**A QUALITATIVE STUDY OF ADULT LEARNERS’ SELF-DIRECTED LEARNING READINESS IN NON-FORMAL ESP ONLINE COURSES: LITHUANIAN STUDENTS’ PERSPECTIVE**

**Laura Kildė**

*Language School ‘The Language Boutique’, Vilnius, Lithuania,* [*laurakilde@hotmail.com*](mailto:laurakilde@hotmail.com)

**Abstract**

**Annotation.** The COVID-19 pandemic has caused major challenges for educational institutions, and one of them was a sudden switch to online learning. Learning online requires certain skills, including learners’ independence and autonomy, which are directly linked with self-directedness. This study aims to explore Lithuanian students’ approaches towards the factors related to self-directed learning readiness. A qualitative approach was adopted in this research. Seven adult respondents participated in structured in-depth interviews, where they answered questions according to the Self-Directed Learning Readiness Scale (Fisher et al., 2001). The findings revealed that despite the fact that adult learners faced some difficulties in setting learning goals by themselves, their approaches showed that they are competent and ready in terms of self-directedness while learning Business English online.

**Keywords**

*Self-Directed Learning Readiness, Self-Directedness, Adult Learners, Online Learning, English for Specific Purposes, Business English*