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## An evaluation regarding to the gains of Erasmus program in terms of language and science

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### Abstract

Cross-border cooperation must be developed in education because it is such a period that borders of the countries are disappeared by the effect of globalization; social, economical, political and cultural life is evaluated across the world; a kind of unity in which there are no national identities, boundaries and differences is mentioned and nations are in interaction with each other. Firstly, higher education systems have developed programs in order to increase the quality of education in Europe and then to provide an exchange program for students and educators in Europe by supporting and motivating international cooperation. One of these programs is called as Erasmus program that contributes to the growth of generations that are well-supported in terms of academic and culture.

There are many students who have received education in Germany within the scope of this program in our department of German Language and Literature and they have received education in the periods that differ between one-semester and two-semesters in Germany. In this study; the linguistic, scientific and cultural contributions of this program are evaluated. I mean the status of the students is evaluated herein.

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### 1. Introduction

#### 1.1. Theoretical Basis

It is inevitable that cross-border cooperation must be developed in education because it is such a period that borders of the countries are removed by globalization; social, economical, political and cultural life is evaluated across the world; any event or happening that occurs in some part of the world affects the other

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side of the world at the same time; a kind of unity in which there is no national identities and no boundaries for economies and borders and differences are stated and nations are in communication and interaction with each other. First of all, higher education systems took action about this issue and they developed programs in order to increase the quality of education in Europe and then to provide an exchange program for students and educators in Europe by supporting and motivating international cooperation. One of the aforementioned programs which contribute to the growth of generations that are well-supported in terms of academic and culture and to the growth of brains who are able to fulfill expectations in globalised business area is Erasmus program. Many higher education students have spent some part of their education life in a different European country and they have had chance to know the people and culture of this particular country since 1987.

It is important that the degree of fulfillment of these targeted expectations by this particular program, which is active in many different ways such as student mobility, study mobility, training mobility, staff mobility, mobility of giving course, intensive language courses or preparation visits, to be investigated. Since 2005, there are many students in our department of German Language and Literature who have received education in Germany within the scope of this program and who have been placed to our department by having a claim of selecting his/ her language among three different languages since the year of 2006 and who have received education within the scope of this program in the periods that differ between one-semester and two-semesters in Germany. Here, the linguistic, scientific and cultural contributions of this program and performances of the students are evaluated. Starting point will be the academic standings of these students before attending Erasmus program and their academic standings after attending Erasmus program and their grade point averages in the education institution in which they received education in Germany. In conclusion part, a statistical evaluation will be mentioned and findings concerning to the gains will be evaluated by comparing them with each other.

By reason of the fact that Erasmus Exchange Student Program has notably become widespread, I want to explain what Erasmus Exchange Student Program is in detail and mention some information about it in general terms and mention what Erasmus Exchange Student Program is not briefly; then I want to emphasize its gains as it is stated in the title of my paper. Nonetheless, to mention about it, if necessary;

In accordance with the definition of Department Centre of European Union Education and Youth Programs; Erasmus Exchange Student Program is a program which is intended to motivate higher education institutions in Europe in order to cooperate with each other sophisticatedly. This particular exchange student program, which provides unreturned financial support in the quality of donation for higher education institutions to generate and put into practice common projects with each other and exchange students and academics short-dated, took the name of Hollander scientist Erasmus (1469- 1536) who is believed to be one of the most prominent representatives of Renaissance Humanism because of staying in many European countries as a student and as a lecturer. Erasmus Exchange Student Program is neither a “program for learning a foreign language”, “a scholarship”, “a research” nor “a certificate”. Erasmus Exchange Student Program is a program in which student and apprenticeship activities are occurred ([www.ua.gov.tr](http://www.ua.gov.tr)).

To mention about the gains of this exchange student program, it is possible to evaluate these gains in terms of three issues basically. Universities, Student and Society. It is also possible to multiple these issues such as Academic Staff, country and etc. However, these 3 basic structures determine the purpose of this exchange student program in general terms. It provides opportunities for universities to gain international experience and respect, education in an environment that is multi-cultural and multi-national, leniency and intercultural dialogues, Introduction/ Internalization, contribution to the Researches and Science, providing sources for projects and exchanges, increases the quality by means of renewal/ improvement and competition among universities; for students it provides many opportunities such as gaining experiences in a foreign country, receiving courses in a multicultural classrooms, learning new

cultures, introducing your own culture, gaining new friendships, occupation/ job connections after education, being able to a student in a different school and observing different education systems. For the society, it provides opportunities such as integration with European Union, increasing the quality in education system, economical and cultural boom for the city of university, convergence of University + citizen+ business world, interactions between cultures and breaking prejudices by learning different cultures and knowing different people.

(*Avrupa, Birliđi Eđitim ve Gençlik Programları Merkezi Başkanlıđı*, Retrived May 5, 2012, from National Agency website, <http://www.ua.gov.tr/index.cfm?action=detay&yayinid=247436FF1CEDA8F2422C7D89DCC9E12FCDF3C&CFID=1668361&CFTOKEN=10306452>).

In general, when all these gains are taken into consideration a kind of unity, which causes removal of the boundaries in education; in which social, economical, political and cultural life is evaluated universally and there are no national identities, is explained and a kind of cooperation, in which all countries are in interaction and communication with each other, is suggested.

In accordance with the statistical values that resulted from the assessments and evaluations by national agency and published on the web page of European Union Office of Hacettepe University; it is clear that this exchange student program has been well-accepted over the years and demands has increased. In parallel with this increase in demand, the numbers of agreements that the University make with other universities have increased and the numbers of students and academic staff have increased, at the same time. As statistical values, the number of outgoing students, distribution in terms of knowledge and rates of attendance to the courses are preferred. Other values are not stated here such as: distributions among higher education institutions, rates of incoming and outgoing students, universities that are visited more than others and the programs through which the most students are sent to the foreign countries for education.

Table 1

2004-2005 School Year	Student Mobility	Teaching Staff Mobility
Total number of mobility	1142	339
Total number of mobility by geographical regions		
Marmara Region	522	85
Aegean Region	146	84
Mediterranean Region	169	57
Central Anatolia Region	255	105
Black Sea Region	30	4
Eastern Anatolia Region	0	0
Southeastern Region	20	4
Total number of mobility by state/foundation/classification		
State	959	308
Foundation	183	31
Total number of mobility by gender		
Female	607	143
Male	535	196

[http://www.ua.gov.tr/uploads/erasmus/erasmus-2004-2005-istatistik\\_kitabi.pdf](http://www.ua.gov.tr/uploads/erasmus/erasmus-2004-2005-istatistik_kitabi.pdf)

<http://www.ua.gov.tr/uploads/erasmus/Erasmus%20Istatistik%202005%20ve%202006.pdf>

The aforementioned table (I) showing 2004- 2005 School Year includes distributions in terms of regions, types of institutions and gender. It is clearly seen that the most student exchange took place in Marmara Region (522) and the most instructor exchange took place in Central Anatolia Region (105). It is clear that the exchange was mainly from State institutions and mostly male benefited from this exchange program in academic sense (143), and mostly female benefited from in students' group (607).

According to the data stated in the website of National Agency, Turkey is placed almost near the top end (30<sup>th</sup>) among 31 countries in terms of student exchange when rates of European Countries which benefited from exchange student program within the same year are evaluated. In order not to digress about statistical evaluations in question, subject areas or distributions among universities are not stated here. When rates of the students who benefited from intensive language course for Erasmus Exchange Student Program within the same year are examined, it is stated that attendance rate is only % 3. 41. (<http://www.ua.gov.tr/uploads/erasmus/Erasmusulkelere%20gore%20ogrenim%20hareketlilik%20sayilar.pdf>, [http://www.ua.gov.tr/uploads/erasmus/erasmus-2004-2005-istatistik\\_kitabi.pdf](http://www.ua.gov.tr/uploads/erasmus/erasmus-2004-2005-istatistik_kitabi.pdf), <http://www.ua.gov.tr/uploads/erasmus/Erasmus%20Istatistik%202005%20ve%202006.pdf>)

It is seen that exchange rates among regions, distribution rates among countries and rates of benefiting from intensive language courses are considerably changed between the years of 2005 and 2007.

Table 2

General data related to the number of mobility 2005-2007	Student Mobility	Teaching Staff Mobility
Total number of mobility	2854	583
Total number of mobility by geographical regions		
Marmara Region	1204	147
Aegean Region	398	134
Mediterranean Region	364	74
Central Anatolia Region	744	176
Black Sea Region	112	40
Eastern Anatolia Region	5	5
Southeastern Region	27	7
Total number of mobility by state/foundation/classification		
State	2451	513
Foundation	403	70
Total number of mobility by gender		
Female	1562	219
Male	1292	364

[http://www.ua.gov.tr/uploads/erasmus/erasmus-2004-2005-istatistik\\_kitabi.pdf](http://www.ua.gov.tr/uploads/erasmus/erasmus-2004-2005-istatistik_kitabi.pdf),  
<http://www.ua.gov.tr/uploads/erasmus/Erasmus%20Istatistik%202005%20ve%202006.pdf>

As it can be inferred from the table (2), between 2005- 2007 it is clearly seen that the most student exchange took place in Marmara Region and the most instructor exchange took place in Central Anatolia Region. However, the number of exchange students in the region in which exchange student rates were

maximum, increased from 522 to 1204, that is, the number of students doubled. The number of exchange instructors in the region in which exchange instructor rates were maximum, increased from 102 to 176, that is, the instructors increased in number again. Exchange numbers in total have increased from 1142 to 2854 and the number of instructors in total has increased from 339 to 583. It shows that there has been an intensive demand for this exchange student program. The numbers of students and instructors who are sent from State and foundation universities are stated in this table and it is clearly seen that there is a big difference between these two groups; that is 2451 versus 403. It is understood that female students (1562) benefit from this particular student exchange program more than male students (1292). It is stated that male instructors (364) benefit from this particular exchange program more than female instructors in academic sense.

According to the data stated in the website of National Agency, it is clear that the position of Turkey did not change in terms of outgoing students among other foreign countries although the number of outgoing students increased in number. When intensive language courses are examined, it is clearly seen that this rate has not increased much but demands for Undergraduate programs have increased, instead. This rate is stated as % 4. (<http://www.ua.gov.tr/uploads/erasmus/Erasmus-ulkelere%20gore%20ogrenim%20hareketliligi%20sayilari.pdf>, [http://www.ua.gov.tr/uploads/erasmus/erasmus-2004-2005-istatistik\\_kitabi.pdf](http://www.ua.gov.tr/uploads/erasmus/erasmus-2004-2005-istatistik_kitabi.pdf), <http://www.ua.gov.tr/uploads/erasmus/Erasmus%20Istatistik%202005%20ve%202006.pdf>). Although the number of outgoing students doubled, the increase in numbers of the students from % 3.41 to % 4 was not because of learning a foreign language but for receiving education in a different university. The factor affecting the rates to be low is having no intensive language courses for German, French, English and Spanish languages. According to the statement made by Department of European Union Education and Youth Programs Centre in 2008- 2009 school year, 6. 919 students received education in foreign countries via Erasmus Exchange Student Program. (This number is % 9. 4 much more than the number of previous year. The number of students attending this program between the years of 2007 and 2009 in total are lower than this rate). % 46.5 of these students is female and % 53. 5 of them are male. It is seen that the number of males come to the fore compared to the last year. While female students and male instructors much more benefited from this Exchange Program previously, male students benefit from this Exchange program more than females in education area now. The majority of 1052 academic staffs benefiting from Erasmus Exchange Program consist of male instructors. In regional sense, Marmara and Aegean regions are positioned near the top. Universities in Central Anatolia Region, Anadolu University and Selçuk University ranked number three primarily.

Turkey is positioned eighthly among other European countries with the rate of % 9.4 in terms of number of students attending student mobility for studies. The number of outgoing students within the scope of Erasmus intensive language course is in the range of % 4 as it was in previous years.

In 2010- 2011 academic year, 10.095 students attended Erasmus Student Exchange Program from Turkey with increase % 15, 1786 of these students preferred universities in Germany and 1511 of these students preferred universities in Poland. In regional terms, Marmara region was ranked as the first and Central Anatolia Region was ranked as the second.

Last year, other European countries which attracted Turkish students via Erasmus Student Exchange Program were stated in this order: Italy with 954 students, Spain with 727 students, Holland with 544 students, France with 541 students, Czech Restate with 498 students, England with 402 students, Sweden with 396 students, Hungary with 394 students, Portugal with 356 students and Belgium with 297 students.

On the contrary, out of 4288 incoming students from other European countries to Turkey, 1038 of them came from Germany, 566 of them came from Poland, 386 of them came from France, 376 of them came

from Holland, 259 of them came from Italy and Spain and 234 of them came from Lithuania, 163 of them came from Czech Republic and 137 of them came from Belgium. It is inferred that 231. 410 students in total with increase % 8.5 took advantage of Erasmus Student Exchange Program in which 27 European Union countries and Sweden, Norway, Croatia, Iceland and Lichtenstein with Turkey are included in 2010- 2011 academic year. The number of academicians attending Erasmus Exchange Program is approximately forty- three thousand.

Turkey had been ranked as among the lasts between the years of 2004 and 2009 as a country which sent students to abroad for education within the scope of Erasmus Student Exchange Program, but it was ranked as the seventh with 10.095 outgoing students in 2010- 2011 academic year in this area.

In this period, there are other European countries which mostly attended Erasmus program together with Turkey. These countries are stated in this order: Spain with 36.183 students, France with 31.747 students, Germany with 30.274 students, and Italy with 22.031 students, Poland with 14.234 students and England with 12.833 students. However, increase in the number of intensive foreign language courses was observed in 2010- 2011 school year. This rate increased about % 6 percentages. It is important to mention that the number of outgoing students in State universities is much higher than the number of students going from foundation universities since 2008 as it was the same for last four years. Then, are there any gains of this particular program in accordance with the increase in numbers? (<http://www.ua.gov.tr/uploads/erasmus/genel/ulkelere%20gore-sms-smp-2004-2010.pdf>, <http://www.abofisi.hacettepe.edu.tr/sunular.shtml>)

## **2. Material Basis**

In order to be able to understand it, our starting point is, as I stated at the beginning of my study, academic averages of the students in the department they are registered before going abroad for education within the scope of this program as of 2005-2006 school year from our department and academic averages of the students in the semester when they receive education in a foreign country and academic averages of the students in the semester they have after they come back from abroad. In 2005, total 6 students went abroad for education within the scope of this program in fall and spring semesters and this number has increased to 28 students in the following school years. In consideration of the agreements we have with 12 foreign universities, it is possible for our 32 students to be taken advantage of this program and 15 out of these students receive a grant from National Agency every year and the others go abroad for education within the scope of this program through their own means. Grants of the majority of the students who go abroad through their own means are supplied by National Agency when they come back from foreign country. When the conditions of these students are taken into consideration;

Table 3						
2008-2012						
Name-Surname	Name of the University	Semester	Grade Point and General Academic averages before going abroad for education	School Year	Academic average the student gets while studying abroad	Grade Point and general academic averages of the student after he/ she comes back
Student 1	Klagenfurt	F	2.57/2.73	4. class	3.42/2.79	2.60/2.77
Student 2	Bonn	F/S	2.15/2.78	4. class	2.47/2.74 2.95/2.82	2.95/2.82
Student 3	Klagenfurt	S	2.55/2.56	3.class	2.50/2.56	1.86/2.46
Student 4	Marburg	F/S	1.90/2.01	2.class 3.class	2.76/2.15	3.02/2.49
Student 5	Klagenfurt	S	3.31/2.69	3.class	3.20/2.75	2.85/2.77
Student 6	Bonn	S/F	3.09/3.01	2.class 3.class	2.47/2.93 2.67/2.89	2.73/2.87
Student 7	Mainz	F/S	2.27/2.82	3.class	2.17/2.78 2.42/2.74	2.83/2.83
Student 8	Mannheim	S	3.67/3.56	3.class	3.17/3.52	3.31/3.49
Student 9	Marburg	S	2.38/2.64	3.class	2.35/2.61	2.52/2.66
Student 10	Mainz	S	2.90/3.13	3.class	2.13/3.00	2.69/2.96
Student 11	Mainz	S	3.33/3.19	3.class	2.60/3.11	2.81/3.07
Student 12	Mainz	S	3.00/3.03	3.class	2.53/2.97	2.22/2.87
Student 13	Mainz	S	2.86/2.92	3.class	2.67/2.89	2.75/2.87
Student 14	Mannheim	S	3.71/3.43	3.class	3.08/3.40	3.45/3.41
Student 15	Mannheim	F/S	3.00/3.13	3.class	2.83/3.10	1.91/2.96
Student 16	Heidelberg	F	3.08/3.02	3.class	2.83/2.99	3.55/3.05
Student 17	Hamburg	F/S	3.48/3.53	3.class	3.62/3.53 2.95/3.43	4.00/3.48
Student 18	Stuttgart	F/S	3.05/2.99	3.class	2.85/2.97 3.46/3.07	2.86/3.04
Student 19	Mainz	F	3.31/3.05	3.class	3.00/3.04	3.39/3.09
Student 20	Erlangen	F	3.13/3.31	3.class	2.13/3.12	3.33/3.15
Student 21	Mainz	F	2.91	3.class	3.25	2.99
Student 22	Hamburg	F/S	3.17/3.05	3.class	2.04/2.91 3.00/2.93	3.38/2.98
Student 23	Marburg	F	3.11	4.class	2.39	3.06
Student 24	Heidelberg	F	2.90/2.89	3.class	2.67/2.85	3.33/2.93
Student 25	Mainz	F	2.82/2.69	4.class	1.85/2.60	2.97/2.64
Student 26	Bonn	F	2.98/2.81	3.class	2.90/2.82	2.77/2.82
Student 27	Erlangen	F	3.22/2.63	4.class	2.17/2.59	2.50/2.58
Student 28	Klagenfurt	F	3.28/2.79	4.class	2.03/2.71	3.41/2.8

Student 29	Erlangen	F/S	3.15/2.98	3.class	1.54/2.82 3.10/2.86	2.83/2.86
Student 30	Erfurt	F	3.34/2.61	4.class	1.47/2.49	2.82/2.52
Student 31	Mannheim	F	2.91/2.57	4.class	1.47/2.46	2.44/2.46
Student 32	Bonn	F	2.68/2.71	4.class	2.40/2.66	3.38/2.77
Student 33	Marburg	F	3.02/2.52	4.class	2.38/2.50	2.70/2.51
Student 34	Mannheim	F	3.25/2.43	4.class	1.75/2.38	2.50/2.39
Student 35	Bonn	F	3.19/3.28	3.class	2.64/3.16	3.47/3.21
Student 36	Stuttgart	F	3.21/3.04	4.class	2.85/3.02	2.82/3.00
Student 37	Marburg	F/S	3.42/2.90	3.class	1.90/2.83 3.09/2.87	3.22/2.97
Student 38	Hamburg	F	2.22/2.55	4.class	2.65/2.56	1.41/2.45
Student 39	Heidelberg	F	2.20/2.11	2.class	1.63/2.01	2.48/2.22
Student 40	Heidelberg	F	2.35/2.46	3.class	1.74/2.34	2.69/2.46

<http://www.oid.hacettepe.edu.tr/cgi-bin/index.cgi>

It stands out (Table 3) that academic averages of 10 students out of 40 were higher in the university they went for education than they had before going abroad for education. It was detected that academic averages of other 30 students were not so different than their academic averages they had before taking advantage of Erasmus program. After they come back from abroad, it was stated that academic averages of 18 students out of 40 increased, but academic averages of other students decreased. In order to be able to understand the reasons of this decrease and what the gains of this program are, a questionnaire was conducted for 40 students such as to get in return for. While preparing the questions of this particular questionnaire, these following subjects were taken into consideration: the matter of whether the student takes advantage of Erasmus program consciously or unconsciously and the matter of preparing questions that help conductor to evaluate whether this program provides any gains in cultural and scientific sense for the student. When the answers given to the questions in the questionnaires are evaluated, we obtained following data: In the aforementioned questionnaire, not only the possibility of choosing an option among many other options was presented to the student but also they were wanted to give answers like “I agree” and “I disagree” in order to be able to receive a certain decision.

When the students were asked about what Erasmus Student Exchange Program is, 11 out of 40 students answered that it is a foundation program, 8 out of 40 students answered that it is a foreign language learning program and 20 out of 40 students answered that it is a European Union and 1 out of 40 students answered that it is a research program. When they were asked about their reason why they take advantage of this program, 24 out of 40 students answered that it is a “to receive education at different university”, 7 out of 40 students answered that it is a “to improve my foreign language”, 9 out of 40 students answered that it is “to see and live in a different country and culture”. When they were asked about their gains after receiving education by a different education system, 23 out of 40 students answered that it is “to improve analysis skills”, 4 out of 40 students answered that it is “to receive comprehension level of literature review” and 13 out of 40 students answered that “it provides occupational improvements”. When they were asked about their criteria for choosing the country they want to go, 12 out of 40 students marked the option “the relation between cheapness- expensiveness”, 22 out of 40 students marked the option “the quality of the university”, 2 out of 40 students marked the option “touristic value and treasure” and 4 out of 40 students marked the option “the obligation for speaking foreign language”. To the statement “Erasmus Program provides opportunities for students to learn and know other cultures”, it is seen that 36



out of 40 students gave answers as “I agree” and other 4 students gave answers as “I disagree”. To the statement “Erasmus Program provides opportunities for students to get closely acquainted with cultures and people of other countries”, 38 out of 40 students gave answer as “I agree” and 2 out of 40 students gave answer as “I disagree”. To the statement “Erasmus Program provides students not only to improve their foreign language skills by using it actively in a foreign country even though it is not a foreign language learning program, but also to realise their defects in this or these languages”, 27 out of 40 students gave answer as “I agree” and 13 out of 40 students gave answer as “I disagree”. To the statement “Erasmus Program is beneficial for the students in terms of their professional carriers”, 24 out of 40 students marked the option “I agree” and 16 out of 40 students marked the option “I disagree”.

To the statement “Erasmus Program takes the initiative role for the students who want to get M.A. and B.A. degrees at abroad or who want to live in a foreign country in the following years”, 21 out of 40 students gave answer as “I agree” and 19 out of 40 students mentioned their opinions as “I disagree”. To the statement “Erasmus Program helps students to be able to make comparisons between themselves and other students (their competitors) who are receiving education in the same field”, 27 out of 40 students gave answer as “I agree” and 13 out of 40 students mentioned their opinions as “I disagree”. To the statement “Do you really think that Erasmus Program will reach its contextual goal?” 37 out of 40 students gave answer as “I agree” and 3 out of 40 students mentioned their opinions as “I disagree”. When they were asked about “What were the main topics emphasized in the researches that were given as take-homes by their instructors?” 32 out of 40 students said that collecting information and the way of analysing this information were emphasized, 4 out of 40 students said that the way of organizing take-homes was emphasized and 4 out of 40 students said that page setting was emphasized. In addition, students added that it was preferred for students to give answers with their own sentences rather than memorized sentences. When they were asked about the reasons for the decrease/ increase in their grade point averages after they came back from abroad, 17 out of 22 students, whose academic averages decreased, stated that they had difficulties with adapting to the department again and 3 out of 22 students stated that they could not keep up with the system again and 2 out of these 22 students stated that even they could not understand why they lived such difficulties after they came back from abroad. 15 out of 18 students, whose academic averages became higher after they came back from abroad, stated that they could comprehend subjects and courses by analysing them effectively and 3 out of 18 students stated that their foreign language skills were better with the effect of improvement in their foreign language.

### **3. Conclusion**

When it is evaluated in general terms, it is inarguable that this program contributes to foreign language acquisition and in parallel with this it contributes to individual cultural wealth. It is only possible by means of the environment rather than being instructed theoretically and the dialogues they establish due to the need of communication. In parallel with, it can be inferred that the best way of learning a foreign language is staying on the country in which this particular language is spoken. On the other hand, although the results showed that these students do not benefit from this program with this awareness directly, they learned how to study systematically in the foreign university by the help of course and exam options submitted to them and they improved themselves in terms of being scientific because of the fact that studying systematically is regarded as one of the criterions of being scientific. The system in which they engaged abroad not only makes them question and examine their available accumulation of knowledge, but also force them to complete their imperfect information. Because of the fact that this accumulation of knowledge may assist students to generate new theories or to carve their current theories in stone, to develop new real- like ideas, it is possible to say that these students get ahead in being scientific. In addition, infecting students with the conscience of being systematic while preparing their papers or presentations will help students to put forward ideas in relation with the topic by making use of

sources and to generate unchangeable information by using current unchangeable information with a certain technique and it is regarded as one of most basic and important criterions of being scientific. When the increase in academic averages of the students who benefited from this program consciously is examined, it is clearly seen that they stated that improvements in their foreign language skills resulted in these students to be more self-confident in their education life and comprehending courses faster than before helped them to use their accumulation of knowledge or unchangeable data while solving other problems they come across. And it is regarded among other important criterions of being scientific. Under these circumstances, the only thing is that Erasmus program provides many opportunities for the student, such as new education systems and new linguistic realms, indirectly and it enables the student to take a step for being scientific either consciously or unconsciously.

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