EVALUATION OF THE OPINIONS OF THE STUDENTS THAT BENEFITED FROM ERASMUS + EXCHANGE PROGRAM IN TERMS OF MANAGEMENT

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ABSTRACT

The aim of this study is to find out whether erasmus + exchange program contributes to the students benefiting from the program in terms of personal development, professional development and language skills and to reveal management deficiencies. Between the years 2015-2018, 30 students enrolled (not graduated) in Düzce University and benefited from erasmus + exchange program at undergraduate or graduate level, participated in the study. Qualitative research method was implemented in order to extract in-depth information. Interview technique was used through face-to-face or e-mail environment. This study was configured in the phenomenological context which is one of the qualitative research designs. According to the results, the students who participated in the program attended to the program with the aim of "improving language skills" and "getting to know new people and cultures", "education and career", "seeing new places", "experiencing a different country", "widen the horizon". It was determined that language improvement, especially "reading improvement", "listening improvement", "speaking improvement", "writing improvement", and this language improvement also benefited the students in their social relations. The students stated that by means of their language skills, they could come to the forefront in topics such as "making international friends","contributing to social relations", "contributing to establishing business network connections", "contributing to the academic field". The experiences such as "language proficiency" ,"employment", "professional competence and experience", "social relations" gained by Erasmus + Program, revealed in the future plans of them as "professional thinking", "working abroad and settling" and "contribution to the academic field areas". At the beginning of the difficulties faced by the students towards the program, "inability to speak a foreign language effectively", "living conditions", "cultural, social and personal difference" and "education" are the main problems. These difficulties also contributed to personal and professional development of students such as "increasing self-confidence", "being discreet and patient", "changing their point of view to a different culture and society", "discovering their own potential", "coping with difficulties" and "taking responsibility". It has been determined that Erasmus + program needs improvement in areas such as "improving the functioning", "improving the grant support", "improving the communication", "providing educational support for adaptation", "course matching" and "qualifications of the opportunities".

Key Words: Erasmus, experience, development, effect, skill

1. PROBLEM STATUS

The main purpose of the program, which started in 1976 as activities in the field of education prepared by the European Union and has been called Erasmus+ since 2014; to provide more effective tools that encourage cooperation between different sectors in accordance with the new needs of internationalization in the fields of education, youth and sports and the goals of the Europe 2020 Strategy. In addition to this main purpose, the special objectives of the Erasmus + Program are stated as "Supporting the establishment of the European Higher Education Area" and "Increasing support for higher education and vocational education". Erasmus + is implemented in 33 countries, consisting of 28 EU member countries, 2 EU candidate countries and 3 EFTA member countries. On the other hand, all other world countries such as Australia, Canada, United States of America, Tunisia, Singapore, Afghanistan, Algeria, China, Japan, Arab Emirates, Ethiopia, Iran, Kenya, Iraq can participate to the program in Partner Countries status with some restrictions (Hatırasu , 2017: 68).

With the Erasmus + program, it is aimed to gain new competencies to the individuals benefiting from the program without any demographic restrictions, to contribute to their personal initiatives, and to increase employment opportunities within this framework. In line with these main objectives and targets, erasmus + program enables the development of the following areas (Erasmus Program Guide, 2017).

✓ To reduce the drop-out rate below 10% and to increase the access rate to higher education above 40% by year 2020,

✓ To create a strategic framework in education and training for European cooperation,

✓ To support the sustainable development of higher education in the countries included in the program,

✓ Supporting the European cooperation framework in the field of youth,

✓ Improvement of European sport by supporting the development of sport in accordance with the European work program,

✓ Promoting European values in accordance with Article 2 of the Treaty on European Union.

✓ The chronological development of the Erasmus program, which started in 1976 with the pilot application, is presented in Table 1.

Table 1. Chronological Development of the Erasmus Program

Year	Development
1976	Short Study Visits (SSVs)
	Joint Study Programs (JSPs)
1986	Meeting of Commission Members and Education Ministers under the umbrella of the Council of Europe in London headed by J. Delors
1987	Starting of first exchange with over three thousand students from Belgium, Denmark, Germany, Greece, France, Ireland, Italy, the Netherlands, Portugal, Spain and the UK.
1988	Luxembourg's inclusion in the program.
1992	Inclusion of Austria, Finland, Iceland, Norway, Sweden and Switzerland in the program.
1994	Inclusion of Liechtenstein in the program.
1996	Promotion of Erasmus intensive language courses.
1997	Introduction of Instructor Exchange.
1998	Inclusion of Cyprus, Czech Republic, Hungary, Poland, Romania and Slovakia.
1999	Inclusion of Bulgaria, Estonia, Latvia, Lithuania and Slovenia in the program.
2000	Malta's inclusion in the program.
2002	Within the program, 1 million students were reached.
2003	Erasmus University Charter (EUB) was introduced. ??
2004	Turkey's inclusion in the program.
2007	The program was named "Lifelong Learning".
2009	2 million students were reached within the program.
2009	Croatia's inclusion in the program.
2009-2010	3000 higher education institutions sent students and staff (academic, administrative) abroad.
2011	Switzerland re-included in the program and the number of participating countries reached 33.
2010-2013	It is aimed that 3 million students will benefit from the program.
2014-2020	The program was named "Erasmus for All".

Source: European Union, 2012.

Table 1 shows the changes in the erasmus program, which started in 1976, during important dates. The first exchange movement in the Erasmus program realized in 1986. When the Erasmus program was first started, only the student exchange was realized, by 1997, the academic staff could benefit from the exchange. Within the Erasmus program, one million exchanges were reached in 2002. Turkey was included to the ERASMUS program in 2004. The Erasmus program was named 'Erasmus for All' in 2014.

Turkey; With the start of the candidacy process to the European Union at the 1999 Helsinki Summit, started to benefit from the community programs. Law no 4763, which would provide the benefit of Turkey's EU programs was signed by the parties on February 26, confirmed Framework agreement, was approved by Grand National Assembly of Turkey on June 28, 2002 and published in Official Gazette and entered into force. The content of the agreement and the Decree of the Council of Ministers on which it is based was published in the Official Gazette on 1 September 2002 after the signatures were completed. European Union Education and Youth Programs Department was established in January, 2002 within State Planning Organization by Council of Ministers to take 'National Agency' task in Turkey (National Agency Presidency and Construction, 2019). Turkey, joined the Bologna Process with the agreement signed at the meeting which was held in Prague in 2001, then, the implementations related to the process started rapidly. With the initiation of the integration process of the other countries within the program with the Turkish Higher Education system, the National Agency was established in 2002, and the regulation studies in the higher education system regarding the requirements of the Bologna process started in 2011 with the law number 6111 (Aybar, 2016: 15). In Turkey, the Republic of Turkey the State Planning Organization European Union Education and Youth Programs Center (National Agency) which is responsible for carrying out the Erasmus program, defines Erasmus Program as a European Union program aimed at encouraging higher education institutions to cooperate with each other (Köse, 2016: 48).

In the result of studies carried out on behalf of the Program, it has been decided to establish an autonomous structure within Republic of Turkey National Agency of the State Planning Organization. In January 2002, the Department of EU Education and Youth Programs was established with the decision of the Council of Ministers. In August 2003, National Agency was established within the State Planning Organization and started the activities. As financial structure, 20% of the budget are covered by the Republic of Turkey, 80% are covered by the EU commission. Turkey ,attended to Erasmus student exchange program with a pilot application in 2003, officially became a member of this program since 2004. (Boyacı, 2011: 272). Erasmus program that Turkey participated in 2004, has shown a very rapid development in the last 5 years (Köse, 2016: 53).

Students participating in the Erasmus + program may encounter some problems in the countries they go to about their departments in their own countries, and some administrative steps need to be taken to solve these problems. It is quite natural that there are differences of opinion about the program between those who experience all the processes of the program and the management that runs the program. The unit conducting the program cannot see the advantages and disadvantages of the program as clearly as those who experience the program. The positive and negative opinions of the participants who benefit from the program and experience all its processes, the contributions of the program on them and their views on the improvement of the program on the basis of management are extremely important for the program to be carried out better and more effectively.

Today, only having a university education and looking at life from a narrow perspective is insufficient both in business and social terms. Students need much more experience and different perspectives.

Erasmus + exchange program offers students an opportunity to gain new experiences, to experience a different professional environment, to strengthen cultural communication and to increase intercultural relations. With this research, it is aimed to determine whether the Erasmus + exchange program contributes to the students who benefit from the program in terms of personal development, social development, professional development and language skills and to reveal the deficiencies in terms of management. The feedback from the students within the scope of the Erasmus + program and the problems expressed by the students and their experiences have revealed the necessity to investigate the problem. In this context, the main problem of the study was determined as the management of the Erasmus + exchange program, the program's contribution to the students, the problems encountered and suggestions that could be developed.

The sub-problems of the study were determined as follows:

✓ What are the aims of the students to participate in the Erasmus + exchange program?

✓ What are the contributions of Erasmus + exchange program to students' professional development?

✓ What are the contributions of Erasmus + exchange program to students' personal development?

✓ What are the contributions of Erasmus + exchange program to students' social development?

✓ What are the contributions of Erasmus + exchange program to students' language development?

✓ What are the positive and negative experiences of students participating in the Erasmus + exchange program?

✓ What are the suggestions and recommendations of students participating in the Erasmus + exchange program for the administrative improvement of the program?

2. METHOD

2.1.Research Model

This study is based on qualitative research methods and techniques. Qualitative research; It is an approach that uses an inductive approach in social sciences research, using the descriptive data collection technique in natural environments and emphasizing the perspectives of research subjects (Bogdan & Biklen, 2006). There are many definitions of qualitative research. Qualitative research according to Yıldırım and Şimşek (2005); It is defined as a process in which qualitative data collection methods such as observation, interview and document analysis are used and the perceptions and events are revealed in a realistic and holistic manner in the natural environment. The most basic feature of qualitative research is to try to explain the events, facts, norms and values from the perspective of the people studied (Ekiz, 2009). According to another opinion; Qualitative research is one of the processes of generating knowledge to understand people's lifestyles,

stories, behaviors, organizational structures and social change (Strauss & Corbin, 1990). Unlike quantitative research, which analyzes data analysis with statistical information, qualitative research seeks an answer to the question of what meanings people attribute to events, in other words, how they qualify events (Dey, 1993). Therefore, qualitative research offers the opportunity to examine people's perceptions of life in more depth by giving them the opportunity to define phenomena with their own life views. In this study, it was aimed to reach more detailed and deep information by using the interview technique, which is accepted as one of the most powerful data collection techniques. Interview is a controlled and purposeful verbal communication form between the researcher and the person who is the subject of the research (Cohen & Manion, 1994). Interview, which is one of the techniques frequently used in qualitative research, provides the interviewees with the opportunity to express themselves openly, while providing the researcher with the opportunity to understand the inner worlds of the interviewees and to examine and understand their feelings, thoughts and experiences in depth with the expressions of the other side (McCracken 1988: 9; Patton, 1987: 109). In the interviews held with the semi-structured interview form, in-depth and detailed information was tried to be reached within the scope of the research. With this study, it is aimed to reveal the known and unknown aspects of the program by examining the students' perspective and experiences, the positive - negative contribution of the Erasmus + program on them and to shed light on the next students as a guide.

2.2. Working Group

The study group was formed in line with the sample of the research determined among the students who studied at Düzce University between 2015-2018 , previously benefited from the Erasmus + exchange program, is the universe of the research. Easy Accessible Case Sampling was used in the selection of the study group of the research. The Easily Accessible Case Sampling Method is the method by which the researcher turns to the easiest items they can reach to form a sample from the target population, and most of the studies in the literature prefer this method (Balta Qualitative researchers tend to use the non-probabilistic purposeful sampling method. In the selection of individuals to be interviewed, it is checked whether they are directly related to the research subject rather than their power to represent the universe (Neuman, 2012: 320; Yıldırım & Şimşek, 2008: 107).cı, 2018). For this reason, it is aimed to have maximum information about the phenomenon to be examined by paying attention to the diversity of the students within department who benefit from the Erasmus + exchange program in a way that covers the research subject as much as possible. Volunteerism was taken as a basis for students' participation in the research. It was reached 30 students from totally 44 of them who benefited from Erasmus Exchange Program between 2015-2018 years and has not been graduated yet.Descriptive statistics for the students participating in the study are given in Table 2.

Table 2.Distribution of Students Participating in Erasmus + Exchange Program by Gender

Gender	Frequency	Percent
Male	20	66,67
Female	10	33,33
Total	30	100,00

Table 2 shows the distribution of students participating in the Erasmus + exchange program by gender. According to the coding made within the framework of the research, 66.67% of the students participating in the Erasmus + program were male, while this rate was acquired as 33.33% for female students. Two out of every three students in the study group of the research are male students.

2.3. Data Collection Tools

During the preparation of the interview form, literature was reviewed and a draft interview form with 11 questions was created. For the purpose of the scope validity, the Foreign Relations Coordinator, 3 faculty members working in the field of education, 2 Turkish teachers to determine the proficiency in terms of language and 3 experts in the field of Erasmus program were interviewed. Pilot interviews were conducted with 5 students who benefited from the Erasmus + program before applying the interview form, which was completed in terms of the technical dimension and grammar dimension of the subject and expanded to 13 questions. With the feedback received as a result of the pilot interviews, the form was given its final form and in the first part, a 14-question 'Information Form' containing demographic information (Annex-1) and a semi-structured interview form consisting of 13 questions.

2.4. Collection of Data

The information of the participants who were interviewed face to face in the study was obtained by taking notes. It was stated that the notes recorded in the interview can be given to them upon their request. Code names such as K1, K2, K3,… were used by hiding their names. The interviews were held in the places preferred by the participants in order to express themselves comfortably and not to feel bound by the time limit. It was observed that the participants felt comfortable during the interviews that took place in a conversational mood. The incomplete or insufficient information was requested by meeting the student face to face or accessed via e-mail, and efforts were made to ensure that the information could cover the research. It is presented in.

2.5. Analysis of Data

MAXQDA is a program used in the analysis of both quantitative and qualitative data in various sciences (Kuckartz & Radiker, 2019). Since MAXQDA is a powerful program in the analysis of studies conducted in phenomenological design, it has been used in the analysis of data in this study. MAXQDA provides maps in terms of coding, classifying code distributions, visualizing classification code distributions while analyzing content. After the interviews of thirty participants were transferred to the MAXQDA program, sentence-based and paragraph-based coding was performed. Whether the sentence or paragraph expressed gives the experience to be coded or not is chosen as the starting point in paragraph and sentence-based coding. The frequencies of the sub-codes of the theme that the MAXQDA program allows for the documents with paragraph and sentence-based coding were removed. Again, with MAX-Maps, which allows the phenomenological pattern to be reported in the best way, the Hierarchical Code is visualized with the Subcode model. While Hierarchical Code the subcode model is visualized, three of the coded sections are imported. The excerpts belonging to them are presented in the Hierarchical Code Subcode model map, and descriptions of that theme are presented by making use of the contents of the other encodings at the bottom of the visual.

3. RESULTS

The findings obtained as a result of the interviews conducted in line with the aims of the study were analyzed in this part of the study. In this context, the findings obtained in the research, in line with the questions of the interview, the aims of participating in the Erasmus + exchange program, the contributions, the views on the developments in foreign language levels, the opinions about which feature will bring them to the fore, the difficulties they faced to face in a foreign country, the contributions of the difficulties they encountered and their views on improvement the erasmus + exchange program are themed.

3.1. Findings Regarding Students' Purposes of Participating in Erasmus + Program

"What are the aims of the students to participate in the Erasmus + exchange program?" The findings obtained according to the analysis results regarding the sub-purpose are given below.

Figure 1. Themes of Students' Aims of Participation in Erasmus + Program

Themes	Coding frequency
Improving language	19
Getting to know new people and ?cccculturecultures	17
Education and Career Opportunities	15
Seeing new places	13
Experiencing a different country	8
To expand the horizon	4
Total Coding	**76**

Within the scope of the research, the themes of the opinions of the students who went abroad to study through the Erasmus + exchange program regarding the purposes of participating in the Erasmus + exchange program are presented in Figure 1. The answers given by the students participating in the Erasmus + program to this question were collected under six themes: "improving language", "getting to know new people and cultures", "education and career opportunities", "seeing new places", "experiencing a different country",

"broadening the horizon". According to the results, they state that the goal of going abroad with a maximum of 19 encodings is "language development".

Figure 2.Students' Themes Regarding the Contribution of the Erasmus + Program

Themes	Coding frequency
Contribution to professional thought, practice and development	38
Linguistic contribution	37
Contribution to personal thinking	29
Relational and social contribution	28
Academic thought and development contribution	11
Cultural thought and harmony contribution	7
Total Coding	**150**

Within the scope of the research, the themes belonging to the opinions of the students who went abroad to study through the Erasmus + exchange program regarding the contribution of the Erasmus + exchange program to them are presented in Figure 2. The answers given by students participating in the Erasmus + program to this question are collected under six themes as "contribution to professional thought, practice and development", "linguistic contribution", "contribution to personal thinking", "relational and social contribution", "academic thought and development contribution", "cultural thought and harmony contribution". "According to the results, the students stated that with a maximum of 38 coding, the erasmus + program contributed to "professional thought, practice and development".

3.2. Findings of Erasmus + Program Regarding the Professional Development of Students

"What is the contribution of the Erasmus + exchange program to the professional development of the students?" The findings obtained according to the analysis results regarding the sub-purpose are given below.

Figure 3. Themes Regarding the Impact of the Erasmus + Program on Future Plans

Themes	Coding frequency
Professional thinking	7
Working and settling abroad	7
Academic career	6
Total Coding	**20**

Within the scope of the research, the themes of the opinions of the students who go abroad to study through the Erasmus + exchange program regarding the contribution of their experiences with the Erasmus + program to their future plans are presented in Figure 3. The answers given by the students participating in the Erasmus + program to this question are grouped under three themes: "professional thinking", "working and settling abroad", "contribution to the academic field". According to the results, the students stated that the experiences they gained by means of erasmus + program with 7 coding each contributed to "professional thought" and "working and settling abroad" in their future plans.

Figure 4. Themes Regarding the Impact of Erasmus + Exchange Program on Employment

Themes	Coding frequency
Language proficiency	11
Find a job	10
Professional competence and experience	7
Social relations	6
Total Coding	**34**

Within the scope of the research, the themes related to the views on which features and capabilities provided by the Erasmus + exchange program will bring you to the forefront and find a job are presented in Figure 4. The answers given to this question by the students participating in the Erasmus + program were collected

under four themes: "language proficiency", "finding a job", "professional competence and experience", and "social relations". According to the results, they stated that the experiences they gained thanks to the erasmus + program with a maximum of 11 encodings contributed mostly to "language proficiency" in finding a job and in which field they brought them to the forefront.

3.3. Findings Regarding Students' Personal Development

"What are the contributions of erasmus + exchange program to students' personal development?" The findings obtained according to the analysis results regarding the sub-purpose are stated in this section.

Figure 5 Themes for the Contribution of the Difficulties Encountered in the Erasmus + Exchange Program Process to Personal Development

Themes	Coding frequency
Increasing self-confidence	6
Be prudent and patient	5
Changing the view to a different culture and society	4
Coping with difficulties	4
Discovering your own potential	4
Taking responsibility	4
Easier to adapt	1
Total Coding	**28**

Within the scope of the research, the themes of the opinions of the participants about how the difficulties experienced by the students during the erasmus + exchange program process contribute to their personal development are presented in Figure 5. The answers given by the students participating in the Erasmus + program to this question are as "increasing self-confidence", "being prudent and patient", "changing the view to a different culture and society", "discovering your own potential", "coping with difficulties", "taking responsibility" gathered in six themes. According to the results obtained, the students stated that with 6 coding, the problems experienced in the Erasmus + program mostly in the direction of "increase in self-confidence" contributed to their personal development.

3.4. Findings on Students' Social Development

"What are the contributions of erasmus + exchange program to students' social development?" The findings obtained according to the analysis results regarding the sub-purpose are stated in this section.

Figure 6 Themes Regarding the Contribution of Developing Language Skills in Relationships

Themes	Coding frequency
Making international friends social relations	22
Contribution to establishing business network connections	20
Contribution to the academic field	17
Total encoding	**59**

Within the scope of the research, the themes of the opinions of the students who go abroad to study through the Erasmus + exchange program on the contribution of the development of the language skills they have acquired with the Erasmus + program are presented in Figure 6. The answers given by the students participating in the Erasmus + program to this question were collected under three themes: "making international friends, contributing to social relations", "contributing to establishing business network connections", "contribution to the academic field". According to the results, they stated that the language development they gained by means of erasmus + program with 22 coding contributed to "making international friends and social relations".

3.5. Findings Regarding the Contribution to Language Skills of Students

"What is the contribution of erasmus + exchange program to students' language development?" The findings obtained according to the analysis results regarding the sub-purpose are stated in this section.

Figure 7. Themes for the Contribution of Erasmus + Program to Basic Linguistic Skills

Themes	Coding frequency
Reading Development	26
Listening Development	25
Speaking Development	24
Writing Development	23
Total encoding	**98**

Within the scope of the research, the themes of the opinions of the students who go abroad to study through the Erasmus + exchange program and the contribution of the Erasmus + exchange program to their basic foreign language skills are presented in Figure 7. The answers given by the students participating in the Erasmus + program to this question are collected under four themes: "reading development", "listening development", "speaking development", "writing development". It has been observed that the results obtained give results so close to each other.

3.6. Findings Regarding the Positive and Negative Experiences of the Students

"What are the positive and negative experiences of the students of erasmus + exchange program?" The findings obtained according to the analysis results related to its sub-purpose are given below.

Figure 8. Themes for Difficulties Encountered in the Erasmus + Exchange Program Process

Theme	Codingfrequency
Inability to speak a foreign	9
Life conditions	4
Cultural, social and personal difference	3
Education	1
Total Coding	**17**

Within the scope of the research, the themes of the opinions of the participants related to the difficulties experienced by the students during the erasmus + exchange program are presented in Figure 8. The answers given to this question by the students participating in the Erasmus + program were collected under four themes: "inability to speak a foreign language effectively", "living conditions", "cultural, social and personal difference", "education". According to the results, they stated that they mostly experienced problems in "Inability to speak a foreign language effectively" in erasmus + program with 9 coding.

3.7. Findings Regarding the Students' Views on the Administrative Improvement of the Program

"What are the suggestions and recommendations of the students participating in the Erasmus + exchange program for the improvement of the program?" The findings obtained according to the analysis results related to its sub-purpose are shown in Figure 9.

Figure 9. Themes for the Administrative Improvement of the Erasmus + Exchange Program

Themes	Coding frequency
Improving its functioning	11
Improving grant support	9
Improving communication	5
Providing training support for adaptation	4
Course matching	2
Competencies ofopportunities	1
Total	**32**

The themes related to the opinions of the participants regarding the improvement of the Erasmus + exchange program within the scope of the research are presented in Figure 9. The answers given to this question by the students participating in the Erasmus + program were collected under six themes: "improving the functioning", "improving the grant support", "improving communication", "providing educational support for adaptation", "course matching", "competencies of opportunities". According to the results, students stated with 11 coding that erasmus + program should be improved mostly in the direction of "improving its functioning".

4. CONCLUSIONS AND SUGGESTIONS

4.1. Results of the Students Regarding the Purposes of Participation in the Erasmus + Exchange Program

Considering the participation purposes of the students attending in the Erasmus + exchange program, the answer given by the participants above the average was determined as developing a language with a rate of 19 coding 25.00%. Following this, it has been determined as getting to know new people and cultures, education and career opportunities, seeing and visiting new places, experiencing the life of a different country, and expanding the horizon. Sancak (2009) in his study; He concluded that the most important participation purpose of the students participating in the program is 'education'. In the research conducted by Ünal (2011), we see that the participants see the Erasmus student learning mobility program as 'a comprehensive program that includes education, socio-cultural and travel activities together'. In a study conducted to investigate the factors that motivate students participating in the exchange program; it has been revealed that the students aim to travel, meet new people and get to know other cultures. In addition to these, it is stated that they aim to increase the level of foreign language knowledge, intercultural competence and international awareness that will improve their social capacities (Clyne & Rizvi, 1998). Again, according to the findings of Kağnıcı's (2016) study, which is a similar study, it shows that the main reasons for participating in the Erasmus program are to experience different cultures, to increase knowledge and to improve foreign language skills, to improve the understanding of the host country and to move away from the normal environment.

4.2. Results of Erasmus + Exchange Program Regarding Contribution to Students' Professional Development

When we look at the findings about this part in the study, there is a change in professional thinking with 7 coding, 35.00%, and working and settling abroad with the same rate. This ranking is followed by the academic career theme. They thought that they would continue their profession only in the country and changed their mind with the program or caused some changes related to the profession. In addition, the idea of academic progress started to emerge. Within the scope of the research, the themes related to the views on which features and abilities gained by erasmus + exchange program to find a job and bring it to the forefront were "language proficiency", "finding a job", "professional competence and experience", "social relations". Language proficiency is in the first place with a rate of 32.35% with 11 codes. With the increase in language proficiency, it has been thought that it will make a positive contribution to the professional field. In another study conducted on 400 students in a similar study, 93% of the participants stated that the exchange program contributed to their professional and personal development due to the fact that their activities were carried out using only a foreign language and the intensive use of verbal communication (LLP Impact Analysis, 2010). In parallel with this study, Çelik (2018) has reached the result that "The majority of the participants stated that their foreign language level and communication skills improved, and they stated that their employment potential would increase thanks to the development of their foreign language levels." Factors such as language and personal development are among the main reasons for participating in exchange programs. They stated that participating in foreign exchange programs will contribute to future job opportunities and will play an important role in career planning and personal development (Wiers-Jenssen, 2002; Norris & Gillespie, 2005). Again, in the study conducted by Norris and Gillespie (2008), 78% of the participants reported that working and receiving education abroad had a positive effect on career development and progress. Also, in a similar study by Papatsiba (2005), it was found that the development of language skills and communication capacity in a foreign language represents an additional quality to be put forward in the labor market.

4.3. Results of Erasmus + Exchange Program Regarding Students' Personal Development

Answers given by students participating in Erasmus + program regarding personal development; "Increased self-confidence", "being prudent and patient", "changing the view to a different culture and society",

"discovering one's own potential", "coping with difficulties", "taking responsibility". Considering the statements of the participants about how the difficulties experienced in the Erasmus + exchange program process contribute to your development, it is seen in most "increase in self-confidence" theme with 6 code density and rate of 21.43%. In the study conducted by Çelik (2018), the participants, thanks to the Erasmus program; they stated that their self-confidence increased and they gained self-confidence, and there were changes in their perspective towards people from different countries and thus they got rid of negative prejudices. Stating that they started to look at life more hopefully and that meeting people from different lifestyles in the country they went to and traveling to different countries had a positive contribution to their cultural wealth, self-confidence gained again the first place. In Özdem's (2013) study, more than half of the students (15 students) stated that the program contributed positively to their academic development and four students to their professional development. Some students (4 students) stated that the program increased their self-confidence. When we look at the contributions of the erasmus + program in this study, it is seen that academic development takes the first place. In his study, Kağnıcı (2016) concluded that the participants' expectations for personal development before mobility were met to a great extent and made positive contributions to the personal development of students. In Turkey, benefiting from the Erasmus exchange study conducted on 730 students, 85.6% of respondents have seen the Erasmus student exchange mobility as a comprehensive program that education, socio-cultural and sightseeing activities are together (Unal Ozdemir, 2013) . From this point of view, it can be said that the program contributes to personal development by recognizing different cultures, taking part in environments where they can share culture, developing a positive perspective on different lives and beliefs, and most importantly, increasing self-confidence. In a similar study, in the results emphasized on the importance of personal development, it was stated that foreign education programs generally have an important share in the enrichment of individuals' social lives and personality development, taking responsibility, and the development of interpersonal and personal communication (Stahl, Miller, & Tung, 2002; Norris & Gillespie, 2008).

4.4. Results of Erasmus + Exchange Program Regarding Students' Social Development

The answers given by the students participating in the Erasmus + program regarding social development appear as "making international friends, contributing to social relations", "contributing to establishing business network connections", "contribution to the academic field". According to the results,they stated that the language development they gained through erasmus + program with 22 coding and 37.29% contributed to "making international friends" in social relations. It has been emphasized that especially language development contributes the most towards social relations. In the study of Şahin (2007), the students highlighted the socio-cultural dimension of the program rather than the academic dimension. With gaining importance of socio-cultural dimension, they are enabled to become individuals who know different cultures and develop social relations by making international friends from these cultures. It is understood that students are positively affected academically and socially. It is seen that the program contributes to the increase in the self-confidence and awareness of the students, to being individuals who stand on their own feet. Students coming from different countries within the scope of the Erasmus Program are in interaction due to the fact that they are together. Students communicate with people of different nationalities in their social life and education issues and try to express themselves socially. When the answers given in the study are examined, the majority of the participants stated that the Erasmus program increased their communication skills (Çelik, 2018).

4.5. Results of Erasmus + Exchange Program Regarding Students' Language Skills

When we look at the results regarding language skills, the coding intensity appears to be "reading development", "listening development", "speaking development", "writing development" respectively. In this study, the basic language skills area where students improved the most was reading development with coding 26 and a rate of 26.53%. *"I improved my reading ability a lot as I was very busy with the lessons. I noticed that I returned at a higher level than my reading ability before I left (K3).* It took the first place with this and similar explanations. Many studies show that the biggest contribution of the program is in terms of language. Similarly, in a study conducted with 477 students, it was stated that after the Erasmus experience, 90% of the participants in the questionnaire improved their language skills; It shows that 52% of the participants have started to learn a new language (LLP Impact Analysis, 2007). In the study conducted by Özdem (2013) on Erasmus students, when the opinions about the personal benefits provided by the Erasmus program to the students were examined, they stated that the program developed foreign language skills in the context of personal benefits and gained the ability to look at events in different dimensions by providing the opportunity to encounter different cultures. As can be seen from this study, the students showed the most

improvement in the field of language skills. According to Erasmus Student Network (ESN) 2012 research, it has been revealed that the foreign languages of students from different departments of different countries have improved, interpersonal communication is increased, they have benefits such as gaining self-confidence and gaining international perspective (Alfranseder, Tiernan, & Crocitta, 2012; Alfranseder, 2012). In the study conducted by Yağcı, Ekinci, Burgaz, Kelecioğlu, and Ergene (2007), it was concluded that half of the students perceived the purpose of the Erasmus program as a foreign language development program, and accordingly, they recommended the Erasmus program to students who wanted to improve their foreign language. Another study parallel to the result reached in this study regarding language development was conducted by Çelik (2018) and when the responses of the students who benefited from the Erasmus exchange program were examined, 86.9% of them stated that the Erasmus program contributed to the development of foreign language skills.

4.6. Results Regarding the Positive and Negative Experiences of Erasmus + Exchange Program Students

Within the scope of the research, the answers to the opinions of the participants regarding the difficulties experienced by the students during the erasmus + exchange program process were collected under four themes: "inability to speak a foreign language effectively", "living conditions", "cultural, social and personal difference", "education". In the study, with 9 coding and 52.94% code intensity, the item in the first place is inability to speak a foreign language effectively. Participants stated the subject of not speaking a foreign language effectively with these expressions that "I had a lot of trouble with the language. … It was a very difficult language and some of the people living in Poland did not know how to speak English (K4) and "I had some difficulties in understanding the professors during my education in a foreign language (K9)". Cultural exchange between students is of great importance in terms of intercultural dialogue. In this process, language has a great function because language has an important place in the transfer of culture. In the transfer of culture, students from different countries should have good command of the common language they use to communicate with each other. If the command of this language is low, it is likely that it will negatively affect the level of sharing cultures (Sancak, 2009). When the answers given in the study by Çelik (2018) are examined; "It is understood that there are students who have difficulties in improving their language proficiency in the country they are going to". Sancak (2009), who reached parallel results with this study, found the adaptation problems of the students in the country they went to; he reached data on the possible problems of a foreign country (culture, language difference, etc.) and being away from their loved ones. However, in the same study, the answers given for the difficulties experienced in education presented a completely opposite picture with this study. In this study, while students stated that they had almost no problems in the field of education, Sancak (2009) in his study has reached the result of *"The contribution of the Erasmus program in the field of education is very low."* The causes of the students feel this way, the problems of the courses taken under the program in compliance with courses in Turkey, not attending the courses taken in the program, host country teaches in its own language, the contracted departments are not the same department that they are having difficulty. At the same time, some of the participants expressed the difficulties they faced with their living conditions during the erasmus + program. "… *It was also not economically viable, but I adapted."* K6 participant expressed the difficulty he faced. In this regard, Ünal (2011) and Sancak (2009) reached similar conclusions about the grant inadequacy, while Çelik (2018) concluded that students did not have any difficulties in terms of grants.

4.7 Results Regarding Students' Views on the Improvement of the Program

Within the scope of the research, the responses given by the participants regarding the improvement of the Erasmus + exchange program were collected under six themes: "improving the functioning", "improving the grant support", "improving communication", "providing educational support for adaptation", "course matching", "competencies of opportunities". . According to the results, the students stated that with 11 coding and a rate of 34.38%, the erasmus + program should be improved mostly in the direction of "improving its functioning". The students stated that the second most important opinion for the improvement of erasmus + program or the implementation of the program was with 9 coding and 28.73% of them "improvement of grant support". Regarding the improvement of the functioning, K1 and K2 participants replied as *"If possible, let's extend the period of Erasmus participation" (K1), "The requests of the students to be sent abroad should be taken into consideration". In other words, it was sad to see people who had a great opportunity to spend Erasmus in bed and I felt as if they had cheated the rights of others (K2) ".* In the study of Özdem*(2013),* took these answers *"I received support from my family other than my grant and it was sufficient. But our grant is insufficient "(K22). "I received a grant and the grant was insufficient. Apart from*

that, I got on well with my ministry of national education scholarship and the money sent by my family.' and concluded that the grant was insufficient. In Ünal's (2011) study, the students in the study group; It is understood that 320 (43.8%) of them sait the grant support is not sufficient, 250 of them (34.2%) are undecided, only 160 of them (21.9%) are satisfied with the grant provided. The average score for this item was 2.67, and it was stated that the students' opinions about the grant programs were not sufficient. According to the coding made within the framework of the research, the highest number of students with 28 students and a rate of 82.35% participated in the Erasmus + exchange program in Poland. Çelik (2018) and Aybar (2016) reached the same result in their studies. The most important factor for students participating in the program to choose Poland may be financial opportunities and have more mutual agreements.

5. SUGGESTIONS

✓ In order to provide students with a better equipped, competent and broad perspective in the process of specializing in the professional field, conditions should be provided to give students the opportunity to engage in activities abroad and to examine the working conditions there, rather than the opportunity to work only in Turkey and improve themselves.

✓ Erasmus + program contributes greatly to the participants in terms of language development, education, professional development, personal development and socio-cultural. However, in order for more students to benefit from this program, encouraging activities should be carried out and grant support should be increased.

✓ Opportunities for developing academic career abroad should be researched and presented to students who have the idea of choosing, and students should be academically and psychologically prepared for this process by giving the necessary orientation support before going.

✓ The use of foreign languages should be felt not only as a lesson or academic success, but also as a means of communication in the way of socialization, and each student should be provided with the opportunity of a semester internship or education abroad so that they can use the language in its natural environment.

✓ Considering that the greatest gains in life are achieved through experience, providing the opportunity to meet different cultures, different cities and different people should be among the first goals of universities.

✓ A study can be conducted on the effectiveness of the program by bringing together the students who have benefited from the program and who have not. A guidance service can be provided to encourage students who do not participate in the program.

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