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## THE IMPORTANCE OF CERTAIN VARIABLES FOR APPLYING FOR INTERNATIONAL STUDENT MOBILITY PROGRAMS – STUDENTS' PERCEPTIONS<sup>1</sup>

**ABSTRACT:** The paper aims to identify the extent to which certain linguistic, educational and communicative variables are important for students' decision to apply for international student mobility programs. For this purpose, a structured questionnaire was designed and administered to senior year students from ten faculties of the University of Novi Sad (N=727) participating in ISM programs during the winter semester of 2024/25 academic year. The analysis of the collected data included descriptive statistics, t-test, Mann-Whitney-U test and Pearson correlation coefficient. The obtained results suggest that the highest priority was given to English language proficiency and the lowest to subject-specific knowledge. Significant differences were detected between male and female students' responses, with females attaching more importance to four of the six variables which were examined. Self-assessed English proficiency stood in positive correlation with two of the surveyed variables.

**Keywords:** international student mobility, variables, internationalization of higher education, English language teaching in higher education.

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## VAŽNOST ODREĐENIH VARIJABLI ZA PRIJAVLJIVANJE ZA PROGRAME MEĐUNARODNE MOBILNOSTI – PERCEPCIJE STUDENATA

*APSTRAKT:* Rad nastoji da utvrdi do koje mere su određene jezičke, obrazovne i komunikativne varijable važne za odlučivanje studenata da se prijave za međunarodne programe studentske mobilnosti. Za ovu svrhu, kreiran je strukturirani upitnik i sproveden među studentima završnih godina deset fakulteta Univerziteta u Novom Sadu (N=727) koji učestvuju u programima međunarodne studentske razmene tokom zimskog semestra akademske 2024/25. godine. Analiza prikupljenih podataka je uključivala deskriptivnu statistiku, t test, Man Vitnijev U test i Pirsonov koeficijent korelacije. Dobijeni rezultati ukazuju da najveći prioritet studenti daju dobrom znanju engleskog jezika, a najmanji dobrom predznanju iz struke. Uočene su značajne razlike između odgovora studenata i studentkinja, pri čemu studentkinje daju veći značaj četirima od ukupno šest ispitivanih varijabli. Samoprocena znanja engleskog jezika stoji u pozitivnoj korelaciji sa dve ispitivane varijable.

*Ključne reči:* međunarodna mobilnost studenata, varijable, internacionalizacija visokog obrazovanja, nastava engleskog jezika u visokom obrazovanju.

### 1. INTRODUCTION

International Student Mobility (ISM) is a policy of the internationalization of higher education (Teichler 2017), its transformational force (Knight 2007) affecting ‘the society and the nation in general’ as well (Rodrigues 2012: 7) and, arguably, its most visible component (White & Lee, 2020; Bista et al. 2018).<sup>2</sup> In Europe, ISM is predominantly intra-regional,<sup>3</sup> enabled by the Bologna Process, promoted and supported by exchange programs such as ERASMUS+ and supranational bodies such as the European Commission (Erdei & Káplár-Kodácsy 2020). It is an important component of higher education within the Bologna process in Serbia. ISM has enormously risen over the last two decades (Zayim-Kurtay et al. 2025; Gutema et al. 2023; Kim & Zhang 2022) becoming more diverse and multipolar due to emerging new (non-Western) education hubs such as China, India, Malaysia, South Korea, South Africa, Turkey, Russia (Zayim-Kurtay et al. 2025; Xu 2023). It has also paid more attention to equity and inclusion over

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<sup>2</sup> Internationalization is not a unified term or concept and challenges at institutional, local, national and regional as well as geopolitical level add to its diversity (Marinoni 2024). According to a widely accepted definition of internationalization it is ‘the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education’ (Knight 2008: 21).

<sup>3</sup> <https://share.google/EoQzj9Idk2WXigLnq>

the past five years, according to the 6<sup>th</sup> *IAU Global Survey Report* (Marinoni et al. 2024). With the Covid-19 pandemic disruption and restrictions behind (Zayim-Kurtay 2025; Ellis et al. 2024), ISM faces new challenges posed by the current geopolitical situation (Marinoni et al. 2024) and rising socio-economic inequalities (Chankseliani & Kwak 2024). However, there are positive innovative developments such as virtual exchanges and collaborative online international learning,<sup>4</sup> joint and dual degrees, ‘decolonization’ of the curriculum, among others (Marinoni et al. 2024: 3). Furthermore, in May 2024, the European Council endorsed the recommendation entitled ‘Europe on the Move’ – learning mobility opportunities for everyone, which aims to promote and boost learning mobility across the European Union by embedding it into education and training, emphasizing inclusion and outlining measures to overcome mobility barriers.

According to the *2025 European Commission Report*,<sup>5</sup> 1.76 million students from abroad (both EU and non-EU countries) were undertaking tertiary level studies across the EU in 2023, 11.419 from Serbia (7.527 (Bachelor’s or equivalent), 3.154 (Master’s or equivalent) and 738 (Doctoral or equivalent)).<sup>6</sup> The number of mobile students from Serbia is on the rise based on the numbers for the two previous years provided by Eurostat: 10.080 in 2022 and 9.926 in 2021.<sup>7</sup> According to Zubaşcu (2021), ERASMUS+ is extensively used by students in all countries of the Western Balkan region, including Serbia, and the CEEPUS data show an above average relative student participation. Participation in COST actions has also considerably increased. However, as pointed out by Zubaşcu (2021), the main problem is that the outgoing mobility is higher than the incoming mobility, which is indicative of the underdeveloped research infrastructure in the region. According to Schuch (2021), participation in these programs is estimated to continue growing for all countries in question. There are projects and initiatives towards more inclusive regional mobility in the Western Balkans (cf. Lula & Bino 2023), including the Balkan Universities Association (BAUNAS). According to research by Bošnjović and Trivun (2013), the more the strategies of internationalization and policy elements are represented in the internal documents

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<sup>4</sup> However, according to research, a physical mobility experience is very important for achieving some of the benefits such as developing intercultural competencies (Erdei & Káplár-Kodácsy 2020).

<sup>5</sup> [https://ec.europa.eu/eurostat/statisticsexplained/index.php?title=Learning\\_mobility\\_statistics](https://ec.europa.eu/eurostat/statisticsexplained/index.php?title=Learning_mobility_statistics)

<sup>6</sup> [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Learning\\_mobility\\_statistics](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Learning_mobility_statistics)

<sup>7</sup> <https://share.google/0sUbhWLoXweYD6R00>

of higher education institutions, the greater direct impact on mobility development is.

In response to the growing need for new insights and perspectives related to the trends and issues of ISM recruitment, this paper seeks to contribute to the current body of literature on the understanding of the variables which are relevant for students' decision to apply for these programs and pursue part of their higher education abroad, based on students' perceptions on participating in ISM, whereby ISM here is considered to be a cross-border stay or education of at least 3 months for the purpose of following university classes or professional training in English as a medium of instruction (horizontal mobility).<sup>8</sup> More precisely, the paper aims to identify the extent to which the variables such as subject-specific knowledge, good command of English, social and communication skills, overlapping of course content at two universities (home and host universities) and openness to new cultures, ways of living and different educational systems are important for students to apply for ISM. Additionally, the paper aims to explore whether these perceptions differ between female and male students, as well as whether students' self-assessed English language proficiency is related to their perceptions.

The paper is structured as follows. Section 2 gives a brief review of the more recent literature on student decision-making. Section 3 explains the methodology used to answer the research questions. Section 4 presents a discussion of the findings. The conclusion points out the relevance of the research findings, addresses the study limitations and provides suggestions for further work.

## 2. LITERATURE REVIEW

There are numerous studies on understanding why students (from both EU and non-EU countries) decide to study abroad. Let us mention some of the more recent studies from countries with diverse cultural and economic backgrounds (for an overview of earlier research on the topic, see Dubow et al. 2020). A comprehensive study from the neighbourhood, conducted by Doda et al. (2024),

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<sup>8</sup> ISM can take different forms. With respect to modality, it can be blended mobility (combining distant learning and physical mobility), or virtual to a large extent. It can be horizontal (students spend a period of their studies abroad), vertical (students take a full degree abroad) and brain mobility (students do not return to their home countries). With respect to length, it can be short-term mobility (1 week to 3 months), semester mobility (from 3 to 6 months,) and long-term mobility (from 6 to 12 months) (Erdei & Káplár-Kodácsy 2020), the latter ones being the most frequent at higher education institutions (Teichler 2017).

examines ‘the pushing and pulling factors’ for international Albanian students when choosing a country as their study destination. A qualitative methodology is used to analyse the data gathered from the students by open-ended online questionnaires. The study has identified the major challenges, such as cultural adjustment and financial difficulties. It has offered practical suggestions for higher education institutions to enhance the support and resources available to students for applying for these programs such as language support, cultural orientation programs, peer mentoring programs, developing partnerships with universities, educational agencies, government bodies, and industry. A compelling study by McNicholas and Marcella (2024) examines the decision-making process of international non-EU postgraduate students when choosing a business diploma in the UK. Based on semi-structured interviews analysed in the framework of an interpretivist, marketing philosophy, a new conceptual model is offered reflecting the continuous, cyclical and iterative nature of the decision-making process. A Typology of Decision Makers is proposed with respect to the level of awareness and approach to information search. The model can be employed to segment and target potential postgraduates, thus supporting these students and increasing the number of applications for the institution. A study by Albien and Mashatola (2021) identifies motivators, enablers and barriers in the decision-making process of students who want to ‘become internationally mobile’ in the current literature on ISM and applying them to a South African university student group proposes a conceptual model in the framework of organizational psychology which could be used to predict future mobility motivations of international students in general. Four main motivators are detected: costs of higher education programs, costs of living in the host country, socio-political ties and trade connections between a student’s home and host countries, and students’ own desire for better higher education; two main enablers: desire to gain an advantage over fellow students with respect to employment and intellectual capital (a network in the host country, academic qualifications and language proficiency), and many barriers, most notably financial costs and separation from the social support system. A study by Dubow et al. (2020) provides an international comparative analysis of ISM decision-making, interviewing a group of mobile students in the EU (from both EU and non-EU countries of origin). The findings foreground the ways the students’ decisions relate to the social, cultural, economic and political contexts in which they are made and how they relate to the students’ life goals. And finally, according to a survey by Milovanović et al. (2020) on the attitudes of medical and education students of a university in Serbia towards the internationalization of

higher education, the students have generally positive attitudes towards internationalization, but they think that the state has not done enough to engage internationally. The students also feel ready for and are interested in ISM programs, but find that they are not well-informed about all relevant aspects of them. Milovanović et al. (2020) also point out that internationalization is an under-researched topic in our country. More recently, though, research into English as a medium of instruction (EMI) in Serbia has been reported (Radić-Bojanić 2025), but the need for more empirical data on the topic of internationalization of our higher education remains. Addressing this research gap, the current study aims to examine students' perceptions on certain variables which may be relevant for their decision to apply for ISM programs and thus contribute to the topic of higher education internationalization. Let us now look more closely at the context and implications of our research.

### 3. METHODOLOGY

The paper draws on the quantitative analysis of the data collected for larger research on ISM at the University of Novi Sad and the University of East Sarajevo. This study focuses on the data gathered at the University of Novi Sad (UNS).

The aim of the study is to examine the importance of certain variables such as subject-specific and English language knowledge, social and communication skills, overlapping of courses at home and host universities and openness to new cultures in students' decision to apply for ISM programs. Accordingly, the research questions set in the study are as follows:

RQ1: How do UNS students perceive the importance of subject-specific knowledge, English proficiency, communication and social skills, overlapping of course content, openness to new cultures, ways of living and educational systems when deciding to participate in ISM programs?

RQ2: Are there any significant differences between male and female students' perceptions of these variables?

RQ3: To what extent are students' perceptions of these variables associated with their self-assessed English language proficiency?

#### *3.1. Participants*

The study participants were senior year students of ten faculties of the University of Novi Sad (N=727), participating in ISM programs (Faculty of Sciences, Faculty of Education in Sombor, Faculty of Technical Sciences, Faculty

of Economics in Subotica, Faculty of Philosophy, Faculty of Agriculture, Faculty of Technology, Faculty of Medicine, Academy of Arts, and Faculty of Sports and Physical Education). Out of the total number of participants (N=727), female students constituted the majority (N=548), while male represented a quarter of the sample (N=179).

### 3.2. *Instrument*

For this purpose, a structured questionnaire was designed based on the vast existing literature on students' engagement in ISM (Di Pietro 2023; Albien & Mashatola 2021; Kaya 2021; Jackson et al. 2020; Bista et al. 2018; Teichler 2017). The questionnaire included five sections focusing on students' views on various aspects of ISM programs, such as their benefits, relevance for future career, personal and professional development, obstacles in the application process, and certain factors seen as preconditions for the student decision to participate in the programs, which is the focus of the current study. In this section, the students responded to the question 'To what extent do the following six variables represent important preconditions for you to apply for ISM'. The six variables were: good subject-specific knowledge, good command of English, well-developed communication skills, well-developed social skills, significant course content overlapping at two universities (and transfer of credits), and openness to new cultures, ways of living, and different educational systems. The students' responses were recorded on a four-point Likert scale (1 – I totally disagree; 2 – I partially disagree; 3 – I partially agree; 4 – I absolutely agree). In order to test the scale, reliability and factorability analyses on the six variables were conducted. The Kaiser–Meyer–Olkin measure indicated adequate sampling adequacy (KMO = .571), and Bartlett's test of sphericity was significant,  $\chi^2(15) = 120.689$ ,  $p < .001$ , suggesting that the correlation matrix was suitable for factor analysis. However, Cronbach's alpha for the six items was .689, indicating only moderate internal consistency. Although the exploratory factor analysis suggested a possible two-factor solution, the reliability analysis indicated only moderate internal consistency across the six determinants. Given this, and in line with our research aims, we treated each item as a separate dependent variable rather than combining them into a composite scale.

As for the respondents' English language knowledge, it was self-assessed on a five-point scale (1 – Insufficient, 2 – Sufficient, 3 – Good, 4 – Very good, 5 – Excellent). The assessment of English proficiency constituted the section of the questionnaire focusing on the sociodemographic characteristics of the respondents. Although the instrument employed different Likert-point ranges, all variables were treated as continuous and standardized prior to correlation analysis, which addresses scale comparability.

### *3.3. Procedure*

Applying the quantitative survey method, the research data were collected during the winter semester of the academic year 2024/25. Prior to the questionnaire administration, verbal consent was obtained from the participants. The data analysis included descriptive statistics, t-test, Mann-Whitney U test and Pearson and Spearman correlation coefficient.

## 4. FINDINGS AND DISCUSSION

This section presents the study's results in relation to the three research questions. Thus, the descriptive statistics of the survey findings relate to RQ1, i.e., show how students perceive the importance of the six variables (subject-specific knowledge, good command of English, social and communication skills, overlapping of course content, and openness to new cultures, ways of living, and different educational systems) for participation in ISM. The findings are given in Table 1 below.

Variables:	Mean	SD	Skewness	Kurtosis
1. Subject-specific knowledge	2.89	0.78	-0.336	-0.248
2. Good command of English	3.58	0.61	-1.186	1.033
3. Good communication skills	3.41	0.65	-0.754	0.084
4. Good social skills	3.40	0.68	-0.803	0.213
5. Significant overlapping of course content at two universities (and transfer of credits)	3.26	0.79	-0.806	0.227
6. Openness to new cultures, ways of living and different educational systems	3.45	0.68	-1.016	0.765

Table 1. Students' perceptions of the importance of certain variables for applying for ISM

The obtained results suggest that the students from the University of Novi Sad attach importance to all of the mentioned variables for applying for ISM, as the values range from 2.89 to 3.58. The highest priority is given to good command of English and the lowest to subject-specific knowledge. Communication and social skills are equally valued and generally viewed as very important variables for ISM participation. The same holds true for the factor of openness to new cultures. Overall, it seems that UNS students value more language and cultural variables over educational ones for participation in ISM. A possible explanation for this can be found in the fact that the study participants are senior year students who have already completed a large number of subject-specific courses and thus gained



knowledge and confidence in various fields of their area of study. From this perspective, the lack of subject-specific knowledge may seem less worrisome and therefore less important than studying in a foreign language, something they have not experienced before. It has to be added at this point that all Bachelor's degree programs at UNS are accredited in the Serbian language only, while English-medium courses are offered at Master's degree by some of the faculties. The cultural aspect, which is inseparable from the language we communicate in, has been recognized as a crucial challenge in ISM participation by Albanian students (Doda et al. 2024). The priority of linguistic and cultural variables expressed by the participants of this study can be related to the previously mentioned study. The more demanding a variable appears, the more importance and relevance it gains for ISM.

To test possible gender differences in relation to the participants' perceptions, the t-test was applied for all variables except for variable 2 (good command of English) which lacked normal distribution (as seen in Table 1) and therefore required a non-parametric test, in this case the Mann-Whitney U test. The results referring to the five variables are presented in Table 2 below.

Variables	Gender	Mean	SD	Mean Difference	t	p	95% Reliability interval	
							lower	higher
1. Subject-specific knowledge	M	2.94	0.79	0.06	0.885	0.376	-0.072	0.190
	F	2.88	0.77					
3. Good communication skills	M	3.26	0.73	-0.20	-3.625	0.000	-0.313	-0.093
	F	3.46	0.62					
4. Good social skills	M	3.31	0.72	-0.12	-2.024	0.043	-0.234	-0.004
	F	3.43	0.67					
5. Significant overlapping of course content	M	3.12	0.84	-0.18	-2.643	0.008	-0.312	-0.046
	F	3.30	0.77					
6. Openness to new cultures, ways of living and different educational systems	M	3.29	0.77	-0.22	-3.694	0.000	-0.330	-0.101
	F	3.50	0.64					

Table 2. Gender differences in relation to students' perceptions of the importance of certain variables for applying for ISM

In our output, SPSS reported  $p = 0.000$ , which should be read as  $p < .001$ . This suggests that the likelihood of obtaining the observed results under the null hypothesis is extremely small. In this study, the values below 0.05 are interpreted as statistically significant, and the values below 0.01 or 0.001 indicate even stronger evidence against the null hypothesis. Accordingly, three out of five variables (good communication skills, significant overlapping of course content and openness to new cultures, ways of living and different educational systems) show significant differences between male and female students' responses, with females perceiving these three variables more important than their male peers. The results related to the variable Good command of English can be seen in the following table.

Determinant	Middle rank (M)	Middle rank (F)	Mann-Whitney U	Z	p
2. Good command of English	339.03	372.16	53516.500	2.166	0.030

Table 3. Gender differences in relation to students' perceptions of the importance of English proficiency for applying for ISM

The Z-value in the Mann–Whitney U test is a standardized score indicating how far the observed U statistic deviates from the mean of its distribution under the null hypothesis. A Z of 2.166 suggests that the difference in mean ranks between male and female respondents on Good command of English is about 2.2 standard deviations away from what would be expected if there were no difference. The corresponding  $p = 0.030$  indicates that this difference is statistically significant at the 0.05 level.

Overall, the gender-related findings point to some significant differences between our male and female students' responses, with females assigning greater importance to the language and communication variables, significant course overlap and openness to new cultures when deciding to participate in ISM than males. Previous studies on ISM have also pointed to some gender differences, with females inclining to these programs more than males. Thus, Presley et al. (2010) and Stroud (2010), for example, report that female students generally show more interest in ISM programs and perceive them as a more valuable experience than their male peers. Furthermore, Tompkins et al. (2017) point out that females tend to express greater interest in developing an understanding of other countries and cultures. In this regard, the results of the current study can be considered corroborative of previous findings reported in the literature.

Finally, to examine the relationship between students' self-assessed English language proficiency and the importance of certain variables for ISM participation, the Pearson correlation coefficient was applied for all variables except for Good command of English (Variable 2), for which the non-parametric measure of Spearman correlation was employed. The results are given in Table 4.

Variables	Self-assessed English proficiency	
Pearson correlation		
1. Subject-specific knowledge	r	-0.014
	p	0.703
3. Good communication skills	r	-0.001
	p	0.968
4. Good social skills	r	0.024
	p	0.512
5. Significant overlapping of course content	r	.149**
	p	0.000
6. Openness to new cultures, ways of living and different educational systems	r	.125**
	p	0.001
Spearman correlation (rho-p)		
2. Good command of English	r	0.063
	p	0.091

Table 4. The relationship of students' self-assessed English proficiency and certain variables for applying for ISM

As observed, two variables significantly correlate with self-perceived English proficiency, and these are variable 5, significant overlapping of course content, and variable 6, openness to new cultures, ways of living and different educational systems. A practical aspect of ISM, in this case, significant overlapping of course content, and the cultural dimension of ISM participation are more important to the respondents who perceive themselves as proficient English speakers. As of the latter, the cultural factor has been recognised as an important variable for ISM participation in a number of studies (Kotler & Keller 2016; McNicholas & Marcella 2024). Since culture is tightly connected to foreign language learning, we may assume that the respondents with higher English proficiency self-assessed scores are more knowledgeable about this and therefore attach more importance to openness to new cultures and ways of living for ISM participation. Certainly, the correlation findings presented here deserve attention of further research.

To sum up, the study findings point to the importance of the English proficiency factor and the relevance of students' openness to new cultures, ways of living, and different educational systems in decision-making regarding their participation in ISM. As such, the study offers certain pedagogical implications for English language teaching in higher education in terms of emphasizing the cultural dimension in language learning. In this regard, paying more attention to the development of intercultural competences and skills in English language syllabi is desirable. A possible way to achieve this can be through the implementation of virtual exchange, an innovative pedagogy referring to internet-based learning in which students from diverse linguistic and cultural backgrounds collaborate on specific tasks through which they improve their communicative and intercultural competences (Vuković-Vojnović & Knežević 2023; Zečević & Trkulja-Milekić 2022).

## 5. CONCLUSION

The paper has made an empirical contribution to the current literature on variables which are relevant for students' decision to apply for ISM. The findings show that the students from the University of Novi Sad generally attach importance to all of the surveyed variables for applying for ISM, although the highest priority is given to English language proficiency. The findings also point to significant gender differences indicating that female students consider openness to new cultures and experiences, good communication skills and overlapping of course content more important for applying for ISM than their male peers. Self-assessed English proficiency is found to correlate with openness to new cultures and experiences and course overlapping. On the whole, the findings offer some useful insights into students' perceptions of ISM programs and their potential decision to apply for them and as such, contribute to the general lack of literature on higher education internationalization in Serbia. Some limitations of the current study should be acknowledged. Although large in size, the sample in this study is constituted by the students of only one university in Serbia and for obtaining a better picture of students' perceptions on this topic a sample of students from different universities would certainly be more representative. The inclusion of qualitative research design, which lacked in the current research, could also provide a better insight into students' views of the variables relevant for their decision to apply for ISM. These limitations can be taken as guidelines for conducting further research in the field.

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#### VAŽNOST ODREĐENIH VARIJABLI ZA PRIJAVLJIVANJE ZA PROGRAME MEĐUNARODNE MOBILNOSTI – PERCEPCIJE STUDENATA

##### *Sažetak*

Međunarodna mobilnost studenata je politika internacionalizacije visokog obrazovanja, njegova transformaciona snaga koja utiče na društvo i državu u celini i verovatno njegova najvidljivija komponenta. Kod nas je važan deo Bolonjskog procesa. Međunarodna mobilnost studenata je značajno porasla u protekle dve decenije, postajući raznovrsnija i multipolarna i poklanjajući više pažnje ravnopravnosti i inkluziji. U porastu je i u Srbiji, prema podacima iz izveštaja Evropske komisije i Eurostata iz 2025. godine. Kao odgovor na rastuću potrebu za novim uvidima i perspektivama, u vezi sa trendovima i pitanjima regrutovanja novih studenata za programe međunarodne mobilnosti, ovaj rad, napisan na osnovu podataka koji su deo većeg istraživanja, ima za cilj da empirijski doprinese obimnoj literaturi o razumevanju faktora bitnih za odlučivanje studenata da se prijave za te programe i jedan deo svog studiranja provedu u inostranstvu, a na osnovu percepcija studenata o učešću u programima međunarodne razmene studenata. Tačnije, cilj rada je da utvrdi do koje se mere varijable, kao što su dobro predznanje iz struke, dobro znanje iz engleskog jezika, dobre komunikacijske i socijalne veštine, dobra podudarnost predmeta na dva univerziteta (i priznavanje odslušanih predmeta) i otvorenost ka drugim kulturama, načinu života i obrazovanja, čine važnim za studente da bi se prijavili za te programe. Dodatno, rad nastoji da istraži da li se percepcije razlikuju u zavisnosti od pola studenata, kao i da li



studentska samoprocena znanja engleskog jezika utiče na njihove percepcije. Za tu svrhu, sastavljen je strukturirani upitnik na osnovu obimne literature o učešću studenata u programima međunarodne razmene. Upitnik je distribuiran među studentima završnih godina deset fakulteta Univerziteta u Novom Sadu (N=727), koji učestvuju u programima međunarodne studentske razmene tokom zimskog semestra akademske 2024/25. godine. Analiza prikupljenih podataka je uključivala deskriptivnu statistiku, t test, Man Vitnijev U test i Pirsonov koeficijent korelacije. Dobijeni rezultati ukazuju da najveći prioritet studenti daju dobrom znanju engleskog jezika, a najmanji dobrom predznanju iz struke. Uočena je značajna statistička razlika između percepcija studenata i studentkinja, pri čemu studentkinje daju veću važnost četirima od ukupno šest ispitivanih varijabli. Samoprocena znanja engleskog jezika stoji u pozitivnoj korelaciji sa dve ispitivane varijable. Rezultati pokazuju dominaciju varijable dobrog poznavanja engleskog jezika i važnost otvorenosti studenata prema novim kulturama i iskustvima prilikom donošenja odluka u vezi sa učestvovanjem na ovim programima. Kao takvi, rezultati su relevantni za nastavu engleskog jezika u visokom obrazovanju u smislu poklanjanja više pažnje interkulturnim kompetencijama i pitanjima sadržaja nastavnog programa za engleski jezik zarad uspešnije internacionalizacije univerziteta, držanja koraka sa globalnim trendovima i većeg angažovanja na globalnom nivou.

*Ključne reči:* međunarodna mobilnost studenata, varijable, internacionalizacija visokog obrazovanja, nastava engleskog jezika u visokom obrazovanju.

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