

(2005) model. Data analysis was conducted using descriptive statistics and Chi-square test. According to the results, in Iranian scholars' articles, the most frequent meta-discourse markers used in the introduction and literature review sections of the management articles based on Hyland's model were transitions and evidentials, respectively. In addition, the least frequent meta-discourse markers used in the introduction and literature review sections of the management articles written by Iranian scholars based on Hyland's (2005) model were code glosses. Regarding foreign scholars' articles, transitions were shown to be the most frequent meta-discourse marker used in the introduction section of the management articles based on Hyland's (2005) model. In the literature review section of the articles, the highest frequency was related to evidentials and transitions. It was also revealed that the least frequency was for code glosses in both the introduction and literature sections of the articles by foreign scholars. According to the results obtained from Chi-square test, the observed difference between the frequency of interactive meta-discourse markers used in the introduction and literature review sections of the management articles written by Iranian and foreign scholars based on Hyland's (2005) model was statistically significant.

Foreign Language Anxiety in Virtual Classrooms in Turkey

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This mixed-methods study investigated foreign language anxiety in virtual English as a foreign language (EFL) classrooms in Turkey. The Turkish EFL university learners' anxious feelings in traditional and virtual classrooms were compared. Then, the reasons for their feelings were explored. Data were gathered from 212 online learners via a questionnaire including both open-ended and close-ended questions. A large number of the students felt less stressed in a face-to-face classroom. Comparing doing the activities, a larger number of the respondents felt less stressed to participate in face-to-face classroom language activities than in online classroom activities. Over half of the respondents felt anxious thinking that others might see their home settings or hear the voices in their homes, about being recorded for every activity, and about their physical and mental health due to long-time use of technology. The online classroom setting made a large number of the participants feel more suffocated and isolated. The existence live interactions in face-to-face environments was mentioned as an effective factor. The other reasons included individual differences and preferences, lack of technological knowledge, and the technological infrastructure problem. In terms of the benefits of the online classes, several learners felt comfortable with answering questions while others are not looking at them, and that others do not see their physical appearance. The direct presence of eye contact with the teachers in face-to-face classrooms made above several students more nervous. Some also referred to the Covid-19 pandemic and that it is risky for their health to be in face-to-face classrooms.