THE CORRELATIONS BETWEEN THE YOUNG ADULT LEARNERS' FOREIGN LANGUAGE ANXIETY LEVELS AND THEIR ONLINE SELF-REGULATED LEARNING READINESS IN TURKISH UNIVERSITIES

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Abstract

Foreign language anxiety has long been controversial issue in the EFL classroom. However, recently online teaching and learning has been more a serious interest promoting the learners' self-regulated learning. This study aims to investigate the correlation between young adult learners' foreign language anxiety levels and their online self-regulated learning readiness.

Data was collected from approximately 156 voluntary Turkish young adult students who enrolled in departments of English language teaching (ELT), Linguistics, English literature and translating and interpreting (English) at both public and state universities in Turkey. As a data instruments, three various questionnaires, namely; Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, & Cope, 1986), Online Learning Readiness Scale (OLRS, Hung, Chou, Chen, & Own, 2010) and Online Self-regulated learning Questionnaire (Barnard, Lan & Paton 2008) were adapted for this research online. The results seem to indicate that young adult learners' level of online learning readiness has a negative effect on the learners' foreign language anxiety. There is a low negative relationship between Foreign Language Anxiety Scale scores and Computer and Internet Use Self-Efficacy and Self-Learning sub-dimension scores. Additionally, there is a moderate negative correlation among learners' foreign Language anxiety levels, their learning motivation, and their readiness for online Learning.

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Table of Contents

1. INTRODUCTION……. 1
1.1 Background of the study ……... 1
1.1.1 Language anxiety ……1
1.1.2 Self-regulated learning and Bandura's social cognitive theory (1997)... 2
1.1.3 Online learning ……4
1.2 Statement of the problem …….. 5
1.3 Purpose of the study …….. 7
2. LITEREATURE REVIEW …… 7
2.1 Self-regulated learning (SRL) …… 7
2.2 Self-regulation skills in language learning ……. 9
2.3 Relationship between self-regulated learning with autonomy ……10
2.4 Learners' foreign language anxiety and the online learning environment …. 13
2.5 Learners' readiness and their anxiety ……. 13
2.6 Learners' foreign language anxiety ……..... 15
2.6.1 Effects of foreign language anxiety …….. 16
2.7 Online learning environment …….. 17
2.7.1 Learners' motivation in online learning …… 18
2.8 Learners' readiness for online Learning …… 19
2.8.1 Students' readiness for online learning in higher education ……..... 20
2.9 Learners' self-regulated learning skills and strategies ……. 21
3. METHODOLOGY …….. 23
3.1 An Overview of the Study …….. 23
3.2 Nature of the research design …… 23
3.2.1 Convenience sampling ……. 25
3.3 Setting and Participants …….. 25
3.4 Data collections instruments …….. 25
3.5 Data collection procedures …….. 26
4. ANALYSIS …… 27
4.1 Statistical Method …….. 27
4.2 Distributions by Demographic Features …… 27
4.3 Descriptive Statistics and Reliabilities …….. 28

4.4 Regression Analysis …….. 29
4.5 Correlation Analysis …….. 31
5. DISCUSSION ……34
5.1 Pedagogical implications …… 39
6. CONCLUSION …… 39
6.1 Contribution of the study …… 40
6.2 Limitation of the study …… 41
6.3 Recommendations for future research …… 41
REFERENCES …… 42
APPENDICES …….. 51
Appendix A ……... 51
Appendix B …… 52
[Table 7. Differences in Scale and Sub-Dimension Scores According to Gender]
Appendix C …….. 53
[Table 8. Differences of Scale and Sub-Dimension Scores According to Education Level]
Appendix D …….. 54
[Table 9. Differences of Scale and Sub-Dimension Scores by University Type]
Appendix E [Ethic Form] …… 55
Appendix F ……76
[Foreign Language Classroom Anxiety Scale]
Appendix G …… 77
[The Turkish version of Foreign Language Anxiety Scale]
Appendix H ……78
[Online Learning Readiness Scale (OLRS)]
Appendix I …….. 79
[The Turkish version of Online Learning Readiness Questionnaire]
Appendix J …….. 80
[Online Self-regulated learning Questionnaire for the research]
Appendix K …… 81
[The Turkish version of Online Self-regulated learning Questionnaire]
Appendix L [Informed Consent form]…… 82
Appendix M [Participant information sheet] …….. 83
Appendix N [Turkish Universities' e-mail addresses for invitation] …….. 85

List of Tables

Table 1. Distribution by Socio-Demographic Features …… 28
Table 2. Descriptive Statistics and Reliabilities Regarding Scales and Sub-Dimensions …. 28
Table 3. The Effect of Readiness for Online Learning on Foreign Language Anxiety and Significance of its Coefficients in the Model …… 30
Table 4. The Effect of Foreign Language Anxiety on Online Self-Regulation and the Significance of its Coefficients in the Model …… 31
Table 5. Examining the Relationships Between Scales and Sub-Dimensions …….. 32

List of Figures

Figure 1. [Butler and Winne,1995; cited in Zimmerman, 2000] …….. 3
Figure 2. [The model of SRL. Adapted from Zimmerman (1989b)] …… 8
Figure 3. [Pekrun's Control-Value Theory of Achievement (CVTA) Model…….. 17
(Heckhausen, 2000)]
Figure 4. [(Forson & Vuopala, 2019)] …….. 20
Figure 5. [Neelamegam, 2013; Motivational, volitional and metacognitive aspects
of self-regulated Learning] …… 23

Chapter 1: Introduction

In the introduction part, this study contains the demonstration of the background of the study, statement of the problem, and definitions of key terms.

1.1 Background of the study

Ever-increasing globalisation has contributed to a huge rise in the use of information and communication technology (ICT) in the field of education, which has, in effect, changed the way of learning, training and teaching. The widespread use of diverse digital technologies, along with many other relevant kinds of learning tools, has created an immersive, learning-focused, open and scalable online learning environment. Early generations of mobile learning projects managed to develop formalized activities, cautiously designed by educators and technologists, as well as using emerging technologies that were not yet widely accessible or even well understood. Present, universal possession of smartphone and portable apps means that learners are continually in a position to take the lead and participate in practices inspired by their personal interests and circumstances of use, particularly those resulting from expanded mobility and travel (Kukulska-Hulme, 2008). As accessibility to wireless networks grows and the number of devices that can connect with these networks expands, the use of mobile devices to promote language learning is becoming increasingly popular. According to Kirkwood and Price (2005, cited in Comas-Quinn, 2011), the effectiveness of online learning as a successful method of teaching and learning has not only drawn the interest of language instructors and professionals but has even expanded their perspective on how to build student-oriented and open-ended learning environments (for strong communication skills in English) with a strong pedagogical rationale and proper integration with the course.

1.1.1 Language anxiety

The global expansion of the English language has increased the demand for good communication skills in English. Language anxieties can emerge from learners who have a 'self-awareness', self-awareness, language learning difficulties, variation between students and specific language societies, differences in the social position of speakers and interlocutors, from the fear of losing self-identity (Öztürk & Gürbüz, 2014). However, English language learners often express feelings of stress, panic or fear when learning to speak English and claim to be a "mental barrier" to learning English. Anxiety has been found to obstruct with numerous sorts of learning; however, when it is related with learning a second or foreign language, it is named

as "second/foreign language anxiety" (Hashemi, 2011). According to Tanveer (2007, cited in Hashemi, 2011), consideration of individuals' anxiety reactions in figuring out how to communicate in another language by a language educator is regarded profoundly significant so as to help them to accomplish the expected performance goals in the target language.

Besides, according to Horwitz (2001), anxiety, as interpreted instinctively by many language learners, has a negative effect on language learning and has been described as one of the most studied factors in all of psychology and education. With respect to language anxiety, two specific issues need to be answered.

First of all, it might be seen necessary concerning what fear is in language, why it is needed to learn and speak a new language, and how foreign language fear can differentiate from language anxiety in the learning of the first language. Broadly speaking, there are two approaches to describing anxieties in the language. Firstly, "language anxiety in the broader construct of anxiety as a basic human emotion that may be brought on by numerous combinations of situational factors" (Hashemi, 2011 p.1812). For example, a shy student may feel anxious when asked to give a short speech in front of the entire class. For this sample situation, Hashemi (2011) expressed that anxiety in the language as a combination of other anxieties that create a separate form of anxiety inherent in language learning. Secondly, the later approach believes that there is something unique to the language learning experience that makes some individuals nervous. Regarding the foreign language anxiety, it might be noteworthy to mention briefly about Albert Bandura's social cognitive learning theory.

1.1.2 Self-regulated learning and Bandura's social cognitive theory (1997)

The term self-regulated learning emerged from a growing emphasis on self-regulation in educational settings in the 1980s (Dinsmore et al., 2008). A broad foundation of literature on self-regulated learning has been developed since the mid-1980s when they started to look at how individuals become masters of their own educational process scholars (Zimmerman & Schunk, 2001). According to Dinsmore, Alexander, and Loughlin (2008), researchers are sometimes quite vague about how they interpret the SRL definition, especially in respect to other concepts such as self-regulation (SR) and metacognition. Bandura and Zimmerman (Brandmo & Berger, 2013) expressed that SR, on the other hand, is more generally concerned with impulsive behaviour; it is not limited to cognitive problems alone but supports

management of other personal areas, such as influence, motivation, actions and goal achievement.

Self-regulated learning is a fairly recent phenomenon in cognitive psychology; its roots date back to Albert Bandura's (1997) social cognitive learning theory. Our diverse and constantly evolving environment provides a need for self-initiated, self-managed learning both during the years typically acquired through formal education and throughout the lifetime — and new technologies provide great opportunities in such learning. According to Schraw et al. (2006), Bandura presented a theory of reciprocal determinism proposes that learning is the consequence of individual, behavioural and environmental factors. Individual factors cover the views and practices of a student, which influence learning and perform. Environmental elements comprise education quality, teacher feedback, information access and additional help from families and classmates. Lastly, the effects of prior performance are covered by behavioural factors. Reciprocal determinism emphasises that each of these three elements influence the other two elements. According to Schraw et al. (2006), Bandura's presented social cognitive theory (1997) contributed to the development of self-regulated learning theory, which claims that learning is influenced by a range of interacting cognitive, meta-cognitive and motivational elements.

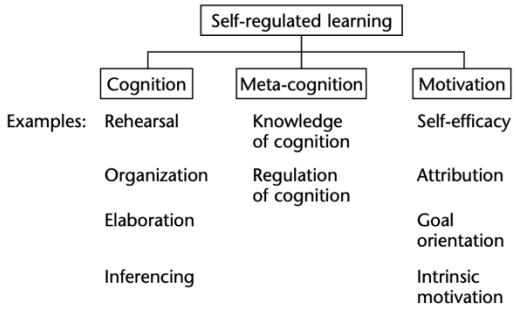

Figure 1. Components of self-regulated learning.

Figure 1. (Butler and Winne,1995; cited in Zimmerman, 2000)

According to Schunk (1996) and Zimmerman (2000), Self-regulated learning approaches theorise that individuals find out how to become self-regulated with the help of four levels of development, including observational, imitational, self-controlled and self-regulated levels.
Conversely, It seems likely that the lack of instruction on how to learn does indeed represent the expectation that people will progressively develop learning skills on their own since their

knowledge over the years of learning in educational institutions, at home, or anywhere else will educate them how to control their own learning (Bjork et al., 2013).

As one straightforward method, students should be self-paced in the study of to-be-learned materials and then examine how they allocate study time to each item. Regarding the literature (Bjork et al., 2013) on these aspects of the self-regulated study, learners set priorities such as plans, which are for the distribution of their study time, and often these priorities, in contrast to the discrepancy -reduction model, do not target the most complicated components for study. However, it might also be noted that students with a higher level of autonomy usually learn more with less endeavour and report greater academic satisfaction.

1.1.3 Online learning

From the first offer of a fully online course in 1981 (Harasim, 2000), it was apparent that this latest form of education had tremendous potential for influence on education at all levels. Initial attempts to provide online education were likely to imitate current distance learning practices (Joksimovic et al., 2015). However, Serdyukova (2013) noted that online learning has opened up a wide range of opportunities for continuous learning, such as greater choices and more freedoms for independent learning. In order to create a condition for autonomous learners in online settings, especially online college courses need a shift in pedagogical expectations, methodological improvements, modern understanding of the positions of teachers and students' roles, superior dispositions and technical knowledge of teacher and learners (Serdyukova & Serdyukov, 2013). These dispositions for students involve responsibility for their studying, competence to reflect on and critically evaluate their learning, and reliance on their abilities.

Online learning has also become an emerging field of research, so several studies have been conducted to investigate the reasons behind the strength or weakness of online learning. Previous studies (e.g., Horzum et al., 2015; Kuo, 2014) have identified variables that affect learners' achievement or their satisfaction in online educational settings; however, little research has been carried (out) to address the interaction between various factors (e.g., general online learning expectations, online learning readiness) (Chuan Wei & Chou, 2020). Hence, more research could also be required to ensure the impact of overall learning readiness on individuals 'course satisfaction in online learning contexts. Learner online learning readiness has been described as closely related to the accomplishment of learning in online settings. Furthermore, it has been linked with students' motivation, academic success and perceived flexibility. Yilmaz's study (2017, cited in Liu, 2019) revealed that students' e-learning

readiness is a major indicator of their success and motivation in a flipped classroom model of instruction, where 236 undergraduate students were conducted. Online learning readiness can be categorised in three main features: decisions for online learning as contrasted to face-to-face learning; ability and confidence in using technological devices; and competence to learn separately (Cigdem & Ozturk, 2016).

Although there are many studies on online learning, no studies were undertaken on the relationship between readiness levels of online self-regulated learning students for online learning and their foreign language anxiety levels. That is why; the study was formed to shed light on a question concerning whether young adult learners are ready to manage their online learning process and how this situation affects their foreign language anxiety.

2. Statement of the problem

Individuals are looking for flexible learning to accommodate their need for improvements. One alternative way is through internet-based learning or online learning. Online education serves to make continuous learning more widely available. Additionally, online learning has encouraged students to participate independently of time and place, irrespective of their geographical location. According to Douglas and Van Der Vyver (2004, cited in Dahalan et al., 2012), online learning has gained significant attention to date as a way of offering alternatives to conventional face-to-face, instructor-led schooling. In order to understand what makes learners engage in online learning, learning attitudes play a significant role. This is because, learners can arrange their own learning throughout the online learning process by having more active roles. At that point, it is necessary to know whether these individuals are ready to control their own study schedule. Perhaps, they might not have an ability in terms of pacing their time and procedures in the online learning environment. One study, which was conducted by Yu and Richardson (2015) emphasises that technological components, such as computer skills or Internet access, are also critical success factors for online learning, particularly student achievement and learning satisfaction. Hence, online and distance learners should be given a chance to improve their skills or abilities to avoid a problematic situation better, involve non-content related learning challenges that could prevent success in online learning.

With respect to the learners' readiness to online learning; however, knowing the factors that affect student satisfaction with online learning in a particular context could be used as an input to the appropriate design of learning environments and targeted support to students, with the aim of having a positive impact on student online learning experience. This is because, e-

learning might not reflect the same effect for every individuals, institution, organisation or country. In order to ensure that the actual benefit of online learning is valid in varying situations, it is necessary to measure the readiness of organizations or individuals for e-learning in an appropriate manner. The detailed analyses of a study (Akaslan & Law, 2011) in Turkey show that Turkish students do not successfully incorporate ICT into their studies, and this insufficiency can lead to more problems of implementing e-learning into the relevant higher education institutions.

Technology is an ill-defined concept that covers a broad range of instruments, objects and procedures; however, the impact of ICT in promoting autonomy has been acclaimed over the years, with many complaints made on behalf of technology-enhanced language learning. Previous studies have, therefore established a link between home use of ICT and learning outcomes (Celik et al., 2012). The subjects of autonomy and independence might play a fundamental role in language instruction by addressing concerns such as the responsibility of learners for their own learning throughout the online education process, and their freedom to decide the direction of their own learning, the capabilities that can be managed to learn(Celik et al., 2012). Additionally, self-regulated learning strategies might affect learners' motivation in terms of studying on their own.

Self-regulated learning techniques, including such monitoring, controlling and regulating one's cognitive functions and behaviours, have mostly been used to assist students a sense of personal control that is presumed to be a primary component of inner motivation to continue studying on their own (Celik et al., 2012). Regarding the Turkish learners, they are considered as a lack of self-discipline in terms of managing their own study, since these learners get used to following their teachers' instructions. As a result, Turkish students tend to feel anxious about their language competency concerning whether they can understand the course in online learning settings.

In the relevant literature, there are limited studies on the relationship between Turkish young adult students' online self-regulated learning skills and their foreign language anxiety. That is why; this research study aims to discover whether there is any correlation between the young adult students' foreign language anxiety levels and their readiness and capabilities for managing their learning in online learning environments. The next part will provide some brief information about the aim of the research.

3. Purpose of the Study

The purpose of the research is to shed light on a question concerning whether young adult learners are ready to manage their online learning process and how this situation affects their foreign language anxiety.

Research questions

To meet the aims of the study, the following research questions have been formulated:

1. How ready are young adult learners for online learning in Turkish universities?
2. To what extent does these learners' level of online learning readiness (OLR) affect their foreign language anxiety (FLA) levels?
3. To what extent do these learners' FLA levels affect their online self-regulated learning (OSL) skills and strategies?
4. Are there statistically significant correlations among the FLA, OSL and OLR levels of these learners?

Chapter 2: Literature Review

2.1 Self-regulated learning (SRL)

Over the past few decades, a significant and expanding amount of studies have been conducted under the umbrella term of "self-regulated learning" (SRL), which is an attractive educational outcome that has been defined as the processes by which students independently implement and sustain cognition, impacts and behaviours that are consistently organized for the achievement of individual objectives (Brandmo & Berger, 2013). Brown (1975, cited in Brandmo & Berger, 2013) stated that cultivating learners' SRL is not a contemporary notion; since the 1970s, metacognitive scholars have effectively evolved and assessed various projects planned for improving students' learning method and metacognitive awareness. Self-regulated learning is a basic systematic approach in which cognitive, motivational, and emotional aspects of learning. "It refers to active and volitional behaviours on the part of individuals to achieve in their learning" (Barnard-Brak et al., 2010, p. 62). It may also help to identify the success differences among students. In some research, people who have abilities in terms of managing self-regulated learning reflect more positive academic results compared with others who do not have. However, the learners, who cannot individually direct their learning might have adverse or poorer outcomes such a lower GPA's. This is because, self-regulated learning in online environments needs self-time management or strategies for goal setting as well as environment

structuring. At that point, some learners can be successful in managing their own learning process, whereas others need external support to guide them.

Furthermore, research (Winters et al., 2008) has shown that self-regulatory learning (SRL) processes can directly influence the strong relationship between a computer-based learning environment (CBLEs) and academic performance. In general, CBLEs have a high degree of learner autonomy and self-directed learning opportunities; however, learners might struggle when they have education in an online learning setting. One of the first SRL authors was Zimmerman (1989b), who developed a socio-cognitive perspective of SRL grounded by three models.

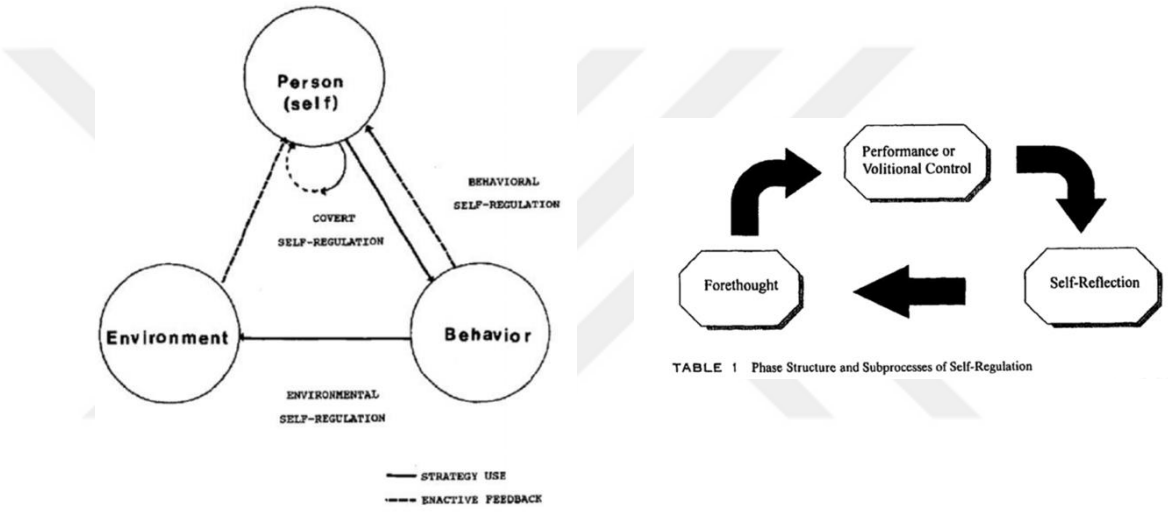

Figure 2. The model of SRL. Adapted from Zimmerman (1989b)

Regarding this model, the learners critically evaluate the task, set priorities, organise how to achieve them, and stimulate the process with a number of instructional strategies, and influence the activation of learning strategies. In the performance phase, they perform the task. They control how they progress and use some self-control methods to remain cognitively engaged and motivated to complete the task. Eventually, in the self-reflection phase, students evaluate how far they have carried out the task, make attributions about their outcome (Panadero, 2017). Pintrich (2000, cited in Winters et al., 2008) has also presented a standard SRL model in literature, and it is often cited as SRL with CBLEs. Based on this model, students are actively involved in building their own meanings and the objectives of the different influences in their environment and their cognitive systems. For instance, Pintrich (2000) described four focus areas of regulatory activities; namely,

> cognition (e.g., goal-setting, employing and monitoring of cognitive strategies); motivation (e.g., self-efficacy beliefs, the value of the task, interest); behaviour (e.g., help-seeking, maintenance and monitoring of effort, time use); and context (e.g., evaluation and monitoring of changing task conditions) (Winters et al., 2008, p.431).

Additionally, prior knowledge could play a critical role in the preparation or planning phase of SRL. Moos and Azevedo (2008b, cited in Winters et al., 2008) observed that individuals with high prior domain knowledge utilised considerably more planning and monitoring attitudes than those with low previous knowledge, whereas those with low prior knowledge used more methods. These low prior knowledge learners adapted just a few basic techniques, including summarization and notetaking, and were not always active in other efficient approaches such as making inferences or information creation. Prior domain information recovered from long-term memory enables the learners' description of task and task success. When students experience a task in which they have minimal previous knowledge of the subject, the majority of this ability may be used for the processing of information. Thereby, in this situation, students will not be able to use a wide range of SRL procedures as there is minimal available space in working memory (Moos & Azevedo, 2008). This implication gives a substantial justification as to why individuals with lower prior knowledge of the field can use the few monitoring and planning processes during learning, and instead rely on a tiny percentage of strategies. Research in this area is essential since while CBLEs are regarded as compelling educational instruments, their conceptual knowledge of underlying how learners are educated with these learning environments is still developing. The presented study also focuses on the individuals' self-regulated learning skills and strategies, so that the following section will give some background information about this field.

2.2 Self-regulation skills in language learning

Language learning methods encompass metacognitive strategies that provide an opportunity for students to have an in-depth insight into learning. Flavell (1985) stated that

> metacognition is the knowledge about one's own cognitive processes and the use of this knowledge to control cognitive processes (Altay & Saracaloglu, 2017, p.3).

Additionally, Brown emphasises that metacognition includes skills such as guessing, planning, observing and evaluating one's own cognitive activities (as cited in Altay & Saracaloglu, 2017). As can be inferred from the capabilities as mentioned earlier, language learning strategies, critical thinking, and self-regulative skills are all interrelated.

Over the last decade, it has become apparent that one of the major issues in self-regulated learning is the ability of students to select and integrate cognitive strategies effectively. In support of this idea, (hypothesis), social cognitive theorists state that individuals should use three key components: self-observation, self-judgement, and self-reaction that allows learners evaluate and change their behaviour accordingly in order to be self-regulated (Zimmerman, 1989b). According to Schunk (2009), self-observation guides to self-assessment and cognitive decisions arising from self-assessment lead to psychological and behavioural self-reactions. Self-observation is essential for self-regulation, and the assessment of observation as well plays a vital role in terms of the individuals' motivations, as when the individual acknowledge what he or she can do and alter his or her behaviours. Self-judgement refers to the comparison between one's own performance with that of a standard or goal (Zimmerman, 1989b). According to Bandura (1991), success in self-regulation is partly linked with self-monitoring, commitment and consistency (as cited in Altay & Saracaloglu, 2017). In this respect, cognition should be triggered in order to enhance the efficiency of language learning.

As far as the related literature is concerned, there is evidence that careful monitoring and use of self-regulation techniques make it easier for foreign language learners to slowly develop their language skills and keep their interests focused on studying foreign languages. As Zimmerman and Schunk and Zimmerman have found out, the self-generated ideas, emotions, actions and approaches of the learners are, to a large degree, stimulating and leading to language learning, which is directed towards the correct use of the target foreign language (Wang & Zhan, 2020).

Despite the large and exponentially growing number of online English learners, few studies have explained the supposed relationship between students' traits (learner perception, anxiety, motivation) and self-regulation in the sense of online English learning. In consideration of self-regulation skills in language learning, the next part of the presented study will explain the relationship between the self-regulated learning and autonomy.

2.3 Relationship between self-regulated learning and autonomy

In literature, learner autonomy and self-regulatory learning appear similar in that they both promote learning control and metacognition. Zimmerman (1986, cited in Cubukcu, 2009) defines the self-regulation as a degree where the learners are metacognitively, motivationally and behaviourally productive and active participants in their own learning process.

Moreover, the primary cause of failure is thought to be a lack of self-regulation. According to the studies (Maxim, 2009; Zimmerman & Martinez-Pons, 1988, cited in Cubukcu, 2009), learners who utilise self-regulated procedures and exhibit to be autonomous students are supposed to be volunteers for individual activities; they have intrinsic motivation to design their learning, use more objective setting, organising, remembering and self-checking methods. In this research, learners' self-regulated learning strategies are also analysed with the help of the questionnaires.

However, Dickinson (1995) described autonomy as an attitude to learning and capability for independent learning. Furthermore, Celik et al., (2012, p.99) clarified it as "assuming responsibility for determining the purpose, content, rhythm and method of [one's] learning". Autonomous students have a limit with regards to fundamental reflection and decision making, as well as skills that are important to completing a self-integrated learning program, for example, ability to characterize goals, define content (Dickinson, 1995). With the idea of self-regulated learning and the learner's autonomy, recent studies focus on the role of students in their own studies.

As a result of the changed views in the field of English Language Teaching, great attention has been put on the role of students. What is more, learners are encouraged to use meta-cognitive strategies (i.e. planning, monitoring, and evaluating learning outcomes) and become behaviourally active in their learning process in order to reach their objectives. In Vygotsky's theory, the purpose of learning is to cultivate an autonomous, self-regulated, analytic person (Tavallali, 2015). This might occur solely with the help of learners' teachers, peers, parents, or others, who support and guide them.

An online education system is particularly relevant to aspects related to self-regulation and individual effectiveness, focusing on students' thoughts as creators of their own knowledge. However, being mediator or facilitator is one of the most critical roles of the teacher in these learning systems. To put it simply, teachers need to present suitable educational aid to students' constructive learning. A study conducted by (Goulão & Menedez, 2015) demonstrated three essential concepts, which are associated with online learning environments; namely, adaptability, mobility, and cooperation.

> This means that the incorporation of ICT in the educational context, using the virtual spaces, allows a more effective response to the educational challenges by allowing using strategies and tools that best fit to the real needs of their learners (p.1902).

Therefore, teachers should be aware of this situation and teach their students so that they can control their learning.

However, this situation is remarkably different in Turkey's context in terms of the Turkish EFLs' autonomy and their self-regulation strategy throughout the virtual learning. A study (Yildirim, 2008) points out that students at Anadolu University in Turkey are ready to take on more responsibility in their language learning process since they have the concept of responsibility and generally assume that they can function autonomously. An overall number of 103 students, between the ages of 17-21, participated in the study. All the participants of the research were first-year students who were studying English in the faculty of education at Anadolu University. They all attended a comprehensive English language program for around seven months. Most of these learners already behave autonomously outside the classroom, and this research also indicates that teachers can quickly achieve their teaching goals by promoting student autonomy in the classroom. Therefore, Turkish teachers need to promote independent practise in the classroom, taking into account the particular cultural conditions of the students and the potential for independence.

On the other hand, another research (Balcikanli, 2010) states that teachers in Turkey's context agreed that learners should participate in the decision-making process regarding course objectives, classroom management, homework, and selection of materials. However, there are many issues in the Turkish education system that hinder autonomous language learning. The Turkish education system is considered teacher-oriented and uses traditional teaching methods to a large extent. Furthermore, institutions are built in a structure where power is not shared, and individuality and creativity are less encouraged.

There is a great emphasis on student-centred learning and on them taking a constructive role in information building. In this respect, there is an ongoing change that moves the emphasis of the system from an educator to a position where the emphasis is on the learner. This ensures that the active role of the student in the learning process is gradually acknowledged. From the views of Bjork, Dunlosky & Kornell (2013, cited in Goulão & Menedez, 2015), for a student to become successful in the learning process, should not only able to evaluate the state of their

own learning correctly but also be able to control their own learning activities in response to such monitoring.

2.4 Learners' foreign language anxiety and the online learning environment

Learning a foreign language might be influenced by various factors. One of them is having a type of anxiety termed language anxiety. The majority of research into language anxiety mention classroom-based learning, and there are little studies mainly investigate anxiety in distance context online. According to White (1995 cited in Hauck & Hurd, 2005), the student in the distance and online learning, however, use their meta-cognitive strategies such as self-management better than the classroom-based learners.

Maclntyre and Gardner (1993, cited in Al-Khasawneh, 2016) defined language anxiety as the fear or apprehension specifically happening when students assuming to perform in the second or foreign language context, including speaking, listening and learning.

What is more, each individual can feel embarrassment and intense pressure while learning a second language even in a classroom environment, so it is highly possible to see some situations related to learners' anxiety in an online environment even if they are in their homes. Liebert and Morris (1967, cited in Martirossian & Hartoonian, 2015) referred to anxiety as:

> any cognitive expression of concern about one's own performance" and emotionality as "autonomic reactions which tend to occur under examination stress (p.209).

One possible reason for learners' worry in online learning is that they lack peers' or teachers' help for motivating them to think positively in their educational lives and that is why they might worry concerning what if these learners fail. Marwan (2007) mentioned some helpful methods to deal with language anxiety, namely; reparation, relaxation, positive thinking, and peer seeking (Martirossian & Hartoonian, 2015). This study examines the notion of the anxiety in relation to learners' readiness, and so a brief information will be given below.

2.5 Learners' readiness and their anxiety

The other significant dimension in learners' foreign language anxiety is readiness, and it is an essential notion to understand whether individuals feel comfortable and ready to learn or listen to lessons. Otherwise, they might feel demotivated and feel too stressed to comprehend

what they have been told. Warner, Christie and Choy (1998, cited in Hung et al., 2010), explained the term of readiness for online learning with three different aspects: initially, learners' choices for the type of delivery instead of face-to-face classroom instruction; then learners have an confidence in using electronic communication for learning and, specifically, confidence and skill in the utilisation of the internet and the computer-mediated communication and; finally capacity to participate in self-regulated learning.

To put it simply, the failure of learners' academic performance might result from the deficiency of technical knowledge and skill during online education. Therefore, they cannot be successful in regulating their self-regulated learning if they are not good at computer-mediated learning.

Some research uncovers that these scales and proportions of evaluating students' readiness do not thoroughly cover different measurements that are basic to web-based learning and that incorporate specialized aptitudes and student control. In other words, proper system-related aptitudes and perspectives, web-based learning situations that are not profoundly educator-focused expect learners to play a progressively dynamic job in their learning in order to understand their responsibilities and to be active contributors to instruction (Hung et al., 2010). As online learning environments often enable individuals to have more flexibility in their studying-activity schedules, students should make judgments about and exert control over their learning process in terms of speed, duration and scope of the content. Thus, surviving due in a low organized and instructor lacking learning condition requires self-guideline and self-course and the dimension of student self-regulated learning often becomes an essential part of learner readiness.

Referring to self-regulated learning (SRL), the crucial element in this stage is feedback and as well as supportive comments, which are noticeably essential for the learners. If they are not ready to direct their learning process as online, their anxiety can also be triggered due to the lack of external sources such as praise, or immediate teachers' or peers' help. The Boekaerts (2017, cited in Adam et al., 2017) expressed the idea that learners are expected to have some abilities such as identification, interpretation, primary and secondary appraisal, goal setting in the preparatory phase. Then, they will try to achieve their goals in the performance phrase and following this; and feedback for the learners' performance should be given to them in the appraisal phrase. It is likely to be concluded that the individuals can feel demotivated and reluctant due to the lack of appraisal and essential teachers' feedbacks. This is because, an

online learning environment might be considered as insufficient to provide support and immediate corrective feedback. As a result, some individuals can have anxiety when doing courses at home.

Although having anxiety is generally perceived as a negative situation; however, it might have positive and supportive effects on the learners' SRL as well as their readiness. Learners in traditional learning environments, where there are textbooks or instructional videos have less flexibility and freedom during their studies, whereas online learning environments permit a schedule, which must be shaped mostly by themselves. It is important to note that the readiness of these learners might show differences in terms of learners' control. Learners can find out how to learn as they make instructional decisions and acquire the results of those decisions with this control (Hung et al., 2010).

2.6 Learners' foreign language anxiety

Spielberger (1972, cited in Sarason et al., 1990, p.1) defined anxiety as;

> an unpleasant emotional state or condition which is characterised by subjective feelings of tension, apprehension, and worry, and by activation or arousal of the autonomic nervous system.

However, Horwitz, Horwitz, and Cope (1986) view language anxiety as a distinctive combination of beliefs, self-perceptions, behaviours, and feelings related to classroom language learning that emerge from the uniqueness of the language learning process.

Foreign language anxiety (FLA) is a unique metacognitive component that differs from other academic fears in that the learner's consciousness is "deprived" from the usual means of communication (i.e., the L1), (and) they must communicate in a language that does not have enough capabilities (Tóth, 2011). Slanker and Larry (1985, cited in Tóth, 2011) believe that it is not only in terms of academic performance but also in terms of the close relationship between language and self-expression and self-presentation. Additionally, Epstein (1993, cited in Gregersen et al., 2014) stated that there is a particular type of behaviour when an event occurs. The experimental system checks the memory banks for similar events, so the echo of prior experiences happens when conscious thoughts and actions are influenced. Such subtle, frequently unaware emotions constantly impact the moment-by-moment affective processes of language learners, mainly though we are not conscious that we sense a certain emotion (Gregersen et al., 2014).

Daly (1991, cited in Kayaoglu & Saglamel, 2013) paid great attention to the perception of communication and refers to genetic localization; early reinforcement and punishment; early communication skills; and the use of an appropriate communication model as possible factors of language anxiety. Moreover, Woodrow (2006, cited in Kayaoglu & Saglamel, 2013) distinguished between fear within the classroom and fear outside the classroom and found that communicating with teachers and acting in front of a classroom are the leading causes of language anxiety. Oral presentations, pre-class role plays, contributions to formal discussions, answering questions from teachers, and informally speaking teachers were particularly cited as the main reasons for anxiety of students in a class (Kayaoglu & Saglamel, 2013). The following section will explain the effects of foreign language anxiety since the presented research take into account some subdimensions of foreign language anxiety.

2.6.1 Effects of foreign language anxiety

While much previous research *(*Aguila & Harjanto, 2016) have examined aspects of anxiety and learning strategies that students use to cope with their anxiety, others have focused on the effects of anxiety on student performance in a foreign language. Aguila and Harjanto (2016) stated that several factors contribute to students' concerns about the foreign language, and these may be internal or external factors. Internal factors are primarily related to students' sense of self, which includes self-esteem, perception, beliefs and attitude. On the other hand, external factors may include the learning environment, teacher factors, classroom practices, and teacher-student interactions, as well as socio-cultural factors. According to the Horwitz, et al. (1986, cited in Aguila et al., 2016), in particular, teachers have two alternatives for working with anxious students. Firstly, these educators can help them learn how to cope with a dangerous situation; and secondly, they can make the learning context less stressful. To address these concerns, there are various teaching techniques that teachers can choose to implement.

Two fundamental frameworks; namely, Pekrun’s Control-Value Theory of Achievement (CVTA) Model (1992), and Bandura’s theory of self-efficacy (1991) are particularly used to explain the relationship between the FLA and the student learning process.

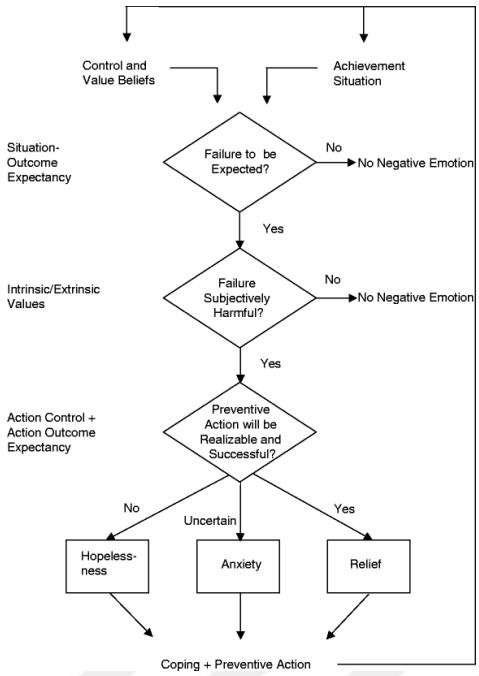

Figure 3. Pekrun's Control-Value Theory of Achievement (CVTA) Model (Heckhausen, 2000)

Referring the Pekrun's EVTA model; Patrick, Skinner & Connell (1993, cited in Heckhausen, 2000), basically indicates that: control-value theory postulates that control- and value related cognition are of primary importance for achievement emotions. All the more explicitly, it might be accepted that any kind of accomplishment feelings relies upon value appraisals, and the majority of them also depend on control-related cognition.

2.7 Online learning environment

In spite of the fact that online learning as an idea has existed for years, there are as yet numerous interpretations of the term. It is likewise critical to get a feeling of the historical point of view, as far as how e-learning fits in with traditional techniques for conveying training. Various studies have described and characterised e-learning, online learning, flexible learning, and distance learning.

> Online learning can be defined as gaining knowledge and skills through synchronous and asynchronous learning applications which are written, communicated, active, supported and managed with the use of internet technology (Demir Kaymak & Horzum, 2013, p.1792).

Online learning includes technologies such as the world wide web, email, chat, new groups and text, and audio and video conferencing, which are distributed across computer networks to

deliver education (Dhull & Arora, 2019). It helps the learners to learn at their own pace. Nguyen (2015) stated that the internet enables online learning, and many researchers and educators are interested in learning online to improve student learning outcomes, especially when dealing with a lack of resources in higher education. In addition, the demand for learning online learning from students from all walks of life has also increased.

Web-based learning has become well known on account of its seen potential to give progressively adaptable access to content and guidance by expanding the accessibility of learning encounters for the individuals who cannot or decide not to go to customary schools, collecting and dispersing instructional content all the more proficiently and increasing learners-educator proportions while accomplishing learning results equivalent to those of customary study hall guidance (Bakia et al., 2012).

2.7.1 Learners' motivation in online learning

Online learning may modify the face-to-face interaction, limits social interaction, therefore causing the learners to feel confined. Such a condition would make the learning process more difficult; in particular, the loss of students' motivation (Widjaja & Chen, 2017). Clayton, Blumberg, and Auld, (2010, Widjaja & Chen, 2017)) explained that the students incline toward additionally captivating learning condition where students and educators can have direct cooperation with other students, spontaneity, immediate feedback, and relationship. According to Widjaja and Chen (2017), the online learning components, for instance, online cooperation, social presence, and teamwork could somewhat duplicate the traditional pleasant learning condition.

As per Cole (2000) and Rossett (2002), (cited in Anderson & Elloumi, 2004), the learning materials in online learning must be structured appropriately to motivate the student and advance learning. Besides, online learning materials must be planned appropriately, with the students and learning in the centre and that satisfactory help must be given. All of these terms mean that individuals might use some form of technology in order to access study materials (especially a computer) and some form of support can be provided to learners such as interact with the tutor or instructor and other learners. Thus, these learners might accomplish the expected learning outcomes. Ring and Mathieux (2002) recommended that online learning ought to present a comfortable environment where students can learn with regards to the studying settings), with high collaboration (Anderson et al., 2004).

When reviewing the literature, the significance of the engagement of online learners in traditional education has been highlighted for quite a long time (Hrastinski, 2009). Traditionally, distance learners tend to study more independently due to technical limitations.

Nevertheless, Harasim (1989, cited in Hrastinski, 2009) pointed out that since online education appeared, more attention has been paid to participation issue. Furthermore, several researchers have analysed whether learner participation patterns in online learning are dissimilar. Mason (1994, cited in Vonderwell & Zachariah, 2005) found that in their online participation, learners categorized into three different groups; namely, active participants, lurkers (those who just read messages but do not post messages) and those who do not attend. Taylor (2002, cited in Vonderwell & Zachariah, 2005) examined learners' participation patterns in attempting to access and making a contribution to online discussions as well as whether these patterns of participation impact academic achievement.

Moreover, Hung (2010) mentioned that online learning has become very popular in educational institutions; in the process, teachers and students will need to review student readiness and revise more comprehensive student preparation measures. To better understand how online learning can be achieved effectively, the following part of the current paper review the readiness concept.

2.8 Learners' readiness for online Learning

However, issues of student readiness for online distance learning have not been discussed. The term "online learning" has been used in a variety of contexts such as hybrid learning, online distance learning, and distributed learning (Forson & Vuopala, 2019). Liu and Kaye (2016) clarified the 'online learning readiness' as cognitive awareness and maturity developed by a learner in a web-based environment for successful learning. It occurs in the attributes of identifying self-directed nature, implementing learning strategies, acquiring technology skills, modifying digital labels and being open to getting assistance.

Learning with technology depends not only on technical knowledge but also those who use technology should be interested in using technology as a learning tool and educational platform. Implementing online learning requires skill, knowledge, physical infrastructure, and psychological preparation. Nevertheless, according to Mansour and Mopanga (2007, cited in

Forson & Vuopala, 2019), for some learners and teachers, many teachers believe that learning abroad is more of a traditional teaching style than learning online and this technology dispossesses them of autonomy. Therefore, learners who are beneficiaries of the perception of online learning for the use of technology and their preparation for online learning should be investigated.

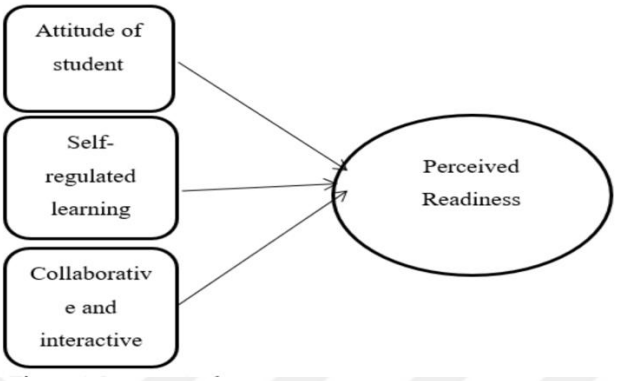

Figure 4. (Forson & Vuopala, 2019)

The applied system (Figure 3) above clarifies how significant factors, for example, understudy demeanour toward web-based learning, self-regulated learning aptitudes and perceived collaborative and interactive skills anticipate readiness for on the e-learning. Evidence has been shown in the literature concerning (Wandler & Imbriale; Quince; Pintrich) when students have sufficient skills and techniques to learn self-regulation, they develop their interest and then apply for online courses (Forson & Vuopala, 2019).

2.8.1 Students' readiness for online learning in higher education

The present age is known as the information age, in which distance becomes irrelevant. The new generation, especially the college population, seems more dynamic about using the current technologies. Access to high-quality and rich education is the principal objective of any instruction framework. The goal of education should be to develop critical thinking and self-learning skills of students in order to become lifelong learners. According to Garrison and Anderson (2005, cited in Rasouli et al., 2016), online learning is not seen as just an information technology in the educational field; additionally, this technique of teaching shapes our practice and perspective on learning, furthermore, is a unique method of learning in higher instruction.

However, readiness is a significant element in successful online learning implementation. Hence, the disposition of the individuals, particularly understudies, is a crucial factor deciding e-learning achievement or failure. According to Pingle (2011), today's students involve those

who have traditional classroom experience but may not have an online learning experience. In spite of this dominance of e-learning in the academic and learning environment, indicators of student readiness for a new environment are not often evaluated for their internal consistency and external usefulness. The readiness of the learners to use new technologies is essential for the successful implementation of online learning in the institutions of higher education. It is worthwhile to consider if and how these students are willing to incorporate new technologies into their learning activities.

The role of attitude in the implementation of online learning is seen as very important. Rasouli et al. (2016) asserted that the educators' focuses have changed to a student-centred methodology in online learning. It additionally gives extraordinary adaptability in teaching approach, content administration, a simultaneous and asynchronous connection among instructors and learners, sorting out and structure of courses, educational courses undertakings lastly learner evaluation.

In one of the studies conducted around the online learning readiness, Seraji and Yarmohammadi (2010) acquired a student readiness evaluation instrument for entering e-learning courses in their research. In view of their discoveries, the student candidates to e-learning courses must have five centre abilities to be specific; metacognitive skills, cognitive skills, self-navigation aptitudes, communication skills and collaborative abilities to work with PCs and Internet access.

2.9 Learners' self-regulated learning skills and strategies

Once, at the very beginning of the scientific area of educational psychology (i.e., behaviourism), students were considered as inactive and dependent people. It was the instructor who accepted the sole accountability in deciding the kind of exercises to be done in the classroom, supplying teaching materials, and even set the time and the setting for learning. In any case, since the 1960s, an expanding burden of duty has been set on the shoulders of students for their own learning. Students are not, at this point, considered as passive people qualified just with knowledge (Abbasnasab et al., 2012).

The self-regulation of cognition and behaviour are crucial elements of learning and the extent to which school learners become self-regulators of their own learning affects their academic achievement (Effeney et al., 2013). With new language learning trends, individuals have been

given more responsibility for their own learning. Thus, they are now expected to monitor their language development and do their best to improve their language skills and self-efficacy.

More recently, the four-stage process has been presented by Zimmerman and Kitsantas (2005, cited in Effeney et al., 2013). In the first stage, learners develop self-regulation skills and techniques most easily from social sources such as modelling methods, verbal explanations and social guidance, and feedback. The imitative level of self-regulatory competence is managed to reach when the performance of the student imitates that of the model observed. The internalization of the strategy is the next step and is noticeable in the learner's ability to independently implement the strategy (Effeney et al., 2013).

Magogwe and Oliver (2007, cited in Kim et al., 2015) noted that an expansion in self-efficacy beliefs was related with an increase in the utilization of language learning techniques and a development in their English proficiency. In an investigation of the English writing process of Malaysian college students, Lee (2002, cited in Kim et al., 2015) observed that learners answered more emphatically to negative feedback after the application of SRL strategies, which is an indication of developed self-efficacy convictions to write an improved essay.

According to Zimmerman (2001, cited in Cassidy 2011), while there are various essential theoretical perspectives offered for self-regulated learning, all seem to share the accepted views that 'learners understanding of themselves as students and their utilization of different procedures to direct their learning are critical components in investigations of academic accomplishment'. Furthermore, individuals need to be able to self-regulate their study in order to keep their motivation and concerns during the learning process. Pintrich, (2000, cited in Neelamegam, 2013) stated that current self-regulated learning models suggest that volitional methodologies for controlling motivation towards objectives, as well as dealing with negative feelings, are interrelated and together include in the self-regulation of learning.

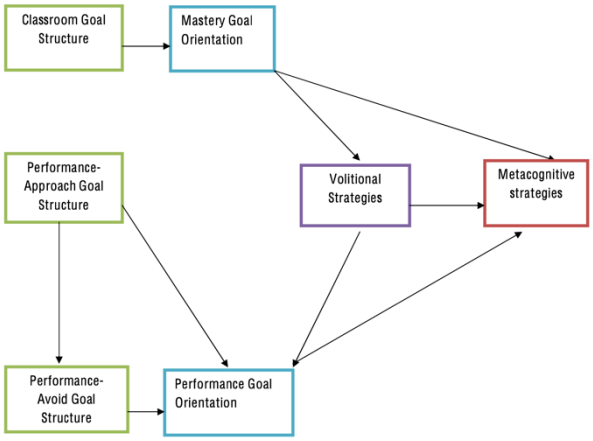

Figure 5. (Neelamegam, 2013; Motivational, volitional and metacognitive aspects of self-regulated Learning)

Chapter 3: Methodology

3.1 An Overview of the Study

The current research study aims to investigate the relationship between young adult learner's foreign language anxiety levels and their online self-regulated learning readiness. With this aim, 156 voluntary undergraduate and postgraduate students contributed to the research. As a research method, online surveys were distributed to the departments of English language teaching (ELT), linguistics, English literature, and translating and interpreting (English) of three Turkish universities. After having enough responses from the participants, the data was statistically analysed and interpreted in terms of the research questions.

This section will be outlined under four categories, namely; nature of the research design, setting and participants, data collections instruments and lastly data collection procedures.

3.2 Nature of the research design

According to De Vaus (2001), social research needs a plan, or a structure before the collection of data or investigation can begin. A research design is not only a work plan. A work plan scrutinises what must be done to finish the project; however, the work plan will spill out of the task's research design. The purpose of the research design is to ensure that the evidence obtained enables us to address the initial question as clearly as possible (De Vaus, 2001). The chapter assesses the quantitative approach to research, in the context of Turkey, and considers the benefits of the quantitative and correlational research approach.

According to Privitera (2018), many research designs such as a nonexperimental research design; the survey and correlational designs can be utilized to test similar theories. A

nonexperimental research design used to depict an individual or a gathering by having members complete a survey or questionnaire is known as the survey research design. However, a survey is a progression of questions or statements, utilized in a questionnaire or an interview to quantify oneself reports or reactions of respondents. The survey consists of a number of questions or statements answered by participants. Surveys are very often referred to as scales, and survey questions and responses are sometimes referred to as items Privitera (2018). The most widely used survey item in quantitative research, called the restricted item or closed-ended item, contains a limited number of response options.

> A restricted point does not allow participants to respond in their own words. Instead, the article is limited to the finite number of options the researcher offers. Restricted items are regularly given with a Likert scale for participants to answer (Privitera, 2018, p.229).

In my research, research questions reflect a correlational analysis in quantitative research due to the fact that there are variables more than one. Their relationships were discovered with the help of the statistical data. Accordingly, Privitera (2018) stated that it might often be challenging to determine that one factor leads changes in another factor. At that point, the correlational research design is used to determine to decide the degree to which two variables are connected, not the extent to which one factor causes changes in another factor. A correlational research design is the estimation of at least two components to decide or estimate the degree to which the qualities for the variables are connected or change in a recognisable pattern.

In order to understand the presented study, it would be appropriate to give an overview of the research method, quantitative method. As research deals with academic activities, it is appropriate to define them more technically. Kothari (2004, cited in Apuke, 2017), therefore, described the research as scientific and systematic study of relevant information on a particular topic.

The research methodology as the holistic stages a scientist utilises in leaving on research work. Consequently, a quantitative examination technique manages measuring and investigation factors so as to get results (Leedy and Ormrod; Williams cited in Apuke, 2017). It includes the use and examination of numerical information utilizing explicit measurable strategies to respond to questions such as who, how much, what, where, when, what number of, and how.

To better understand how participants are recruited, the following part of the current paper will present a brief explanation for the sampling method.

3.2.1 Convenience sampling

To respond to the research questions, it is far fetched that the researcher ought to have the option to gather information from all cases. Along these lines, there is a need to choose an example. Convenience sampling is choosing participants since they are promptly and effectively accessible. In general, convenience sampling will be a supported sampling procedure among learners as it is cheap and a simple choice contrasted with other testing methods (Taherdoost, 2016).

Moreover, Etikan et al. (2016) indicated that convenience samples are in some cases viewed as 'coincidental examples' since components might be chosen in the example essentially as they happen to be arranged, spatially or authoritatively, close to where the researcher is leading the data collection.

3.3 Setting and Participants

In this study, undergraduate and postgraduate students who are a young adult between the ages of 18- 30, and study in English language teaching (ELT), linguistics, English literature, and translating and interpreting (English) departments of three different universities will be researched in Turkey. Participants all have experience with both online and traditional, in-person courses. The study will be anonymous and voluntarily. For the ethical considerations relevant to the study, participants had a right to decline to participate from the very beginning or withdraw without giving any reason at any time during the survey.

3.4 Data collections instruments

Three different online questionnaires will be conducted. All the data will be collected in two or three weeks agreed with the participants. The Turkish version of the questionnaires was preferred since the participants could understand easily, and they could provide steady and significant answers rather than giving a random reply.

Firstly, the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) will be distributed. It is a five-point Likert scale and covers 33-items. This questionnaire consists of 33 items in four components: 8 items for communication apprehension (1, 9, 14, 18, 24, 27, 29, and 32); 9 items for fear of negative evaluation (3, 7, 13, 15, 20, 23, 25, 31, and

33); 5 items for test anxiety (2, 8, 10, 19, and 21); and 11 items for anxiety of English classes (4, 5, 6, 9, 11, 12, 16, 17, 22, 28, and 30). Participants can choose a response for each item such us, strongly agree; agree; neither agree nor disagree; disagree, and strongly disagree by giving a score for each item from 5 for strongly agree to 1 for strongly disagree. In my research, I applied the Turkish version of this questionnaire, which was regulated by Gursu (2011) in Turkey, and she translated this scale to Turkish for the research in her master thesis, called "The Turkish equivalence, validity, and reliability study of the foreign language classroom anxiety scale". The reason why I chose this version of the translation is that the proper usages and meanings of the sentences in the questionnaires.

Secondly, the Online Self-Regulated Learning Questionnaire (OLSQ) developed by Barnard et al., (2010), which is a 24-item scale with a 5- point Likert-type response format will be administered following the first research scale. The OSLQ consists of six subscale constructs, including environment structuring, goal setting, time management, help-seeking, task strategies, and self-evaluation. During my research, I conducted a Turkish version of this questionnaire, which was designed by Kilis and Yildirim (2018). They published it in an academic journal, known as "Online self-regulation questionnaire: Validity and reliability study of Turkish translation". I preferred this translated version, since the researchers translated the scale by taking into consideration of its subdimensions. However, other translations did not categorise the scales' sub-dimensions. The results of this questionnaire aim to demonstrate the students' self-regulated learning skills and strategies in view of the online learning environment.

Lastly, the Online Learning Readiness Scale (OLRS) developed by Hung et al., (2010) will be needed to indicate how those students are capable of managing their self-directed learning, motivation for learning, computer/Internet self-efficacy, learner control, and online communication self-efficacy. This scale will provide data concerning how students exhibit readiness for online learning. Throughout the study, the Turkish version of this questionnaire, translated by Ilhan and Cetin, (2013) was used, because there were less meaningful translations to Turkish and it was the most understandable one for the participants.

3.5 Data collection procedures

This study had 156 voluntary participants to take part in the questionnaires online. The type of sampling that was utilized was convenience sampling .The sample was drawn from young adult

learners, between the ages 18-30 and accessed them by invitation mails that were sent to the departments of the universities in Turkey, especially Istanbul, Ankara and Izmir provinces. Before the distribution of the questionnaires, a pilot study was applied in order to be sure about the practicality of them. The researcher realized, based on the response from this first email invitation, that not only were more potential participants needed to increase the rate of response. So, the researcher increased the list of potential participants by reaching out to additional departments of the universities. They all were language students, no other departments students in the research.

Chapter 4: Analysis

4.1 Statistical Method

The analysis was completed by transferring the study data to IBM SPSS Statistics 23 program. While evaluating the data, frequency distributions for categorical variables and descriptive statistics (mean ± ss) for numerical variables are given. Reliability analysis was applied to the Foreign Language Anxiety Scale, the Online Self-Regulation Scale, the Readiness Scale for Online Learning and its subscales, which were used as a measuring tool in the research, and the study was started as a result of the scale and sub-dimensions being reliable. According to this; Kolmogorow Smirnov normality test (n> 50) was applied to all points in order to decide on the analyses to be applied. As a result of the test, it was seen that the scores provided the normality assumption and therefore parametric tests were used in their comparisons. Pearson Correlation Coefficient was used to determine the degree of non-causal relationships between two numerical variables, and simple linear regression analysis was used to determine the effect of another independent variable on one dependent variable.

4.2 Distributions by Demographic Features

The demographic characteristics of the participants (n = 156) are presented in the table below with their frequency and percentage values. When Table 1 is examined, 68.6% of the participants are in the 18-22 age group, while 25.6% are in the 23-26 and 5.8% are in the 27-30 age group. While 83.8% are girls, 16.7% are boys. The education level of 86.5% is undergraduate and 13.5% is master's degree and doctorate. While the university of 48.1% is state, 51.9% is private.

Table 1. Distribution by Socio-Demographic Features

(n=156)	Number	Percentage
Age		
18-22 Age	107	68,6
23-26 Age	40	25,6
27-30 Age	9	5,8
Gender		
Girl	130	83,3
Boys	26	16,7
Education level		
Undergraduate	135	86,5
Master's degree /Doctorate	21	13,5
University		
Public	75	48,1
State	81	51,9

4.3 Descriptive Statistics and Reliabilities

Descriptive statistics and reliability (Cronbach Alfa) on Foreign Language Anxiety Scale, Online Self-Regulation Scale and its sub-dimensions, Online Learning Readiness Scale and its sub-dimensions of the participants in the study are given in the table below. The detailed results and data in terms of research questions below. This research will cover four different questions.

This section provides the findings related to the first research question: *How ready are young adult learners for online learning in Turkish universities*? For this purpose, means and standard deviations were calculated to identify the descriptive statistics and reliability (Cronbach Alfa) of scales and their sub-dimensions in the table below.

Table 2. Descriptive Statistics and Reliabilities Regarding Scales and Sub-Dimensions

	Mean	Standard Deviation	Minimum	Maksimum	Number of Items	Cronbach Alfa
Communication Apprehension	2,99	0,469	2,00	4,25	8	0,884
Fear of Negative Evaluation	2,55	1,033	1,00	5,00	9	0,897
Test Anxiety	2,82	0,522	1,80	4,20	5	0,709
Anxiety of English Classes	2,90	0,442	2,00	4,09	11	0,819
Foreign Language Anxiety Scale	2,77	0,498	1,91	4,18	33	0,820
Goal Setting	3,47	0,978	1,00	5,00	5	0,855
Environment Structuring	4,02	0,881	1,75	5,00	4	0,811
Task Strategies	2,99	1,007	1,00	5,00	4	0,732
Time Management	2,88	1,157	1,00	5,00	3	0,807

Help-Seeking	3,38	0,883	1,00	5,00	4	0,747
Self-Evaluation	3,19	1,018	1,00	5,00	4	0,749
Online Self-Regulated Learning Scale	3,32	0,755	1,73	5,00	24	0,916
Computer and Internet self-efficacy	4,11	0,894	1,33	5,00	3	0,812
Self-directed learning	3,78	0,860	1,80	5,00	5	0,822
Learner control	3,85	0,938	1,00	5,00	3	0,753
Motivation for learning	4,30	0,745	2,25	5,00	4	0,718
Online communication self-efficacy	4,30	0,824	1,00	5,00	3	0,754
Readiness Scale for Online Learning	4,07	0,630	2,29	5,00	18	0,898

When Table 2 is examined, the average of Foreign Language Anxiety Scale scores of the individuals is 2,77 ± 0,498, while the Online Self-Regulation Scale is 3,32 ± 0,755 and the Readiness Scale for Online Learning is 4,07 ± 0,630. While the reliability level of the Foreign Language Anxiety Scale is 0.820, the Online Self-Regulation Scale is 0.916 and the Readiness Scale for Online Learning is 0.889 and higher. It is seen that the reliability level of the sub-dimensions of the Foreign Language Anxiety Scale is in the range of 0.709-0.897, the reliability level of the online Self-Regulation Scale sub-dimensions is in the range of 0.732-0.855 and the sub-dimensions of the Readiness Scale for Online Learning is in the range of 0.718-0.822.

4.4 Regression Analysis

The purpose of regression analysis is to find correlations by explaining the relationship between dependent variable and independent variables with mathematical models. The dependent variable is the target or result variable, and the independent variable is the variables that are thought to affect the target or result variable. The main purpose of all regression analysis is to make predictions, to determine the most important independent variables affecting the dependent variable, and to make predictions about the dependent variable with the help of independent variables. In our study, simple linear regression analysis was used to measure the effect since the models were established with a single independent variable. Before applying regression analysis, regression assumptions were examined, and it was found that variables were normally distributed and provided linearity assumption.

In simple linear regression analysis, the dependent variable of the continuous numeric data type is explained as "linear" by a single independent variable. In other words, the relationship between the dependent and independent variables has a linear structure and the relationship is examined with one variable. The relationship between the dependent variable (y) and the independent variable (x) is modelled using a function such as:

$$\hat{y} = b_0 + b_1 x$$

Accordingly, the simple linear regression analysis results and model estimations applied are presented in detail in the tables below.

This section provides the findings related to the second research question: *To what extent does these learners' level of online learning readiness (OLR) affect their foreign language anxiety (FLA) levels?*. In parallel with this purpose, a simple linear regression analysis was applied to determine the effect of readiness for online learning on foreign language anxiety and significance of its coefficients in the model below.

Table 3. The Effect of Readiness for Online Learning on Foreign Language Anxiety and Significance of its Coefficients in the Model

Independent Variable	B	Std. Error	Beta	t	p	95% Confidence Interval for B	
						Lower	Upper/Top
Constant	3,772	0,249		15,142	0,000	3,280	4,265
Readiness for Online Learning	-0,247	0,061	-0,312	-4,075	**0,000***	-0,366	-0,127
Model Summary: R=0,312; R^2 = 0,097; Adj. R^2 = 0,091; F= 16,610; p=**0,000***							

Dependent Variable = Foreign Language Anxiety
**p<0,001*
Std. Error: Standard Error, Adj. R^2:Adjusted R^2
t, F: Test Statistics, p: Level of Significance. GA= Confidence Interval

In Table 3, when the results of simple linear regression analysis applied to determine the effects of the readiness of individuals for online learning on foreign language anxiety are examined, we can say that the regression model is statistically significant (F = 16,610; p <0,001). 9.1% of the change in Foreign Language Anxiety (Adj.R2 = 0.091) is explained by the Online Learning Readiness that we included in the model. When the coefficient of the independent variable in the model is examined, we can say that its effect on Foreign Language Anxiety is significant (p <0.01). According to this; Readiness for Online Learning has a negative impact

on Foreign Language Anxiety. In other words, a 1-unit increase in Online Readiness score caused a 0.247 (B) unit decrease in Foreign Language Anxiety score.

Estimation result of the model:

$\hat{y} = 3{,}772 - 0{,}247x$

($\hat{y}$ = Foreign Language Anxiety)

(x = Readiness for Online Learning)

Table 4. The Effect of Foreign Language Anxiety on Online Self-Regulation and the Significance of its Coefficients in the Model

Independent Variable	B	Std. Error	Beta	t	p	95% Confidence Interval for B	
						Lower	Upper
Constant	3,648	0,342		10,656	0,000	2,972	4,325
Foreign Language Anxiety	-0,118	0,122	-0,078	-0,969	0,334	-0,358	0,122
Model Summary: R=0,078; R^2 = 0,006; Adj. R^2 = 0,000; F= 0,939; p=0334							

Dependent Variable = Online Self-Regulation
Std. Error: Standard Error, Adj. R^2:Adjusted R^2
t, F: Test Statistics, p: Level of Significance. GA= Confidence Interval

This section provides the findings related to the third research question: *To what extent do these learners' FLA levels affect their online self-regulated learning (OSL) skills and strategies?*

When the simple linear regression analysis results applied in Table 4 to determine the effect of foreign language anxiety on the Online Self-Regulation, the regression model is not a statistically significant model ($F = 0.939$; $p > 0.05$). Therefore, the results could not be interpreted.

4.5 Correlation Analysis

Correlation analysis is used to determine the degree of non-causal relationships between two numerical variables. To determine this degree, two basic correlation coefficients (Pearson and Spearman's rho) can be mentioned. In order to use Pearson Correlation Coefficient, variables must be numerical and normally distributed, whereas in cases where variables are not normally distributed, Spearman's rho Correlation Coefficient is used.

The normality assumptions of the scale and sub-dimension scores used in the study were examined and it was found that all scores met the normality assumption. Accordingly, Pearson Correlation Coefficient was used to examine the relationship between the scores.

r (Correlation coefficient)	***Relationship Level***	***Relationship Direction***
0,00	*No relationship*	*if r= - negative relationship*
0,01 – 0,29	*Low*	
0,30 – 0,69	*Medium*	*if r= + positive relationship*
0,70 – 0,99	*High*	
1,00	*Perfect relationship*	

This part presents the findings related to the third research question:*Are there statistically significant correlations among the FLA, OSL and OLR levels of these learners?* With the support of this question, correlation analysis was applied to analyse the relationship among three distinctive variables.

Table 5. Examining the Relationships Between Scales and Sub-Dimensions

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1) Communication Apprehension	r	1,000	,735**	0,040	,626**	,811**	-0,111	-0,097	0,044	-0,019	0,022	-0,007	-0,035	-0,136	0,128	-,164*	-,251**	-,329**	-,268**
	p		0,000	0,621	0,000	0,000	0,166	0,227	0,585	0,812	0,781	0,930	0,662	0,090	0,112	0,040	0,002	0,000	0,001
2) Fear of Negative Evaluation	r		1,000	0,094	,686**	,936**	-,180*	-0,156	-0,028	-0,092	-0,058	,165*	0,147	,161*	,209**	0,140	,345**	,344**	,316**
	p			0,243	0,000	0,000	0,025	0,052	0,729	0,256	0,474	0,040	0,067	0,045	0,009	0,082	0,000	0,000	0,000
3Test Anxiety	r			1,000	,213**	,298**	0,088	-0,047	0,043	0,108	0,041	0,109	0,079	-,181*	0,023	0,090	-0,121	-0,043	-0,058
	p				0,008	0,000	0,274	0,557	0,597	0,179	0,616	0,175	0,325	0,024	0,779	0,265	0,132	0,591	0,469
4) Anxiety of English Classes	r				1,000	,841**	-0,058	-0,119	0,066	0,046	0,122	0,018	0,019	-0,143	-0,130	-0,073	-,273**	-,265**	-,232**
	p					0,000	0,469	0,140	0,416	0,567	0,130	0,822	0,818	0,075	0,105	0,362	0,001	0,001	0,004
5) Foreign Language Anxiety Scale	r					1,000	-0,135	-0,154	0,010	-0,022	0,008	-0,076	-0,078	-,192*	-,182*	0,127	-,344**	-,339**	-,312**
	p						0,094	0,055	0,889	0,785	0,917	0,344	0,334	0,016	0,023	0,115	0,000	0,000	0,000
6) Goal Setting	r						1,000	,471**	,569**	,674**	,310**	,512**	,782**	,262**	,796**	,494**	,367**	,414**	,633**
	p							0,000	0,000	0,000	0,000	0,000	0,000	0,001	0,000	0,000	0,000	0,000	0,000
7) Environment Structuring	r							1,000	,381**	,437**	,249**	,372**	,625**	,243**	,858**	,326**	,465**	,352**	,602**
	p								0,000	0,000	0,002	0,000	0,000	0,002	0,000	0,000	0,000	0,000	0,000
8) Task Strategies	r								1,000	,771**	,421**	,532**	,818**	0,032	,521**	,311**	,195*	,236**	,352**
	p									0,000	0,000	0,000	0,000	0,695	0,000	0,000	0,015	0,003	0,000

9) Time Management	r	1,000	,385**	,611**	,870**	0,132	,626**	,362**	,282**	,337**	,471**
	p		0,000	0,000	0,000	0,102	0,000	0,000	0,000	0,000	0,000
10) Help-Seeking	r		1,000	,616**	,641**	0,054	,304**	,261**	,278**	,272**	,313**
	p			0,000	0,000	0,504	0,000	0,001	0,000	0,001	0,000
11) Self-Evaluation	r			1,000	,802**	0,031	,518**	,377**	,369**	,317**	,432**
	p				0,000	0,703	0,000	0,000	0,000	0,000	0,000
12) Online Self-Regulated Learning Scale	r				1,000	,162*	,790**	,467**	,422**	,421**	,611**
	p					0,044	0,000	0,000	0,000	0,000	0,000
13) Computer and Internet self-efficacy	r					1,000	,285**	,343**	,418**	,488**	,690**
	p						0,000	0,000	0,000	0,000	0,000
14)) Self-directed learning	r						1,000	,461**	,482**	,455**	,724**
	p							0,000	0,000	0,000	0,000
15) Learner Control	r							1,000	,520**	,402**	,749**
	p								0,000	0,000	0,000
16) Motivation for learning	r								1,000	,517**	,777**
	p									0,000	0,000
17) Online Communication self-efficacy	r									1,000	,766**
	p										0,000
18) Readiness Scale for Online Learning	r										1,000
	p										

When Table 5 is examined; While there is a low negative relationship between Foreign Language Anxiety Scale scores and Computer and Internet Use Self-Efficacy and Self-Learning sub-dimension scores, there is a moderate negative correlation between Foreign Language Anxiety Scale scores and Learning Motivation, Online Communication Self-Efficacy subscales, and Online Readiness Scale for Online Learning.

Furthermore, there is a low positive correlation between Online Self-Regulation Scale scores and Computer and Internet Use Self-Efficacy subscale scores while there is a moderate positive correlation between Online Self-Regulation Scale scores, Learner Control, Learning Motivation, Online Communication Self-Efficacy sub-dimensions, and Online Readiness Scale for Online Learning. Lastly, there is a high level of positive correlation between Online Self-Regulation Scale scores.

Chapter 5: Discussion

Generally, this study presents an understanding of young adult learner readiness for online self-regulated learning and their foreign language anxiety levels. This study focuses on addressing statistical correlations between them and on confirming the factor structure of the scale by using 156 undergraduate and postgraduate students enrolled in the departments of English language teaching (ELT), linguistics, English literature, and translating and interpreting (English) at universities in Turkey.

Research question 1 concerns the readiness of young adult learners for online learning in Turkish universities. In this study, students' mean scores in five dimensions are all higher than the theoretical mean of 3, ranging from 3.79 to 4.31 on a 5-point Likert scale. These findings imply that the current study's example of undergraduate and postgraduate students has the highest readiness in the component of online communication self-efficacy, followed by motivation for learning and computer/Internet self-efficacy, and the lowest readiness in the dimension of self-directed learning and learner control. From the above outcomes, we found that university students these days might be moderately confident in their computer/network aptitudes, (for example, managing programming, scanning for online data, and performing essential programming functions), which are imperative for online learning and accordingly, the learners would be prepared to take online courses from these perspectives. There exist individual differences that make a requirement for teachers' special support or training comparative with online learning. (Tsai & Tsai, cited in Hung et al., 2010). In the dimension of motivation for learning, the sampled learners exhibited that they had already opened themselves to new thoughts (web-based learning), had learned from mistakes, and were eager to share ideas to other people. This overall finding is consistent with the result from Saadé et al. (2007) that motivation may play an essential role in online learning.

In this study's five readiness dimensions, students' self-ratings revealed significantly lower average scores for learner control and self- directed learning than in the other three dimensions. According to Discenza et al.; Hill and Roper (cited in Hung et al., 2010); in this manner, it is significant that online students can develop their time-management skills. They ought to have the self-discipline to dedicate adequate time to the course, to post discussion related messages, and to present their work on time.

Research question 2 concerns to what extent these learners' level of online learning readiness (OLR) affects their foreign language anxiety (FLA) levels. In the study, Readiness Scale for Online Learning developed by Hung et al. (2010) was preferred, because it is a more current, sufficiently short measurement tool including the two dimensions of online learning. The simple linear regression analysis of OLRS supported the five dimensions (factors) model: self-directed learning, motivation for learning, computer/Internet self-efficacy, online communication self-efficacy, and learner control. All constructions have adequate reliability and discriminant validity. All correlation values were important ($p<0,001$), suggesting that the factors well defined each component.

In the research, first of all, simple linear regression analysis was applied to find out the impacts of the readiness of individuals for online learning on foreign language anxiety, and it can be said that the regression model is statistically significant. In particular, Readiness for Online Learning has a negative impact on Foreign Language Anxiety. The Online Learning Readiness scale clarifies 9.1% of the change in Foreign Language Anxiety. This finding means that a 1-unit increase in Online Readiness score caused a 0.247 (B) unit declines in Foreign Language Anxiety score. In other words, individuals' foreign language anxiety level decrease when their readiness's increase. In this current study's five readiness measurements, university students' self-evaluations produced essentially lower scores for learner control and self-directed learning than for the other three measurements. According to Chizmar & Walbert and Poole, (1999; 2000, cited in Hung et al., 2010), most online learners take an online course inferable from its accessibility and adaptability. Accordingly, it is significant that online students can develop time-management abilities. As a result, the OLRS was found to be a good indicator of the online learning disposition and behaviour. A comparison of the present research with previous similar studies shows that the readiness of learners is still a significant problem in the online learning environment. OLRS can be considered as having both general dimensions (e.g. motivation for learning and computer/internet self-efficacy) and particular dimensions (e.g. self-efficacy of online communication).

Accordingly, it is acceptable to reason that the Foreign Language Classroom Anxiety Scale (FLCAS) measure has numerous dimensional elements as far as understudies' fear and anxiety about foreign language learning. Considering their responses in FLCAS, the score of the overall foreign language learning anxiety reported by the students was (Mean= 2.77, Std. Deviation= 0,498). These findings suggest that students reported moderate anxiety when learning different

courses in the English major. Khairi and Nurul Lina (2010, cited in Al-Khasawneh, 2016) stated that a moderate feeling of anxiety in foreign language learning might improve the inspiration in discovering that language, and students would work more diligently so as to procure the target language. The participants of this research assigned medium mean qualities to all the communication apprehension anxiety are not exceptionally high.

Another identified situation in the third research question was that the effect of foreign language anxiety on Online Self-Regulation. The regression model is not statistically significant model. Consequently, the results could not be interpreted. Sarstedt and Mooi (2014) expressed that tolerance is calculated using completely different regression analysis. In this regression analysis, the variable that calculates tolerance is treated as a dependent variable, and all other descriptive variables are entered independently. The R2 value obtained from this model is reduced from 1, indicating how much is not explained by the regression model. If only slightly explained by other variables, collinearities are a problem. However, as shown in Table 2, the mean score of the overall foreign language learning anxiety reflected by the learners was (Mean= 2.77 Std. Deviation= .498). These results suggest that students at Turkish universities reported moderate anxiety when they learn different courses in English major. Additionally, means and standard deviations were calculated to identify the major sources of language anxiety, namely; communication apprehension, fear of negative evaluation, test anxiety and anxiety of English classes experienced by the students. Communication apprehension ranked the highest source of foreign language anxiety (M= 2.99 Std. Deviation= 0,469), followed by anxiety of English Classes (M= 2.90 Std. Deviation= 0,442), test anxiety (M= 2.82 Std. Deviation= 0,552), and fear of negative evaluation (M= 2.55 Std. Deviation= 1,033). The aforementioned components of language anxiety were all presented at almost moderate anxiety level. These findings are similar to the finding of another researcher Al-Khasawneh (2016). This researcher also reported that communication apprehension and anxiety of English classes were the highest ranks in terms of the source of foreign language anxiety. The only difference was that the lowest source of foreign language anxiety at King Khalid University was test anxiety, whereas our research reported as fear of negative evaluation at Turkish universities.

In the current study, we examined whether there are statistically significant correlations among the FLA, OSL and OLR levels of these learners. The results of this research would indicate that there is a low negative relationship between Foreign Language Anxiety Scale scores and the

subdimensions of online learning readiness scale, such as computer and internet use self-efficacy and Self-Learning sub-dimension scores. It might be concluded that young adult learners' ability of computer and internet use and their self-regulated learning skills decrease these learner's foreign language anxiety during their study. However, a moderate negative correlation between Foreign Language Anxiety Scale scores and learning motivation, online communication self-efficacy subscales, and online readiness scale for online Learning. The current study's result suggests that an individual's foreign language fear tend to decline when their motivation and their online communication self-efficacy levels are high. Likewise, it is beneficial to increase students' overall motivation to get familiar with the objective language. Advancing the learner's familiarity with the significance of English, improving their enthusiasm for English, building up their self-confidence are recommended to be good ways to enhance students' English learning motivation (Liu & Huang, 2011). Regarding the one item in online learning readiness scale, "I have motivation to learn"; the responses of the participants generally range from 1 to 5. One possible reason for this result might be individual differences in terms of learning motivation. Additionally, for another item "I feel confident in using online tools (e-mail, discussion) to effectively communicate with others", most participants provided positive responses by giving 5 points, whereas less than ten learners felt commonly insecure by choosing 1 or 2 points for the items in the questionnaires. It can also be inferred that their responses for the items on foreign language anxiety scale are low score such as 1 or 2.

Moreover, the differences of scale and sub-dimension scores according to demographic features such as age, gender, education level and university types additionally made a contribution to the research. There is a statistically significant difference between the 18-22 age group and the 23-30 age group in terms of "Communication Understanding", "Fear of Negative Assessment", "Anxiety in English Lessons", "Foreign Language Anxiety Scale" and "Self-Assessment" ($p < 0.05$). At the same time, there is no statistically significant difference in terms of other scores ($p > 0.05$) (Appendix A). According to this, while the scores of "Communication Apprehension", "Fear of Negative Evaluation", "Anxiety of English Classes", "Foreign Language Anxiety Scale" were significantly higher than those in the age group of 23-30, "Self-Evaluation" scores are significantly lower.

Additionally, when Table 7 (Appendix B) is examined, there are a statistically significant difference between girls and boys in terms of "Anxiety of English Classes" and "Foreign Language Anxiety Scale" scores ($p < 0.05$), while there is no statistically significant difference

in terms of other scores (p> 0.05). Accordingly, the "Anxiety in English Lessons" and "Foreign Language Anxiety Scale" scores of girls are significantly higher than boys (Appendix B). This finding supports another study's results, which was conducted by Mesri (2012). The results show that Iranian EFL female learners scored higher average in all anxiety categories than the male student, and the male learner has less anxiety to learn English in Iranian EFL context. In addition, the findings of this research contradicted with Mills, Pajares, and Herron (2006, cited in Mesri, 2012) whose considered that Foreign language anxiety has a positive and equal relationship with both female and male learners.

In the research, education levels of the learners are one of the necessary demographic variables for having a meaningful result from the questionnaires. Accordingly, When Table 8 (Appendix C) is examined, there are statistically significant differences among the undergraduate and master's degree/doctoral students in terms of "Communication Apprehension", "Fear of Negative Assessment", "Anxiety of English Classes", "Foreign Language Anxiety Scale" and "Computer and Internet Use Self-Efficacy" scores. In contrast; there is a significant difference (p <0.05), there is no statistically significant difference in terms of other scores (p> 0.05). Consequently, the scores of "Communication Apprehension", "Fear of Negative Evaluation", "Anxiety of English Classes", "Foreign Language Anxiety Scale" and "Computer and Internet Use Self-Efficacy" of the undergraduate students are significantly higher than those with a master's degree/ doctorate education level. According to results as displayed in Table 8, there is a difference among students of three educational levels undergraduate, master and doctorate in terms of the online learning readiness scale. The findings demonstrate that the readiness level of undergraduate learners (Mean: 4.09) is more than learners of Master and doctorate (Mean: 3.95). Besides that, they have an average degree (Mean: 3.32) in online self-regulated learning scale. A different outcome was obtained for the students' readiness based on the educational degree for online learning from past research (Rasouli et al., 2016). It showed that the readiness level of PhD students is more than students of Master and students of bachelor.

This study also revealed that there is a statistically significant difference between participants who go state university and a private one in terms of "Goal Setting", "Task Strategies" and "Online Self-Regulated Learning Scale" scores (p <0.05), whereas there is no statistically significant difference in terms of other scores (p > 0.05). According to this, "Goal Setting", "Task Strategies" and "Online Self-Regulated Learning Scale" scores of the people at the state university are significantly higher than those of the private university (See Appendix 3).

Regarding the self-directed learning sub-dimension in Online learning readiness scale, with the total mean of 3.78 represent an average readiness and ability of young adult learners in self-directedness. Similarly, Rasouli et al. (2016) discovered that readiness and the ability of art students in self-directedness was an average level. In another study, Chu and Tsai (2009) investigated that self-directedness skill is an essential success element in online courses. In this learning setting, individuals need self-determination in decision making, skills in writing, modification, production and collaboration.

5.1 Pedagogical implications

In general, educators have two options when managing with anxious students: they can assist them in figuring out how to adapt to the current anxiety-provoking circumstance, or they can make the learning context less stressful. Before either option is suitable, the teacher must first acknowledge the presence of foreign language anxiety (Horwitz et al., 1986).

In addition to anxiety notion, educator also should identify the students' prior domain knowledge in terms of the self-regulated learning process. According to Winne (2001), at the point when learners are confronted with academic assignments in which they have very little prior domain knowledge, they will most likely be unable to simultaneously measure data and put forth a concentrated effort self-regulatory process (Moos & Azevedo, 2008). However, if students with insufficient domain knowledge try to use different self-control processes, then they might have limited if their working memory capacity to process the information is insufficient.

In order to address this potentially questionable issue, educators should cautiously consider the self-regulatory demands of learning contexts, especially online environments where students are faced with complex tasks where they may have little prior domain knowledge.

Chapter 6: Conclusion

This study presented the results of a study to examine the correlation between young adult learners' foreign language anxiety levels and their online self-regulated learning readiness at Turkish universities. The analysis of the results showed that there is a low negative relationship between Foreign Language Anxiety Scale scores and Computer and Internet Use Self-Efficacy and Self-Learning sub-dimension scores, there is a moderate negative correlation between Foreign Language Anxiety Scale scores and Learning Motivation, Online Communication Self-Efficacy subscales, and Online Readiness Scale for Online Learning. However, the effect

of foreign language anxiety on the online self-regulation could not be clarified due to the fact that the regression model is not statistically significant model. Besides, the research project demonstrated that the online readiness of undergraduate students (M: 4,09) is more than postgraduate students (M: 3,95). It also showed that between the ages of 18-22 feel readier than the ages of 23-30 for online learning. According to the results, learners' level of online learning readiness has a negative effect on the learners' foreign language anxiety (FLA). This means that the students' foreign language anxiety level decrease when their online readiness level increase. Lastly, the result of the question concerning to what extent these learners' FLA levels affect their online self-regulated learning (OSL) skills, and strategies could not be analysed and interpreted, since the simple linear regression model is not statistically significant model ($F = 0.939$; $p > 0.05$). The female and undergraduate students' foreign language anxiety levels were higher than the male and postgraduate students. This chapter also comprises three main sections in the following logical order:

6.1 Contribution of the study

This research project has provided a rich source of information on learners' foreign language anxiety levels and their online self-regulated learning readiness in Turkey context. It mainly focuses on the students' views rather than teachers' perspectives. It also contributes to the understanding of the learners' motivation, their communication apprehension, computer/ internet self -efficacy sub-dimensions.

One major contribution of this study was that three different variables, such as learners' foreign language anxiety, online self-regulated learning and online learning readiness, were statistically analysed. To date, no enough investigations have been conducted on the relationship between these three different areas, especially in Turkey context. In general, these variables were conducted separately in different contexts. The current findings provide new and valuable information about the strong relationship between learners' foreign language anxiety level and their online self-regulated learning readiness. Thus, this research might give an overall idea to educators concerning how their students are ready to manage their own learning process in online environments and how their foreign language anxiety level. In professional context, teacher can regulate their teaching methods depends on their learners' motivation and readiness.

6.2 Limitations of the study

There are three limitations of this study that need to be addressed. Firstly, this study is intended mainly to investigate the relationship between the readiness of young adult learners in managing their online learning process and their foreign language anxiety levels. Thus, the focus of the topic itself presents many limitations of the present study. Since anxiety is one of the factors that affect language learning in general, it is most likely that anxiety also impacts the other language skills such as listening, reading and writing.

Secondly, there are a few limitations which influence the interpretation of findings and the advancement of suggestions. The participants of this research comprise of postgraduate and undergraduate students. There are various elements influencing the motivation of undergraduate learners. Therefore, it was challenging to make these learners aware of the necessity and importance of the study.

Lastly, the research methods were limited in this research, because it was not possible to apply other research methods such as interview or classroom observation within the scope of the study, since global pandemic (COVID-19) process happened. That is why; the study was carried out with online surveys. Thus, the present study also did not include the views of the teachers in terms of the learner's readiness to online self-regulated learning and their anxiety levels. Regarding this, teachers play a key role in learning; it is also necessary to know the strategies or techniques that will help alleviate the students' anxiety in online learning environments.

6.3 Recommendations for future research

While this study contributes to our understanding of the relationship between young adult learners' foreign language anxiety levels and their online self-regulated learning readiness at Turkish universities. Firstly, this research needs for a more comprehensive empirical examination of learning in online environments. As past research has illustrated, there are factors other than earlier domain knowledge which may clarify learners' utilization of explicit self- regulatory cycles during learning (Moos & Azevedo, 2008). That is why; further research should assess the correlations among self-beliefs, proficiency, academic achievement, and day to day classroom performance for learners studying foreign languages at different levels of language study. Thus, the correlations between the students' foreign language anxiety levels, and their online self-regulated learning readiness may be analysed and interpreted inclusively.

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Appendices

Appendix (A)

Table 6. Differences of Scale and Sub-Dimension Scores by Age Groups

		Number	Mean	Standard Deviation	t	p
Communication apprehension	18-22 Age	107	3,07	0,483	3,215	**0,002***
	23-30 Age	49	2,81	0,390		
Fear of negative evaluation	18-22 Age	107	2,74	1,060	3,764	**0,000***
	23-30 Age	49	2,14	0,847		
Test anxiety	18-22 Age	107	2,79	0,496	-1,189	0,236
	23-30 Age	49	2,89	0,573		
Anxiety of English classes	18-22 Age	107	2,98	0,393	3,771	**0,000***
	23-30 Age	49	2,71	0,487		
Foreing language anxiety	18-22 Age	107	2,86	0,491	3,353	**0,001***
	23-30 Age	49	2,58	0,464		
Goal Setting	18-22 Age	107	3,41	1,033	-1,196	0,234
	23-30 Age	49	3,60	0,842		
Environment Structuring	18-22 Age	107	4,00	0,929	-0,518	0,605
	23-30 Age	49	4,08	0,771		
Task Strategies	18-22 Age	107	2,94	1,039	-0,937	0,350
	23-30 Age	49	3,10	0,934		
Time Management	18-22 Age	107	2,81	1,176	-1,090	0,278
	23-30 Age	49	3,03	1,109		
Help Seeking	18-22 Age	107	3,40	0,892	0,478	0,633
	23-30 Age	49	3,33	0,869		
Self- Evaluation	18-22 Age	107	3,07	1,056	-2,257	**0,025***
	23-30 Age	49	3,46	0,883		
Online Self-Regulated Learning Scale	18-22 Age	107	3,27	0,792	-1,237	0,218
	23-30 Age	49	3,43	0,661		
Computer/Internet self-efficacy	18-22 Age	107	4,16	0,889	0,966	0,336
	23-30 Age	49	4,01	0,904		
Self-directed learning	18-22 Age	107	3,73	0,931	-1,363	0,175
	23-30 Age	49	3,91	0,670		
Learner control	18-22 Age	107	3,81	0,956	-0,733	0,464
	23-30 Age	49	3,93	0,903		
Motivation for learning	18-22 Age	107	4,25	0,740	-1,174	0,242
	23-30 Age	49	4,40	0,753		
Online communication self-efficacy	18-22 Age	107	4,26	0,882	-0,909	0,365
	23-30 Age	49	4,39	0,678		
Online learning readiness	18-22 Age	107	4,04	0,657	-0,788	0,432
	23-30 Age	49	4,13	0,570		

*t: Independent Sample T Test *p<0,05*

Appendix (B)

Table 7. Differences in Scale and Sub-Dimension Scores According to Gender

		Number	Mean	Standard Deviation	t	p
Communication Apprehension	Girl	130	3,02	0,457	1,688	0,093
	Boy	26	2,85	0,515		
Fear of negative evaluation	Girl	130	2,61	1,038	1,583	0,115
	Boy	26	2,26	0,976		
Test Anxiety	Girl	130	2,84	0,525	0,877	0,382
	Boy	26	2,74	0,508		
Anxiety of English classes	Girl	130	2,93	0,441	1,976	**0,049***
	Boy	26	2,74	0,425		
Foreing language anxiety scale	Girl	130	2,80	0,486	1,990	**0,048***
	Boy	26	2,59	0,531		
Goal Setting	Girl	130	3,48	0,983	0,102	0,919
	Boy	26	3,45	0,969		
Environment Structuring	Girl	130	4,03	0,877	0,081	0,935
	Boy	26	4,01	0,918		
Task Strategies	Girl	130	3,02	0,975	0,906	0,366
	Boy	26	2,83	1,161		
Time Management	Girl	130	2,89	1,165	0,216	0,829
	Boy	26	2,83	1,136		
Help Seeking	Girl	130	3,34	0,906	-1,024	0,307
	Boy	26	3,54	0,754		
Self-Evaluation	Girl	130	3,16	1,013	-0,746	0,457
	Boy	26	3,33	1,053		
Online Self-Regulated Learning Scale	Girl	130	3,32	0,759	-0,073	0,942
	Boy	26	3,33	0,746		
Computer/Internet self-efficacy	Girl	130	4,08	0,912	-0,760	0,448
	Boy	26	4,23	0,799		
Self-directed learning	Girl	130	3,78	0,861	-0,008	0,993
	Boy	26	3,78	0,869		
Learner control	Girl	130	3,82	0,982	-1,240	0,221
	Boy	26	4,01	0,670		
Motivation for learning	Girl	130	4,27	0,766	-1,215	0,226
	Boy	26	4,46	0,615		
Online communication self-efficacy	Girl	130	4,27	0,847	-1,014	0,312
	Boy	26	4,45	0,692		
Online Learning Readiness	Girl	130	4,04	0,653	-1,059	0,291
	Boy	26	4,19	0,492		

*t: Independent Sample T Test *p<0,05*

Appendix (C)

Table 8. Differences of Scale and Sub-Dimension Scores According to Education Level

		Number	Mean	Standard Deviation	t	p
Communication Apprehension	Undergraduate	135	3,04	0,468	3,763	**0,000***
	Master's degree /Doctorate	21	2,64	0,312		
Fear of Negative Evalutaion	Undergraduate	135	2,64	1,036	2,902	**0,004***
	Master's degree /Doctorate	21	1,96	0,802		
Test Anxiety	Undergraduate	135	2,82	0,516	-0,165	0,869
	Master's degree/ Doctorate	21	2,84	0,575		
Anxiety of English Classes	Undergraduate	135	2,94	0,425	3,230	**0,002***
	Master's degree/ Doctorate	21	2,61	0,457		
Foreign Language Anxiety Scale	Undergraduate	135	2,82	0,487	3,343	**0,001***
	Master's degree/ Doctorate	21	2,44	0,451		
Goal Setting	Undergraduate	135	3,43	1,005	-1,321	0,189
	Master's degree/ Doctorate	21	3,73	0,747		
Environment Structuring	Undergraduate	135	4,04	0,907	0,657	0,512
	Master's degree/ Doctorate	21	3,90	0,691		
Task Strategies	Undergraduate	135	2,99	1,040	-0,047	0,963
	Master's degree/ Doctorate	21	3,00	0,783		
Time Management	Undergraduate	135	2,88	1,154	0,022	0,982
	Master's degree/ Doctorate	21	2,87	1,199		
Help Seeking	Undergraduate	135	3,41	0,880	1,307	0,193
	Master's degree/ Doctorate	21	3,14	0,889		
Self-Evaluation	Undergraduate	135	3,18	1,041	-0,401	0,689
	Master's degree/ Doctorate	21	3,27	0,880		
Online Self-Regulated Learning Scale	Undergraduate	135	3,32	0,781	0,003	0,997
	Master's degree/ Doctorate	21	3,32	0,570		
Computer/Internet self-efficacy	Undergraduate	135	4,20	0,847	3,426	**0,001***
	Master's degree/ Doctorate	21	3,51	0,970		
Self-directed learning	Undergraduate	135	3,78	0,893	-0,258	0,796
	Master's degree/ Doctorate	21	3,83	0,621		
Learner control	Undergraduate	135	3,83	0,977	-0,784	0,434
	Master's degree/ Doctorate	21	4,00	0,632		
Motivation for learning	Undergraduate	135	4,31	0,715	0,249	0,804
	Master's degree/ Doctorate	21	4,26	0,937		
Online communication self-efficacy	Undergraduate	135	4,33	0,836	1,030	0,305
	Master's degree/ Doctorate	21	4,13	0,734		
Online Learning Readiness	Undergraduate	135	4,09	0,631	0,963	0,337
	Master's degree/ Doctorate	21	3,95	0,623		

Appendix (D)

Table 9. Differences of Scale and Sub-Dimension Scores by University Type

		Number	Mean	Standard Deviation	t	p
Communication Apprehension	Public	75	3,00	0,450	0,327	0,744
	State	81	2,98	0,490		
Fear of Negative Evalutaion	Public	75	2,56	0,967	0,041	0,967
	State	81	2,55	1,096		
Test Anxiety	Public	75	2,79	0,537	-0,778	0,438
	State	81	2,85	0,510		
Anxiety of English Classes	Public	75	2,93	0,444	1,007	0,315
	State	81	2,86	0,440		
Foreign Language Anxiety Scale	Public	75	2,77	0,466	0,113	0,910
	State	81	2,76	0,529		
Goal Setting	Public	75	3,65	0,919	2,158	**0,032***
	State	81	3,31	1,009		
Environment Structuring	Public	75	4,11	0,896	1,243	0,216
	State	81	3,94	0,863		
Task Strategies	Public	75	3,22	1,016	2,842	**0,005***
	State	81	2,77	0,955		
Time Management	Public	75	3,06	1,219	1,929	0,056
	State	81	2,71	1,075		
Help Seeking	Public	75	3,46	0,865	1,091	0,277
	State	81	3,30	0,898		
Self-Evaluation	Public	75	3,32	1,023	1,532	0,127
	State	81	3,07	1,006		
Online Self-Regulated Learning Scale	Public	75	3,47	0,753	2,400	**0,018***
	State	81	3,18	0,734		
Computer/Internet self-efficacy	Public	75	4,08	0,905	-0,389	0,698
	State	81	4,14	0,888		
Self-directed learning	Public	75	3,90	0,828	1,697	0,092
	State	81	3,67	0,878		
Learner control	Public	75	3,93	0,914	1,005	0,317
	State	81	3,78	0,960		
Motivation for learning	Public	75	4,31	0,739	0,112	0,911
	State	81	4,29	0,755		
Online communication self-efficacy	Public	75	4,32	0,832	0,303	0,762
	State	81	4,28	0,821		
Online Learning Readiness	Public	75	4,11	0,616	0,754	0,452
	State	81	4,03	0,645		

*t: Independent Sample T Test * p <0.05*

Appendix (E)- **Ethic Form**

Humanities & Social Sciences Research Ethics Committee (HSSREC):

Application Form for Research Ethical Approval

Date: 04.06.2020	**Version:** Click here to enter text.

SECTION 1. APPLICANT DETAILS

1.1 APPLICANT

Applicant's Title (optional): Miss.
Applicant's Forename: ECEM
Applicant's Surname: VARVIL
School or Department: APPLIED LINGUISTICS / UNIVERSITY OF WARWICK
Warwick e-mail address: Ecem.Varvil@warwick.ac.uk
Contact telephone number: 07429869898 (UK) / +905413488497 (TR)

Applicant's Status:

STUDENT:		**STAFF:**	
Undergraduate Student	☐	**Professor**	☐
Taught Postgraduate Student	☒	**Associate Professor**	☐
Postgraduate Research Student	☐	**Assistant Professor**	☐
		Research Fellow	☐
Name of course/qualification: MA TESOL		**Teaching Fellow**	☐
		Other	☐
		Please specify:	Click here to enter text.

1.2 SUPERVISOR (COMPLETE FOR ALL STUDENT PROJECTS)

Supervisor's Title: Mrs. Mrs.
Supervisor's Forename: Tilly
Supervisor's Surname: Harrison
Supervisor's Post: Associate Professor
Supervisor's Faculty/School and Department: Applied Linguistics
Supervisor's Warwick e-mail address: Tilly.Harrison@warwick.ac.uk
Supervisor's contact telephone number: 07811006391

1.3 OTHER INVESTIGATORS/COLLABORATORS (INTERNAL & EXTERNAL)

Please list all other known collaborators, internal and external to Warwick, including the name of the company/organisation or Investigator's Warwick department/school and their role in the project:

N/A

1.4 REFERRALS
Has the Project been referred to HSSREC from another REC or delegated process? No *If yes, please provide the reason:* **Referred by department as not within the remit for delegated approval** ☐ **Other** ☐ Please provide details: Click here to enter text.

SECTION 2. PROJECT DETAILS	
2.1 Project Title:	"The correlation between the young adult learners' foreign language anxiety levels and their online self-regulated learning readiness in Turkish universities"
2.2 Estimated start date:	04.06.2020
2.3 Estimated completion date of project:	02.09.2020
2.4 Does the project involve the NHS or social care:	**Yes** ☐ **No** ☒
2.5 Type of Project: https://warwick.ac.uk/services/ris/research_integrity/researchethicscommittees/biomed/study_design/ Research ☒ NHS Service evaluation or Development ☐ NHS Clinical Audit ☐ Other- please specify: ☐ Click here to enter text.	
2.6 Research Sponsor: If **not** research in the NHS, please state N/A	N/A
2.7 Funder: If unfunded, please state N/A	N/A
2.8 IDEATE/Funder reference (if applicable) If your study is funded, please provide a reference	N/A
2.9 Links with other HSSREC applications Is the project linked to any other HSSREC application? **Yes** ☐ **No** ☒ If yes, detail: Click here to enter text. Project title: Click here to enter text. Chief Investigator: Click here to enter text. HSSREC Reference (if known): Click here to enter text. Nature of linkage: Click here to enter text.	

SECTION 3: BACKGROUND/LAY SUMMARY

Please provide a lay summary of the project:

The summary should be brief and easily understood by someone who is not an expert in the area. Definitions and explanation of terms should be provided (avoid technical language).

To include:

- *a description of the proposed study and population to be studied building on review of previous studies/evidence*
- *the scientific benefit of the proposed study*

The main aim of the proposed research is to identify the correlation between young adult learners' foreign language anxiety levels and their online self-regulated learning readiness in Turkey. Some students might not be ready to control their online learning process, and so their anxiety level might fluctuate, whereas others can carefully manage it with their self-discipline. Regarding previous studies, there were surveys, which were distributed to approximately 100 or 186 students and provided enough and valid data for research. One of the studies, known as 'Second language anxiety and distance language learning (Pichette, 2009)' was conducted for 186 French-speaking learners of English or Spanish by Pichette in Canada. It compared foreign language anxiety profiles of the classroom and distance language learners and researcher did not mention any problem in terms of the number of the participants in the limitation part of the study. That is why; the proposed population of participants is aimed as between 100 and 150 by taking account of this previous study.

Self-regulated learning (SRL)

"Self-regulated learning refers to active and volitional behaviors on the part of individuals to achieve in their learning" (Barnard-Brak et al., 2010, p. 62). It also helps to identify the success differences among students. In some research, people who have abilities in terms of managing self-regulated learning reflect more positive academic results compared with others who do not have. However, the learners, who cannot individually direct their learning might have adverse or poorer outcomes such a lower GPA's. This is because, self-regulated learning in online environments needs self-time management or strategies for goal setting as well as environment structuring. At that point, some

learners can be successful in managing their own learning process, whereas the others need external support to guide them.

Learners' foreign language anxiety, and the online learning environment

Learning a foreign language might be influenced by various factors. One of them is having a type of anxiety termed language anxiety. The majority of research into language anxiety mention classroom-based learning, and there are little studies mainly investigate anxiety in distance context online. According to White (1995 cited in Hauck et al., 2005), the student in the distance and online learning, however, use their meta-cognitive strategies such as self-management better than the classroom-based learners.

Maclntyre and Gardner (1994) defined language anxiety as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning" (Martirossian et al., 2015, p.209). What is more, each individual can feel embarrassment and intense pressure while learning a second language even in a classroom environment, so it is highly possible to see some situations related to learners' anxiety in an online environment even if they are in their homes. Liebert and Morris (1967) referred to worry as "any cognitive expression of concern about one's own performance" and emotionality as "autonomic reactions which tend to occur under examination stress" (Martirossian et al., 2015, p.209). One possible reason for learners' worry in online learning is that they lack peers' or teachers' help for motivating them to think positively in their educational lives and that is why they might worry concerning what if these learners fail. Marwan (2007) mentioned some helpful methods to deal with language anxiety, namely; reparation, relaxation, positive thinking, and peer seeking (Martirossian et al., 2015).

Learners' readiness and their anxiety

The other significant dimension in learners' foreign language anxiety is readiness, and it is an essential notion to understand whether individuals feel comfortable and ready to learn or listen to lessons. Otherwise, they might feel demotivated and feel too stressed to comprehend what they have been told. Warner, Christie and Choy (1998), explained the term of readiness for online learning with three different aspects: "1) students' preferences for the form of delivery as opposed to face-to-face classroom instruction; (2) student confidence in using electronic communication for learning and, in particular, competence and confidence in the use of Internet and computer-mediated communication; and (3) ability to engage in autonomous learning" (Hung et al., 2010, p.1081). To put it simply, the failure of learners' academic performance might result from the deficiency of technical knowledge and skill during online education. Therefore, they cannot be successful in regulating their self-regulated learning if they are not good at computer-mediated learning.

Some research uncovers that these scales and proportions of evaluating students' readiness do not thoroughly cover different measurements that are basic to web-based learning and that incorporate specialized aptitudes and student control. In other words, proper system-related aptitudes and perspectives, web-based learning situations that are not profoundly educator-focused expect learners to play a progressively dynamic job in their learning in order to understand their responsibilities and to be active contributors to instruction (Hung et al., 2010). As online learning environments often enable individuals to have more flexibility in their studying-activity schedules, students should make judgments about and exert control over their learning process in terms of speed, duration and scope of the content. Thus, surviving due in a low organized and instructor lacking learning condition requires self-guideline and self-course and the dimension of student self - regulated learning often becomes an essential part of learner readiness.

As I refer to SRL, the crucial element in this stage is feedback and as well as supportive comments, which are noticeably essential for the learners. If they are not ready to direct their learning process as online, their anxiety can also be triggered due to the lack of external sources such as praise, or immediate teachers' or peers' help.The Boekaerts (2017) expressed the idea that learners are expected to have some abilities such as identification, interpretation, primary and secondary appraisal, goal setting in the preparatory phase. Then, they will try to achieve their goals in the performance phrase and following this; and feedback for the learners' performance should be given to them in the appraisal phrase (Adam et al., 2017). It is likely to be concluded that the individuals can feel demotivated and reluctant due to the lack of appraisal and essential teachers' feedbacks. This is because, an online learning environment might be considered as insufficient to provide support and immediate corrective feedback. As a result, some individuals can have anxiety when doing courses at home.

Although having anxiety is generally perceived as a negative situation; however, it might have positive and supportive effects on the learners' SRL as well as their readiness. Learners in traditional learning environments, where there are textbooks or instructional videos have less flexibility and freedom during their studies whereas online learning environments permit a schedule, which must be shaped mostly by themselves. It is important to note that the readiness of these learners might show differences in terms of learners' control. "With this control, individuals can discover how to learn as they make instructional decisions and experience the results of those decisions" (Hung et al., 2010, p.1082).

The main scientific benefit of this study is to shed light on a question concerning whether young adult learners are ready to manage their online learning process and how this situation affects their foreign language anxiety.

References:

Adam, N.L., Alzahri, F. B., Cik Soh, S., Abu-Bakar, N., & Mohamad Kamal, N. A. (2017). *Self-regulated learning and online learning: A systematic review*. 5th International Visual Informatics Conference, 143-154. doi: 10.1007/978-3-319-70010-6_14

Barnard-Brak, L., Lan, W.Y., & Paton, V.O. (2010). Profiles in self-regulated learning in the online learning environment. *International review of research in open and distance learning, 11* (1), 61-80.

Hauck, M., & Hurd, S. (2005). Exploring the link between language anxiety and learner self-management in open language learning contexts. *European Journal of Open, Distance and e-Learning, 2.*
Retrieved from: http://oro.open.ac.uk/3542/1/Hurdeurodl.pdf

Hung, M.L., Chou, C., Chen, C.H., & Own, Z.Y. (2010). Learner readiness for online learning: Scale development and student perceptions (rev.). Computer & Education, *55* (3), 1080-1090. doi:10.1016/j.compedu.2010.05.004

Martirossian, A., & Hartoonian, A. (2015). Lowering foreign language anxiety through self-regulated learning strategy use. *English language teaching, 8* (12), 209-222. doi:10.5539/elt.v8n12p209

Pichette, F. (2009). Second language anxiety and distance language learning. *Foreign Language Annals, 42*(1), 77-93.

SECTION 4 RISK AND ETHICAL CONSIDERATIONS CHECKLIST			
Complete the checklist ticking '**Yes**' or '**No**' to **all** questions. Where you have ticked '**Yes**' to a question below, you will need to specifically address the ethical issues raised by that point and detail what safeguards will be put in place to minimise the potential risks/harm in the relevant section of the application form or in the space provided.			
		Yes	**No**
A	Does the study involve **participants who are particularly vulnerable** or **unable to give informed consent** or **in a dependent position** (e.g. children, your own students, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)?	☐	☒

	If yes, please provide details: Click here to enter text.		
B	Will participants be taking part in the study without their consent or knowledge at the time, or will **deception** of any sort be involved (e.g. covert observation of people in non-public places)? *If yes, please provide details:* Click here to enter text.	☐	☒
C	Is there a risk that the **highly sensitive nature** of the subject might lead to **disclosures** from the participant concerning their involvement in illegal activities or other activities that represent a threat to themselves or others (e.g. sexual activity, drug use, or professional misconduct)? If yes, please provide details: Click here to enter text.	☐	☒
D	Could the study induce **psychological distress or anxiety**, or produce **humiliation**, or **cause harm**, or lead to **negative consequences** beyond the risks encountered in normal life? • *Applicable to studies involving sensitive topics, vulnerable participants as well as studies involving driving experiments, simulators, computational or physiological experiments. For the latter, please detail potential risks associated with any equipment and how these will be monitored and addressed in the space below.* • *Please also consider the risk to individuals if any personally identifiable data collected as part of the study is accidently disclosed. Please see guidance note for more information.* If yes, please provide details: Click here to enter text.	☐	☒
E	Does the study involve **substantial physical exertion**? If yes, please provide details: Click here to enter text.	☐	☒
F	Does the study involve the **administration** of any substance? If yes, please provide details: Click here to enter text.	☐	☒
G	Does the study involve **physically intrusive procedures**, use of **bodily materials** or **human tissue**, or **DNA/RNA analysis**? • *Approval from the University's GMBSC (Genetic Modification and Biosafety Committee) is required before collection or use any of these materials.* If yes, please provide details: Click here to enter text.	☐	☒
H	Is any **reward**, apart from travelling and other expenses, to be given to participants? If yes, please provide details and justification for this, to ensure this is appropriate, and **not** seen as a bribe or to coerce participants into taking part: Click here to enter text.	☐	☒
I	Could the proposal give rise to researchers having any **conflicts of interest**? ***https://warwick.ac.uk/services/finance/resources/regulations/fp1*** • *Consider relationships/previous personal interactions with participating organisations, participants etc.* If yes, please provide details including how this will be managed: Click here to enter text.	☐	☒
J	Will any part of the project be undertaken overseas? If yes, please state which Country/Countries, the locations at which the project will be undertaken, e.g. public place, school, company, hospital, University, researcher's office, including the services of an overseas cloud hosting provider for storage or a market research company etc. and the local permissions in place for this (where required):	☒	☐

	The proposed project will be conducted as online survey, and so the context of the participants, who will be undergraduate or postgraduate young adult students and study in the departments of English language teaching (ELT), linguistics, English literature, and translating and interpreting (English), in Turkey. Please see University Guidance for data processing overseas: ***https://warwick.ac.uk/services/idc/dataprotection/internationaldatatransfers/***		
K	Will the researchers go to any areas where their **safety may be compromised**? If yes, please provide details, including what measures will be put in place to minimise risks and ensure the researcher's safety. A risk assessment should be submitted with the application: Click here to enter text.	☐	☒
L	Will **pregnant women** be participants in the study? • *Please note, while you may not purposefully be recruiting pregnant women to the study, consider if any special measures would need to be put into place or if it is appropriate for these individuals to take part, e.g. safety risks* If yes, please provide details: Click here to enter text.	☐	☒
M	Will the study involve children **under 5 years** old? If yes, please provide details: Click here to enter text.	☐	☒
N	Is the research commissioned by the **military**?* If yes, please provide details: Click here to enter text.	☐	☒
O	Is the research commissioned under an **EU security call**?* If yes, please provide details: Click here to enter text.	☐	☒
P	Does the research involve the acquisition of **security clearances?*** If yes, please provide details: Click here to enter text.	☐	☒
Q	Does the research concern **terrorist or extreme groups**?* If yes, please provide details: Click here to enter text.	☐	☒
R	Does the study involve any additional ethical considerations or risks to participants or the researcher that are not listed above? If yes, please provide details: Click here to enter text.	☐	☒

** Please refer to the University webpages on Prevent Duty*

SECTION 5: STUDY DESIGN, METHODOLOGY & ANALYSIS

5.1 Clearly state the research aim(s) of the project:

To include:

a clear explanation and justification for the research question(s)/aim(s)

The aim of the planned study is to reach the detailed results and data in terms of research questions below. This research will cover three different questions.

1. How ready are young adult learners for online learning in Turkish universities?
2. To what extent does these learners' level of online learning readiness (OLR) affect their foreign language anxiety (FLA) levels?
3. To what extent do these learners' FLA levels affect their online self-regulated learning (OSL) skills and strategies?
4. Are there statistically significant correlations among the FLA, OSL and OLR levels of these learners?

5.2 What are the objective(s) for the project:

Objectives are intermediate steps that will help you to meet your research aim(s)

Firstly, I will apply three different questionnaires online. One of them is related to foreign language classroom anxiety (FLCAS) developed by Horwitz et al. (1986), following this; online self-regulated learning questionnaire (OSLQ; Barnard, Lan & Paton 2010) and lastly online learning readiness scale (OLRS; Hung, Chou, Chen, & Own, 2010) will be carried out. Besides, the researcher inevitably will not have any previous knowledge about these learners' anxiety levels and how much these learners are ready for having online self-regulated learning. After the data are collected, they will be correlated and analysed by using SPSS or other statistic software.

References:

Barnard-Brak, L., Lan, W.Y., & Paton, V.O. (2010). Profiles in self-regulated learning in the online learning environment. *International review of research in open and distance learning, 11* (1), 61-80.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, *70*(2), 129-130.

Hung, M.L., Chou, C., Chen, C.H., & Own, Z.Y. (2010). Learner readiness for online learning: Scale development and student perceptions (rev.). Computer & Education, *55* (3), 1080-1090. doi:10.1016/j.compedu.2010.05.004

5.3 Study design and data collection methods:

To include:

- *a clear description of the study design and data collection methods*
- *a suitable design should reflect the aim(s) of the study*
- *This may include ethnography/observations, interviews, focus groups, questionnaires, document analysis etc.*

- ***Ethnography/Observations****- what/who will be observed, by whom, for how long? What equipment (if any) will be used for recording etc.?*
- ***Interviews****- who is conducting the interviews, how, where and when- by telephone/in person/skype; will they be recorded- how? How long will they last? How will the interview guide be developed? etc. XXX*
- ***Focus groups****- who is leading, how will they be organised, when and where will they take place, how will they be recorded? How long will they last? etc..*
- ***Questionnaires****- who has designed the questionnaire, who will distribute it, how long will it take to complete etc.*
- ***Document analysis****- what documents will be requested, where from, by whom, what permissions are in place for this etc.*
- ***Experimental*** *– what tests/lab work will be undertaken on participants, by whom, is specialist training required before undertaking?*
- ***Secondary analysis of previously collected data****- analysis of data that has been previously collected by a third party for research or other purposes, that is not publicly available e.g. healthcare, student, financial records. Please state whether the data set is identifiable or anonymised.*

In this study, undergraduate and postgraduate students who are young adult between the ages of 18- 30, and study in English language teaching (ELT), linguistics, English literature, and translating and interpreting (English) departments of three different universities will be researched in Turkey. Moreover, the study will be anonymous. I will be conducting three different online questionnaires. All the data will be collected in two or three weeks agreed with the participants. Firstly, Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) will be distributed. It is a five-point Likert scale, and covers 33-items (Appendix 1). Participants can choose a response for each item such us, strongly agree; agree; neither agree nor disagree; disagree, and strongly disagree by giving a score for each item from 5 for strongly agree to 1 for strongly disagree.

Secondly, the Online Self-Regulated Learning Questionnaire (OLSQ; Barnard-Brak, Lan, & Paton, 2010), which is a 24-item scale with a 5- point Likert-type response format (Appendix 3), will be administered following the first research scale.The OSLQ consists of six subscale constructs, including environment structuring, goal setting, time management, help-seeking, task strategies, and self-evaluation. Latent class analyses might be implemented after participant subscale scores from

the OSLQ are obtained. The results of this questionnaire aim to demonstrate the students' self-regulated learning skills and strategies in view of the online learning environment.

Lastly, the Online Learning Readiness Scale (OLRS; Hung, Chou, Chen, & Own, 2010), (Appendix 2) will be needed to indicate how those students are capable of managing their self-directed learning, motivation for learning, computer/Internet self-efficacy, learner control, and online communication self-efficacy. This scale will provide data concerning how students exhibit readiness for online learning.

However, the design of research might always have both the strengths and weaknesses in terms of its research method. From the views around research method, the most apparent benefit of conducting online surveys or questionnaires is that the Internet is a rich domain for conducting survey research, since "large numbers of people hold discussions every little conceivable issue and interest (Wright, 2005)". It also takes advantage of the ability of the Internet to provide access to groups and individuals who would be difficult, if not impossible, to reach through other channels.

The possible disadvantages of online survey or questionnaires might be that there is a tendency of some people to answer an invitation to participate in an online survey. In contrast, others ignore it, leading to a systematic bias, and so having a proposed data from the participations can take time throughout the study. Additionally, people can misrepresent their true feelings about the content of the survey.

References:

Barnard-Brak, L., Lan, W.Y., & Paton, V.O. (2010). Profiles in self-regulated learning in the online learning environment. *International review of research in open and distance learning, 11* (1), 61-80.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, *70*(2), 129-130.

Hung, M.L., Chou, C., Chen, C.H., & Own, Z.Y. (2010). Learner readiness for online learning: Scale development and student perceptions (rev.). Computer & Education, *55* (3), 1080-1090. doi:10.1016/j.compedu.2010.05.004

Wright, K. B. (2005). Researching Internet-based populations: Advantages and disadvantages of online survey research, online questionnaire authoring software packages, and web survey services. *Journal of computer-mediated communication*, *10*(3), JCMC1034. doi.org/10.1111/j.1083-6101. 2005.tb00259.x

5.4 Data Analysis

To include:

- *Specifically, what data sets will be collected (name, date of birth, email address, ethnicity, health status, financial records, IP addresses, etc.)*
- *whether this data will be collected directly from participants (e.g. via questionnaires/interviews) or indirectly, from a third party (previously collected data set) and how i.e. web form, online application, paper form*
- *Detail the analysis methods that will be undertaken e.g. content analysis, framework analysis, interpretative phenomenological analysis etc. and any statistical analyses.*
- *Describe how and by whom any data will be transcribed, coded, de-identified, stored, transferred, accessed, archived*
- *Any software used in the analysis should be specified and detailed how it will be used in the project*

The data will be collected in the form of evaluative scales by myself. For the data from the rating on a Likert scale will be analysed statistically. Kendall correlation or latent class analysis might be used to measure the ordinal association between two measured quantities in this quantitative correlational research. Then, a confirmatory factor analysis (CFA) also might be needed to test whether measures of a construct are noncontradictory with the researcher's understanding of the nature of that construct. Additionally, I can benefit from SPSS for accurate and quicker data analysis to identify a characteristic pattern between specific data variables. Following this, I can also organise these data on Excel.

By the way, the data will be anonymous, and so the name, contact details and cultural background/ethnicity will not be shared with anybody.

SECTION 6: RECRUITMENT

6.1 State the total number of planned participants and the sampling strategy; provide justification for this:

To include:

- *The rationale behind the proposed size of the sample*
- *Will the sample size provide enough data to answer the research question?*
- *If sampling will be continued until saturation is reached, then this should be stated and linked to the research question*
- *Sampling strategy- is this random, snowball, purposive, convenience etc.*
- *What is the rationale for this- it should reflect the methodological framework for the study*

The questionnaires will be administered online to a convenience sampling frame of voluntary young adult undergraduate and postgraduate students, between the ages of 18- 30, enrolled in the departments of English language teaching (ELT), linguistics, English literature, and translating and interpreting (English) at three different universities in Turkey. Participation will be voluntarily and anonymous. It can be interrupted at any point. The questionnaires will be distributed to the departments of the universities via invitation mails (see Appendix 6), and the departments of these universities will send these questionnaires to their students. Questionnaires will be administered to approximately 100-150 students with the help of online surveys, and the answers of them will be kept and saved in my account in Qualtrics or Google Forms.

6.2 Where applicable, state the breakdown of participants by type and number of each type of participant, e.g. children (include age), parents, teachers, health care professionals etc.:

Type of Participant:	**Number:**
Young Adults, undergraduate and postgraduate students	100-150

6.3 Please provide clear inclusion criteria:

Study in English language teaching (ELT), linguistics, English literature, translating and interpreting (English), and educational sciences departments of a university in Turkey

Young adults: ages 18- 30 inclusive

6.4 Please provide clear exclusion criteria:

Enrolled in different programs apart from English language departments

Not involve the ages of 18- 30

6.5 Please detail **how** participants will be recruited to the study:

To include:

- *How participants will be identified/screened and approached; by whom?*

- *Where participants will be recruited from and when?*
- *Detail the source of any personal information that may be used to identify participants. If this information will be accessed by someone outside the team who would have access to this information as part of their day to day role, the reason for this should be explained, and permissions detailed e.g. healthcare, student records etc.*
- *Will any vulnerable groups be recruited?*
- *What materials will be used to recruit participants- please provide copies of posters, leaflets, invitation emails, etc.*
- *Where will the above materials be advertised: list and provide details of locations, websites, social media etc.*
- *Will any recruitment tools be used e.g. SONA- please specify and provide details.*

In this survey will not be a vulnerable group and the questionnaires will be anonymous. That is why; the participants will be recruited via the departments' invitation mails.

SECTION 7: INFORMED CONSENT

7.1 Please detail the process for obtaining informed consent.

*Informed consent **must** be obtained prior to the participant undergoing any research activities that are specifically for the purposes of the study. This should involve discussion with potential participants or their legally acceptable representative; the presentation of written materials e.g. participant information leaflet(s) –PIL(s) and consent form, and the opportunity to ask questions.*

To include:

- *How and when informed consent will be obtained- written, verbal etc. provide details and justification. Justification must also be provided if informed consent will **not** be sought or if consent will be assumed (please note this needs to be appropriate to the study type).*
- *Who will be taking consent? What training has been undertaken for this?*
- *When and how potential participants will be issued with the information leaflet, in what format and how long they will be given to consider taking part?*
- *Does the study involve children- if so, will consent be obtained from parents, if not provide clear justification why not.*
- *Are the informed consent materials appropriate for the target audience- consider age / language / literacy levels / cultures etc.*

The brief information of research will be written in online questionnaires for the participants' consents so that they have an opportunity to be acquainted with the content and take a proper decision before they take part the study. Individuals do not need to ask their parents' approvals because they are expected to be between the age of 18 and 30.

On the other hand, for maintaining the confidentiality of research participants; I will write my own email address, in case participants have any questions and concern about the study. Thus, they can quickly get in contact with me.

7.2 Please detail how participants withdraw from the study if they have requested to do so. Please also describe how participants can withdraw their data from the study after participation (if possible).

The process by which an individual can withdraw their participation from the study without giving a reason or experiencing any detrimental effects e.g. should they not wish to continue with their participation in an interview or focus group.

To include:

- *Consideration for any data already collected up until this point- whether it is possible for this to be removed. E.g. it may not be possible to identify data once submitted for an anonymous survey. This needs to be clear in the participant information leaflet (PIL).*
- *Researchers should specify up to what point participants can withdraw their data from a study and **how** a participant would request this- this also needs be clear in the participant information leaflet (PIL).*
- *Consideration should be given to when data will be anonymised, analysed, published etc. make sure it is possible/feasible for data to be withdrawn if this is being offered to participants. It may be appropriate to provide a time frame for withdrawal.*

Regarding the informing part in the online questionnaires, the individuals will be able to withdraw without giving any reason at any point during the survey by not clicking the checkbox in the questionnaire. The reason for this information before continuing the questionnaire part is to emphasis the situation that once the data analysis starts, it will not be possible to identify participants' contributions because of the anonymous data. In order to use this right, they will be informed about the aim of the research just before the participants start to answer the questions in the survey; thus, they will be able to withdraw at that point if they wish to do so.

SECTION 8: DATA COLLECTION, USE & STORAGE (DPA 2018 & GDPR)

For projects involving processing of personally identifiable data, please map the data flow to indicate the data controller(s) and data processor(s). This can be submitted as a separate document if necessary, please see accompanying guidance note from the Information Data Compliance Team.

8.1 Does the project involve the collection, analysis or storage of **personally identifiable data**?

Yes ☐ No ☒

*'Personal data' is any information relating to an **identified** or identifiable natural person- a 'data subject'.*

*An identifiable natural person is one who can be identified, **directly or indirectly**, in particular by reference to an identifier (such as a name, an identification number, location data, financial data, opinion, an online identifier), or to one or more factors specific to the **physical, physiological, genetic, mental, socio- economic, cultural, race, religion, trade union membership, political beliefs, medical, gender or social identity** of that natural person.*

If yes, please provide details of what will be collected: Click here to enter text.

8.2. Does the project involve the collection, analysis or storage of any **personally identifiable special category data** or **criminal offence data**? **Yes ☐ No ☒**

Special category data includes personal data which is by its nature, particularly sensitive in relation to fundamental rights and freedoms of individuals such as: racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, genetic data, biometric data (for the purpose of identifying a natural person), data concerning health or data concerning a natural person's sex life or sexual orientation. This type of data merits specific protection as the context of its processing. Failure to handle this data correctly could result in significant risks to the fundamental rights and freedoms of the individuals.

If yes, please provide details of what will be collected and for what purpose: Click here to enter text.

What measures are being implemented to reduce or eliminate the risk to these participants' data for the duration of the period that their personal data is collected and stored? Please see accompanying guidance note for more information.

Click here to enter text.

8.3 Does the project involve the collection or analysis of personal data relating to children under 13 or vulnerable groups? **Yes** ☐ **No** ☒

UK law provides that for data protection purposes an individual aged under 13 years old is considered a child. For the purposes of the GDPR, a child is someone aged under 16 years old, although Member States are able to reduce this age. Please consider Member State law as Parental/Guardian consent will be required for a child participating in the research.

If yes, please provide details of what will be collected:

Click here to enter text.

For what purpose do you need to process the children's or vulnerable person's data?

Click here to enter text.

What measures are being implemented to reduce or eliminate the risk to these participants' data for the duration of the period that their personal data is collected and stored?

Click here to enter text.

8.4 Who will have access to the study data?

Include individuals internal and external to the University and what level of access they have to the data e.g. anonymised, pseudonymised, identifiable etc.

Please note you will need to hold a University approved data sharing/processing agreement with each third party (external to the University) with whom data is to be shared.

The data will be protected by myself, and so nobody will access these data apart from me and possibly my supervisor.

8.5 During the project, will data be hosted on any external platforms or use new technology? **Yes** ☒ **No** ☐

e.g. Apps, online survey tools (qualtrics, Bristol online surveys etc.), recruitment tools (Prolific, SONA etc.), cloud hosting tools.

If yes, please provide details of the system(s) and how they operate:

Although not yet certain, one of the survey tools (Qualtrics or Google Forms) will be chosen for the collection of my data depending on the accessibilities of them in Turkey. Firstly, I might distribute my questionnaires through online survey tools such as *Qualtrics*. With the help of this tool, I can analyse responses from one convenient online location after having data from the participants. Besides, over 30 different graph types and export results to CSV or SPSS can be chosen for the analysis. Thus, I can clearly obtain the results from the research questionnaires for findings part in my thesis.

I also might be preferring to use Google Forms, because it is a free online tool and allows me to get unlimited questions and answers whereas other survey tools ask a payment depending on the number of questions and participants. Besides, I can see how the survey will look before sending it over to the participants. Additionally, Google Forms Google forms stores the feedback received so I can analyse it in detail. Adapting this online survey tool, I can easily create statistics and filter the results based on specific responses by exporting the statistics to Excel, Microsoft Word, SPSS, or PDF format. Google forms are seen as a safe survey tool, since their responses are stored in a worksheet that can only be accessed through a Google account login. Besides, the transmission of data uses SSL to encrypt the data during transport but not in storage. In one of the studies, known as 'Administer and collect medical questionnaires with Google documents: a simple, safe, and free system' (Rayhan et al., 2013) questionnaires were distributed via Google forms and Google docs. This study emphasises that "all data entered through this system is maintained in the Google cloud; known to be one of the most secure in the industry" (Rayhan et al., 2013, p.20). Security is provided by SSH login protocol that has bank like encryption and porting techniques during the first login. The conclusion part of this study highlights the reliability and security of the Google platform for further supporting its use in other research.

Reference:

Rayhan, R. U., Zheng, Y., Uddin, E., Timbol, C., Adewuyi, O., & Baraniuk, J. N. (2013). Administer and collect medical questionnaires with Google documents: a simple, safe, and free system. *Applied medical informatics*, *33*(3), 20-21.

Have you contacted Information Security (informationsecurity@warwick.ac.uk) regarding whether these technologies will be required to go through the Information Assurance workbook approval process? https://warwick.ac.uk/services/idc/informationsecurity/faqs/purchasingissues/ **Yes ☐ No ☒**

How and when will the data be deleted and who by?

After the data analysis is completed using some survey tools, I will write them on the report. Lastly, they will be safely deleted by myself within 10 years depending on whether I choose to study further in this field.

8.6 Will any research activities be audio or video recorded? **Yes** ☐ **No** ☒

This needs to be clear in the participant information leaflet and consent form.

If yes, please provide details of what will be recorded, how long it will be kept, how it will be stored securely and how it will be deleted: Click here to enter text.

8.7 Will data be shared with any organisation external to the University for processing? **Yes** ☐ **No** ☒

e.g. external transcription services, external statistics support, archiving etc.

If yes, please provide details of the sharing arrangements: clarify whether the data shared will be identifiable, the external organisation to which it will be sent and what contracts/arrangements are in place to safeguard the data and ensure the data processors/controllers will comply with data protection requirements: Click here to enter text.

8.8 Please detail how, where, in what format and for how long the research data will be stored securely, including on back up storage.

e.g. hard/electronic copies, locked filing cabinets in researcher's office, encrypted files, password protected devices, Warwick servers. Please also consider consent forms here. These should be stored separately to research data.

The research data will be stored and protected in electronic copies via cloud backup (i.e. iCloud, Google Drive) in password-protected encrypted hard drive (H-drive) of the university until the project is completed.

8.9 For this project, will data be processed, (to include the collation, collecting, distributing, sharing, accessing, reviewing, amending, deletion) transferred or stored in any Countries outside UK? **Yes** ☒ **No** ☐

e.g. the use of transcribing service outside the UK , market research company, cloud hosting provider

If yes, please provide details of the country/countries and the collection/transfer/storage arrangements: I will be in Turkey, my home country during the research, and so all the use of possible services will be processed there.

8.10 Describe compliance and proportionality measures in place to satisfy the requirements of the Data Protection Act 2018 and the GDPR.

e.g. how will you ensure: fairness and transparency to research participants, data quality, data minimisation (only collect data which is necessary for the purpose(s) of the study), purpose limitation (no further processing of the data for purposes incompatible to those for which it was collected), de-identification of the data as soon as possible, appropriate technical and organisational measures in place to avoid unauthorised access and accidental loss or damage to data etc. Please see accompanying guidance note from the Information Data Compliance Team to help answer this question.

I will add detailed information in the PIL (see Appendix 5) to allow participants to take informed decision. Then, purpose limitation, data minimisation, and de-identification of the data will be secured by storing personal information which will not be used in the research. When data analysis start, data will be immediately protected with a password so as to prevent accidental loss of the data Backup.

8.11 Is it anticipated that there will be any future use of the data? **Yes** ☒ **No** ☐

If yes, please provide details (if known at this stage). This should be clear in the Participant Information Leaflet and on the consent form if there is potential for future use of this data:

Perhaps, I would like to use the data as the continuity of the research for my PhD study in the future or for the publication in academic or professional journals.

SECTION 9: DISSEMINATION

Please describe the dissemination arrangements for the study:
To include:

- *What will happen to the results at the end of the study*
- *Will this study have any pathways to impact? ('Pathways to Impact' are activities designed to ensure any potential impact is realised, measured and evidenced.)*
- *How and where will the results be reported/published?*
- *Are there any plans to notify/debrief the participants of the outcome of the study, either by provision of the publication, or via a specifically designed newsletter, presentation etc.?*
- *If it is possible for the participant to specifically request results from the researcher when would this information be provided e.g. after the Final Study Report had been compiled or after the results had been published?*

After I have data, they will be analysed statistically in some survey tools such as SPSS etc. and then will be assessed and correlated with specific variables in the project. Then, all data's results will be written in finding section in the dissertation. If the participants have a request for the results of this project, it might be provided after the Final Thesis Report is compiled.

SECTION 11: SUPPORTING DOCUMENTS

HSSREC will need to review **all** participant facing documents associated with this application.

SECTION 10: FURTHER INFORMATION (OPTIONAL)

Please provide any further details/information relevant to this application that may aid the ethical review process.
To include:

- *For complex studies with multiple work packages, collaborators or steering groups, applicants may wish to submit a protocol or supplementary documents in addition to this application form detailing the roles and responsibilities of each party.*
- *Projects that require further approvals e.g. HRA approval for research in the NHS may also wish to submit a protocol for review.*
- *Peer review*
- *Patient and public involvement*
- *Flow diagram*
- *Data management plan*

Click here to enter text.

There may be more than one type of each document for each study, i.e. multiple participant information leaflets if there are different participant groups, or work packages.

Please specify below, which documents have been submitted with this application (where applicable):

☒ Participant information leaflet(s)
☒ Consent form(s)
☐ Poster(s)/advertisement(s)
☒ Invitation email(s)
☒ Questionnaire(s)/Survey question(s)
☐ Interview schedule(s)/topic guide(s)
☐ Data Collection form
☐ Data flow map
☐ Data Management Plan
☐ Risk assessment
☐ Protocol (optional- needs to be consistent with the application)

☐ Other, please specify: Click here to enter text.

SECTION 12. SIGNATURES AND DECLARATIONS

The information in this form together with any accompanying information is complete and correct to the best of my knowledge and belief and I take full responsibility for it.

I undertake to abide by the University of Warwick's Research Code of Practice in undertaking this study.

I understand that HSSREC grants ethical approval for projects, and that the seeking and obtaining of all other necessary approvals and permissions prior to starting the project is my responsibility.

I confirm I am familiar with and will conduct my project in line with the General Data Protection Regulation (GDPR) and Data Protection Act 2018 (DPA 2018), reporting any data breaches to the University's Information and Data Director: DPO@warwick.ac.uk.

I understand that I must not begin research and related projects with human participants, their data or tissue until I have received full approval from the relevant Research Ethics Committee of the University of Warwick.

I understand that any changes that I would like to make to this study after receiving approval from HSSREC, require further review. As such they must be submitted to hssrec@warwick.ac.uk before such changes are implemented.

Signature of Applicant: ECEM VARVIL **Date: 04.06.2020**

Signature of Supervisor (If applicable): Tilly Harrison **Date: 04.06.2020**

Signature of Head of Department: Andrew Davidson **Date: June 21, 2020**

Note. Your electronic submission should contain signatures (electronic signatures will be accepted) of all relevant parties. Applications without the necessary signatures will be returned

Please send an electronic copy of the application to *hssrec@warwick.ac.uk*

If you have not already done so, you are strongly recommended to undertake the Research Integrity Online Training Course. All details relating to this course can be found here.

References (Ethic form):

Adam, N.L., Alzahri, F. B., Cik Soh, S., Abu-Bakar, N., & Mohamad Kamal, N. A. (2017). *Self-regulated learning and online learning: A systematic review*. 5th International Visual Informatics Conference, 143-154. doi: 10.1007/978-3-319-70010-6_14

Barnard-Brak, L., Lan, W.Y., & Paton, V.O. (2010). Profiles in self-regulated learning in the online learning environment. *International review of research in open and distance learning, 11* (1), 61-80.

Gursu, F. (2011). The Turkish equivalence, validity, and reliability study of the foreign language classroom anxiety scale. [A master's thesis, Yeditepe University]. Istanbul, Turkey. 67. Retrieved from: https://toad.halileksi.net/sites/default/files/pdf/yabanci-dil-sinif-ici-kaygi-olcegi-toad.pdf

Hauck, M., & Hurd, S. (2005). Exploring the link between language anxiety and learner self-management in open language learning contexts. *European Journal of Open, Distance and e-Learning, 2.*
Retrieved from: http://oro.open.ac.uk/3542/1/Hurdeurodl.pdf

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, *70*(2), 129-130.

Hung, M.L., Chou, C., Chen, C.H., & Own, Z.Y. (2010). Learner readiness for online learning: Scale development and student perceptions (rev.). Computer & Education, *55* (3), 1080-1090. doi:10.1016/j.compedu.2010.05.004

Ilhan, M., & Cetin, B. (2013). The validity and reliability study of the Turkish version of an online learning readiness scale. *Educational Technology, 3* (2). 100-101. Retrieved from:

https://pdfs.semanticscholar.org/a234/5d36e3642521e6e4af50c0728ed7425517e2.pdf?_ga=2.21338811.1074638072.1591287624-1258428557.1583333978

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Martirossian, A., & Hartoonian, A. (2015). Lowering foreign language anxiety through self-regulated learning strategy use. *English language teaching*, *8* (12), 209-222. doi:10.5539/elt.v8n12p209

Pichette, F. (2009). Second language anxiety and distance language learning. *Foreign Language Annals*, *42*(1), 77-93.

Rayhan, R. U., Zheng, Y., Uddin, E., Timbol, C., Adewuyi, O., & Baraniuk, J. N. (2013). Administer and collect medical questionnaires with Google documents: a simple, safe, and free system. *Applied medical informatics*, *33*(3), 20-21.

Wright, K. B. (2005). Researching Internet-based populations: Advantages and disadvantages of online survey research, online questionnaire authoring software packages, and web survey services. *Journal of computer-mediated communication*, *10*(3), JCMC1034. doi.org/10.1111/j.1083-6101. 2005.tb00259.x

Appendix (F)

Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, & Cope, 1986)

Directions: This section contains items that may reflect your feelings about your English class. Please read each item and indicate whether you (1) strongly agree, (2)agree, (3) neutral, (4) disagree, (5) strongly disagree.

Items
1. I never feel quite sure of myself when I am speaking in English.
2. I don't worry about making mistakes in English class.
3. I tremble when I know that I'm going to be called on in English class.
4. It frightens me when I don't understand what the teacher is saying in English.
5. It wouldn't bother me at all to take more English classes.
6. During English class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at English than I am.
8. I am usually at ease during tests in my English class.
9. I start to panic when I have to speak without preparation in English class.
10. I worry about consequences of failing my English class.
11. I don't understand why some people get so upset over English classes.
12. In English class, I can get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in English class.
14. I would not be nervous speaking English with native speakers.
15. I get upset when I don't understand what the teacher is correcting.
16. Even if I am well prepared for English class, I feel anxious about it.
17. I often feel like not going to my English class.
18. I feel confident when I speak in my English class.
19. I am afraid that my English teacher is ready to correct every mistake I make.
20. I can feel my heart pounding when I am going to be called on in my English class.
21. The more I study for an English test, the more confused I get.
22. I don't feel pressure to prepare very well for English class.
23. I always feel that the other students speak English better than I do.
24. I feel very self-conscious about speaking English in front of other students.
25. English class moves so quickly I worry about getting left behind.
26. I feel more tense and nervous in my English class than in my other classes.
27. I get nervous and confused when I am speaking in my English class.
28. When I am on my way to English class, I feel very sure and relaxed.
29. I get nervous when I don't understand every word the English teacher says.
30. I feel overwhelmed by the number of rules you have to learn to speak English.
31. I am afraid that the other students will laugh at me when I speak English.
32. I would probably feel comfortable around the native speakers of English.
33. I get nervous when the English teacher ask questions which I haven't prepared in advance.

Reference:

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, *70*(2), 129-130.

Appendix (G)

The Turkish version of Foreign Language Anxiety Scale (Gürsu, F., 2011)

YAŞ :					
CİNSİYET :					
DAHA ÖNCE HAZIRLIK OKUDUNUZMU? : EVET HAYIR					
Aşağıda yabancı dil öğreniminde sınıf içi kaygı ile ilgili ifadeler yer almaktadır. Lütfen her bir ifadeyi dikkatlice okuyarak, her bir ifadeye ne derecede katıldığınızı "Kesinlikle katılıyorum"dan, "Kesinlikle katılmıyorum" a uzanan ölçek üzerinde belirtiniz	**KESİNLİKLE KATILIYORUM**	**KATILIYORUM**	**KARARSIZIM**	**KATILMIYORUM**	**KESİNLİKLE KATILMIYORUM**
1. Yabancı dil dersinde konuşurken hiçbir zaman kendimden çok emin olamam.					
2. Yabancı dil dersinde hata yapmaktan endişe etmem.					
3. Yabancı dil dersinde bana söz verileceği zaman heyecandan titrerim.					
4. Öğretmenin yabancı dilde söylediklerini anlayamamak beni korkutur.					
5. Daha fazla yabancı dil dersi almak beni rahatsız etmez.					
6. Yabancı dil dersinde kendimi dersle ilgisi olmayan konuları düşünürken bulurum.					
7. Diğer öğrencilerin dil konusunda benden daha iyi olduklarını düşünürüm.					
8. Dil dersi sınavlarında genellikle rahatımdır.					
9. Dil dersinde hazırlıksız konuşmam gerektiğinde panik olurum.					
10. Yabancı dil derslerinden kaldığım taktirde oluşacak sonuçlar yüzünden endişelenirim.					
11. Yabancı dil derslerinin neden bazı insanların keyfini kaçırdığını anlamıyorum.					
12. Yabancı dil derslerinde o kadar tedirgin olurum ki bildiklerimi de unuturum.					
13. Yabancı dil dersinde sorulara gönüllü olmak beni utandırır.					
14. Ana dili yanacı olanlarla konuşurken tedirgin olmam.					
15. Öğretmenin hangi yanlışı düzelttiğini anlamadığım zaman üzülürüm.					
16. Dil dersine çok iyi hazırlansam bile derste endişelenirim.					
17. Çoğu zaman içimden dil dersine girmek gelmez.					
18. Yabancı dil dersinde konuşurken kendime güvenirim.					
19. Yabancı dil öğretmenimin yaptığım her hatayı düzeltmeye hazır olması beni korkutur.					
20. Dil dersinde bana bir şey sorulacak diye yüreğim ağzıma gelir.					
21. Dil sınavında ne kadar çok çalışırsam o kadar çok kafam karışır.					
22. Dil dersine çok iyi hazırlanmak için üzerimde baskı hissetmem.					
23. Her zaman diğer öğrencilerin yabancı dili benden daha iyi konuştuklarını hissederim.					
24. Diğer öğrencilerin önünde yabancı dille konuşrken utanırım.					
25. Dil dersi öyle hızlı ilerliyor ki geride kalmaktan endişeleniyorum.					
26. Dil dersinde diğer derslere oranla daha gergin ve tedirgin olurum.					
27. Dil dersinde konuşurken tedirgin olurum ve kafam karışır.					
28. Dil dersime girerken, kendimden gayet emin olurum ve rahat hissederim.					
29. Dil öğretmeninin söylediği her sözü anlamadığımda tedirgin olurum.					
30. Yabancı bir dili konuşmak için öğrenilmesi gereken kuralların sayısı beni bunaltır.					
31. Yabancı dilde konuştuğtumda diğer öğrencilerin bana gülmesinden korkarım.					
32. Büyük ihtimalle kendimi, yabancı dili ana dil olarak konuşan insanların yanında daha rahat hissederim.					
33. Dil öğretmeni daha önceden hazırlanmadığım sorular sorduğunda tedirgin olurum.					

Reference:

Gursu, F. (2011). The Turkish equivalence, validity, and reliability study of the foreign language classroom anxiety scale. [A master's thesis, Yeditepe University]. Istanbul, Turkey. 67. Retrieved from: https://toad.halileksi.net/sites/default/files/pdf/yabanci-dil-sinif-ici-kaygi-olcegi-toad.pdf

Appendix (H)

Online Learning Readiness Scale (OLRS) - (Hung, Chou, Chen, & Own, 2010)

Appendix.

ORLS dimensions and items

Item no.	Dimension/items
Computer/Internet self-efficacy	
CIS1	I feel confident in performing the basic functions of Microsoft Office programs (MS Word, MS Excel, and MS PowerPoint).
CIS2	I feel confident in my knowledge and skills of how to manage software for online learning.
CIS3	I feel confident in using the Internet (Google, Yahoo) to find or gather information for online learning.
Self-directed learning	
SDL1	I carry out my own study plan.
SDL2	I seek assistance when facing learning problems.
SDL3	I manage time well.
SDL4	I set up my learning goals
SDL5	I have higher expectations for my learning performance.

(*continued on next page*)

Appendix (*continued*)

Item no.	Dimension/items
Learner control (in an online context)	
LC1	I can direct my own learning progress.
LC2	I am not distracted by other online activities when learning online (instant messages, Internet surfing).
LC3	I repeated the online instructional materials on the basis of my needs.
Motivation for learning (in an online context)	
MFL1	I am open to new ideas.
MFL2	I have motivation to learn.
MFL3	I improve from my mistakes.
MFL4	I like to share my ideas with others.
Online communication self-efficacy	
OCS1	I feel confident in using online tools (email, discussion) to effectively communicate with others.
OCS2	I feel confident in expressing myself (emotions and humor) through text.
OCS3	I feel confident in posting questions in online discussions.

Reference:

Hung, M.L., Chou, C., Chen, C.H., & Own, Z.Y. (2010). Learner readiness for online learning: Scale development and student perceptions (rev.). Computer & Education, *55* (3), 1080-1090. doi:10.1016/j.compedu.2010.05.004

Appendix (I)

The Turkish version of Online Learning Readiness Questionnaire (Ilhan, M., & Çetin, B., 2013)

ÇEVRİMİÇİ ÖĞRENMEYE YÖNELİK HAZIR BULUNUŞLUK ÖLÇEĞİ (TÜRKÇE FORM)

1	Microsoft Office programlarının (MS Word, MS Excel, ve MS PowerPoint) temel fonksiyonlarını kullanma konusunda kendime güvenirim.
2	Çevrimiçi öğrenme yazılımlarının nasıl yönetileceği konusundaki bilgime ve becerime güvenirim.
3	Çevrimiçi öğrenme konusunda bilgi edinmek ya da toplamak amacıyla internet (Google, Yahoo) kullanabilme becerime güvenirim.
4	Kendi çalışma planımı uygularım.
5	Öğrenme problemleriyle karşılaştığımda yardım ararım.
6	Zamanı iyi yönetirim.
7	Öğrenme hedeflerimi belirlerim.
8	Öğrenme performansım ile ilgili yüksek beklentilerim var.
Çevrimiçi Öğrenme Bağlamında	
9	Kendi öğrenme sürecime yön verebilirim.
10	Çevrimiçi eğitim sürecinde, diğer çevrim-içi aktiviteler (chat yapmak, internette sörf yapmak) dikkatimi dağıtmaz.
11	İhtiyaçlarım doğrultusunda çevrimiçi öğrenme materyallerini tekrar gözden geçiririm.
Çevrimiçi Öğrenme Bağlamında	
12	Yeni fikirlere açığımdır.
13	Öğrenme motivasyonuna sahibimdir.
14	Hatalarımdan ders alırım.
15	Fikirlerimi başkalarıyla paylaşmayı severim.
16	Başkalarıyla etkili bir şekilde iletişim kurmak için çevrim-içi araçları (e-mail, sohbet/görüşme gibi) kullanma konusunda kendime güvenirim.
17	Yazışarak kendimi ifade etme (duygularımı ve mizah anlayışımı) konusunda kendime güvenirim.
18	Çevrimiçi tartışmalarda soru yöneltebilme konusunda kendime güvenirim.

Reference:

Ilhan, M., & Cetin, B. (2013). The validity and reliability study of the Turkish version of an online learning readiness scale. *Educational Technology, 3* (2). 100-101. Retrieved from:

https://pdfs.semanticscholar.org/a234/5d36e3642521e6e4af50c0728ed7425517e2.pdf?_ga=2.21338811.1074638072.1591287624-1258428557.1583333978

Appendix (J)

Online Self-regulated learning Questionnaire for the research

(Barnard, Lan & Paton 2010)

Appendix

Item	Subscale
1. I set standards for my assignments in online courses.	Goal Setting
2. I set short-term (daily or weekly) goals as well as long-term goals (monthly or for the semester).	
3. I keep a high standard for my learning in my online courses.	
4. I set goals to help me manage studying time for my online courses.	
5. I don't compromise the quality of my work because it is online.	
6. I choose the location where I study to avoid too much distraction.	Environment Structuring
7. I find a comfortable place to study.	
8. I know where I can study most efficiently for online courses.	
9. I choose a time with few distractions for studying for my online courses.	
10. I try to take more thorough notes for my online courses because notes are even more important for learning online than in a regular classroom.	Task Strategies
11. I read aloud instructional materials posted online to fight against distractions.	
12. I prepare my questions before joining in the chat room and discussion.	
13. I work extra problems in my online courses in addition to the assigned ones to master the course content.	
14. I allocate extra studying time for my online courses because I know it is time-demanding.	Time Management
15. I try to schedule the same time every day or every week to study for my online courses, and I observe the schedule.	
16. Although we don't have to attend daily classes, I still try to distribute my studying time evenly across days.	
17. I find someone who is knowledgeable in course content so that I can consult with him or her when I need help.	Help Seeking
18. I share my problems with my classmates online so we know what we are struggling with and how to solve our problems.	
19. If needed, I try to meet my classmates face-to-face.	
20. I am persistent in getting help from the instructor through e-mail.	
21. I summarize my learning in online courses to examine my understanding of what I have learned.	Self-Evaluation
22. I ask myself a lot of questions about the course material when studying for an online course.	
23. I communicate with my classmates to find out how I am doing in my online classes.	
24. I communicate with my classmates to find out what I am learning that is different from what they are learning.	

Reference:

Barnard-Brak, L., Lan, W.Y., & Paton, V.O. (2010). Profiles in self-regulated learning in the online learning environment. *International review of research in open and distance learning, 11* (1), 61-80.

Appendix (K)

The Turkish version of Online Self-regulated learning Questionnaire (Yildirim, Z. & Kilis, S., 2018)

Appendix

Türkçe Çevrimiçi Öz-Düzenleme Ölçeği

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
Hedef Belirleme					
1. Çevrimiçi derslerdeki ödevlerim için ölçütler belirlerim.					
2. Kısa-vadeli hedeflerin (günlük veya haftalık) yanı sıra uzun vadeli hedefler de (aylık veya dönem/sömestr boyunca) belirlerim.					
3. Çevrimiçi derslerdeki öğrenmem için ölçütlerimi yüksek tutarım.					
4. Çevrimiçi derslerde çalışma zamanımı ayarlamaya yardımcı olması için hedefler belirlerim.					
5. Çevrimiçi olmasından dolayı çalışmamın kalitesinden ödün vermem.					
Çevre Düzenlenmesi					
6. Çalışma ortamımı fazla dikkat dağıtacak şeylerden uzak olacak şekilde seçerim.					
7. Ders çalışmak için rahat bir yer bulurum.					
8. Çevrimiçi dersler için en verimli çalışabileceğim yeri bilirim.					
9. Çevrim içi derslerime çalışmak için dikkat dağıtan şeylerin az olduğu zamanı seçerim.					
Ders Çalışma Stratejileri					
10. Çevrimiçi dersler için daha ayrıntılı notlar tutmaya çalışırım, çünkü ders notları çevrimiçi öğrenmede normal sınıftaki öğrenmeye göre daha önemlidir.					
11. Dikkat dağıtan şeyleri önlemek için çevrimiçi gönderilen öğretim materyallerini yüksek sesle okurum.					
12. Sorularımı, çevrimiçi sohbet odasına ve tartışmaya katılmadan önce hazırlarım.					
13. Ders içeriğini iyice öğrenmek için çevrimiçi derslerde verilen problemlere ek olarak ilave problemlere de çalışırım.					
Zaman Yönetimi					
14. Zaman alıcı olduğunu bildiğim için çevrimiçi derslerime çalışırken fazladan zaman ayırırım.					
15. Çevrim içi derslere çalışmak için her gün veya her hafta aynı zamanı ayarlamaya çalışırım ve bu çizelgeyi uygularım.					
16. Günlük derslere katılım zorunluluğumuz olmamasına rağmen, yine de çalışma sürelerimi günlere eşit olarak bölmeye çalışırım.					
Yardım İsteği					
17. Ders içeriğine hâkim bilgili birini bulurum, böylece yardıma ihtiyacım olduğunda ona danışabilirim.					
18. Sorunlarımı sınıf arkadaşlarımla çevrimiçi olarak paylaşırım, böylece hangi problemlerle uğraştığımızı ve onları nasıl çözeceğimizi biliriz.					
19. Eğer gerekirse sınıf arkadaşlarımla yüz yüze görüşmeye çalışırım.					
20. Dersi veren öğretim elemanından e-posta yoluyla yardım almada ısrarcıyımdır.					
Öz Değerlendirme					
21. Çevrimiçi derslerde ne öğrendiğimi anlamak için öğrendiklerimi özetlerim.					
22. Çevrimiçi bir derse çalışırken, ders içeriği ile ilgili kendime birçok soru sorarım.					
23. Çevrimiçi derslerde nasıl olduğumu anlamak için sınıf arkadaşlarımla konuşurum.					
24. Sınıf arkadaşlarımın öğrendiğinden farklı ne öğrendiğimi anlamak için onlarla konuşurum.					

Reference:

Kilis, S., & Yildirim, Z. (2018). Online self-regulation questionnaire: Validity and reliability study of Turkish translation. *Cukurova University Faculty of Education Journal*, *47*(1). 245. doi: 10.14812/cuefd.298791

Appendix (L)

Informed Consent form

Participation Consent Form (Online Survey)

Name of Researcher:
[ECEM VARVIL - TESOL]

Research Project Title:

You are being invited to participate in a research study titled "The correlation between the young adult learners' foreign language anxiety levels and their online self-regulated learning readiness in Turkish universities". This online survey is being distributed in support of a research project to use it in my master's degree study in Teaching English to Speakers of Other Languages (TESOL) at University of Warwick.

The purpose of this research is shed light on a question concerning whether young adult learners are ready to manage their online learning process and how this situation affects their foreign language anxiety. If you agree to the term and participate in the study, you will be asked to complete an online survey/questionnaire. This survey is estimated to take approximately 10-15 minutes to complete.

Your participation in this research project is completely voluntary. You have the right to withdraw from the research study at any time prior to the completion of the online survey by simply abandoning the survey. You can also ask the researcher any questions you may have about this research study. (See below for person to contact.)

Researcher's e-mail: ecemvarvil@hotmail.com

By clicking "I agree" below you are indicating that you are between the ages of 18 and 30, have read and understood this consent form and agree to participate in this research study.

In any use of your responses, personal names will be anonymised. Thank you in advance for supporting the research.

Participant's Declaration:

I have been given some general information about this project and,

I have read and understood the Information Sheet for the above project.

☐ I agree to take part in the study voluntarily.

Appendix (M)

Participant information sheet

Research Project

[The correlation between the young adult learners' foreign language anxiety levels and their online self-regulated learning readiness in Turkish universities]

Information Sheet for Participants

Researcher: Ecem VARVIL- TESOL
Supervised by: Tilly Harrison

Aims of the Project:

- to identify the correlation between young adult learners' foreign language anxiety levels and their online self-regulated learning readiness in Turkey
- to shed light on a question concerning whether young adult learners are ready to manage their online learning process and how this situation affects their foreign language anxiety

Participation:
I would very much value your participation in this research project as follows:

The research will be anonymous. I will be conducting three different online questionnaires. All the data will be collected in two or three weeks agreed with you. Firstly, Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986). It covers 33-items and you can choose a response for each item such us, strongly agree; agree; neither agree nor disagree; disagree, and strongly disagree by giving a score for each item from 5 for strongly agree to 1 for strongly disagree. Secondly, the Online Self-Regulated Learning Questionnaire (OLSQ), which is a 24-item scale with a 5- point Likert-type response format will be administered following the first research scale. It consists of six subscale constructs, including environment structuring, goal setting, time management, help-seeking, task strategies, and self-evaluation. Lastly, the Online Learning Readiness Scale (OLRS) will be needed to indicate how you are capable of managing your self-directed learning, motivation for learning, computer/Internet self-efficacy, learner control, and online communication self-efficacy. [This survey will last approximately 10 minutes.]

Your participation in this study is entirely voluntary; you may decline to participate from the very beginning or withdraw at any time; your decision to withdraw or not participate will have no negative consequences for you or your organisation.

Benefits:

- the opportunity to reflect on an area of experience relevant to your learning or professional development,

- the opportunity to think critically about your readiness to online self-regulated learning and situations that affect your foreign language anxiety levels.

Confidentiality:

- All names of people, places and organisations represented in this research will be anonymised.
- You will be able to withdraw without giving any reason at any point during the survey by not clicking the checkbox in the questionnaire.
- Records of research data will be stored in a secure location and destroyed within 10 years of completion of the research project, if requested.
- My own email addresses will be given in the questionnaire; in case you have any questions and concern about the study. Thus, you can quickly get in contact with me.

Use of the Data

I would like to use the data as follows:

- for professional seminars and workshops,
- for development of teaching or training materials,
- for publication in academic or professional journals,
- perhaps, for the continuity of the research for my PhD study in the future.

For further information or queries, or for any requests for additional feedback, please contact:

Researcher's name: ECEM VARVIL

Phone number (s): +905413488497 (TR)
+447429 869898 (UK)

E-mail addresses: ecemvarvil@hotmail.com or
Ecem.Varvil@warwick.ac.uk

Appendix (N)

Turkish Universities' e-mail addresses for invitation

Baskent University – The department of English language teaching: ino@baskent.edu.tr
Baskent University – The department of translating and interpreting: mtb@baskent.edu.tr

Marmara University – Faculty of education: aef@marmara.edu.tr
Marmara University - The department of translating and interpreting: fef@marmara.edu.tr

Ege University - Department of English Language and Literature / English Translation and Interpreting Studies: edebiyat@mail.ege.edu.tr