not feel enthusiastic to come to class when English is being taught					
11.	Being good at English will help me study other subjects well					
12.	I have more knowledge and more understanding when studying English					
13.	Frankly, I study English just to pass the exams					
14.	In my opinion, people who speak more than one language are very knowledgeable					
15.	Studying English helps me communicate in English effectively					
16.	I cannot apply the knowledge from English subject in my real life					
17.	Studying English makes me able to create new thoughts					
18.	I am not satisfied with my performance in English subject					
19.	In my opinion, English language is difficult and complicated to learn					
20.	English subject has the content that covers many fields of knowledge					
21.	I prefer studying in my mother tongue rather than any other foreign language					
22.	To be honest, I really have little interest in my English class					
23.	I don't get anxious when I have to answer a question in my English class					
24.	Studying foreign languages like English is enjoyable					
25.	I feel proud when studying English language					
26.	Studying English subject makes me feel more confident					
27.	I am interested in studying English					
28.	Knowing English is an important goal in my life					
29.	I look forward to the time I spend in English class					
30.	Studying English makes me have good emotions (feelings)					

INTERCULTURAL SENSITIVITY SCALE		Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
There are some statements below about intercultural sensitivity. There are no right or wrong answers. Please read the items given and mark the option that best reflects your opinion (X). Thank you.						
1.	I enjoy interacting with people from different cultures.					
2.	I think people from other cultures are narrow-minded.					
3.	I am pretty sure of myself in interacting with people from different cultures.					
4.	I find it very hard to talk in front of people from different cultures.					
5.	I always know what to say when interacting with people from different cultures.					
6.	I can be as sociable as I want to be when interacting with people from different cultures.					
7.	I don't like to be with people from different cultures.					
8.	I respect the values of people from different cultures.					
9.	I get upset easily when interacting with people from different cultures.					
10.	I feel confident when interacting with people from different cultures.					
11.	I tend to wait before forming an impression of culturally-distinct counterparts.					
12.	I often get discouraged when I am with people from different cultures.					
13.	I am open-minded to people from different cultures.					
14.	I am very observant when interacting with people from different cultures.					
15.	I often feel useless when interacting with people from different cultures.					
16.	I respect the ways people from different cultures behave.					
17.	I try to obtain as much information as I can when interacting with people from different cultures.					
18.	I would not accept the opinions of people from different cultures.					
19.	I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction.					
20.	I think my culture is better than other cultures.					
21.	I often give positive responses to my culturally different counterpart during our interaction.					
22.	I avoid those situations where I will have to deal with culturally-distinct persons.					
23.	I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.					
24.	I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me.					

## Appendix 7. Interview Questions

### ATTITUDES TOWARD LEARNING ENGLISH LANGUAGE

- İngilizce bilmek ne kadar önemlidir? Size ne gibi faydalar sağlar?
- İngilizce'yi öğrenmek zor mu? Neden?
- İngilizce dersini sever misiniz? Neden?
- İngilizce dersine karşı ne kadar ilgi duyuyorsunuz?
- Size göre İngilizce en iyi nasıl öğrenilir?
- İngilizce öğrenmenin size ne gibi faydaları olabilir?
- İngilizcede başarılı olursanız, kendinizi nasıl hissedersiniz?
- İngilizce konuşurken kendinizi nasıl hissedersiniz?
- Sınıf ortamında ya da dışarıda bir turistle konuştuğunuzda aynı şekilde mi hissedersiniz?
- İngilizce dersinde öğrendiğiniz bilgiler, okul dışında İngilizce konuşmanıza ne derece yardımcı oluyor?
- Arkadaşlarınızdan daha iyi derecede İngilizce bilmek ister miydiniz? Neden?

### INTERCULTURAL SENSITIVITY

Dilin sorun olmayacağını varsayarsak;

- Farklı kültürlerden gelen insanlarla iletişim kurma konusunda istekli misinizdir?
- Farklı kültürden bir insanla iletişim kurarken nasıl hissedersiniz?
- Farklı bir kültüre sahip bir insanın düşüncelerini dinlerken nasıl hissedersiniz?
- Farklı bir kültüre sahip bir insanın görüşleri sizin için ne kadar önemlidir?
- Yabancı bir insan ile aranızdaki kültürel farklılıklar ile ilgili ne düşünüyorsunuz?
- Yabancı insanların değerlerine saygı duymalı mıyız? Neden?
- Farklı kültürden bir insanla iletişim kurarken kendinize ne kadar güven duyarsınız?
- Farklı bir kültüre sahip insanlarla vakit geçirmekten hoşlanır mısınız? Neden?
- Yabancılarla iletişim halindeyken onların kültürü hakkında bilgi edinmeye çalışır mısınız?
- Karşınızdaki kişi için hassas olan konulara dikkat eder misiniz?
- Farklı kültürlere sahip insanların önünde konuşmakta zorlanır mısınız?



## CURRICULUM VITAE

### PERSONAL DETAILS

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### EDUCATIONAL BACKGROUND

Degree	Institution	Year
Bachelor's	Dokuz Eylül University Faculty of Education English Language Teaching	2003

### WORK EXPERIENCE

Employment	Institution	Year
Project Specialist	The Governorate of Muğla EU and Foreign Relations Office	2013-Present
English Teacher	Research and Development Department in Muğla Provincial Directorate of National Education	2013-2013
English Teacher	Muğla Anatolian Teacher Training High School (Menteşe Social Sciences High School)	2008-2019
English Teacher	Milas Kazıklı Primary & Secondary School	2007-2008
English Teacher	Van Gedikbulak Primary & Secondary School	2004-2007

English Instructor      Dokuz Eylül University  
School of Languages

2003-2004

## **PUBLICATIONS**

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