

Developing Strategic Competence of Third-Age Learners of English through Communication Strategies for Adult Learners in an EFL Context

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Introduction

This action research (AR) project sought to answer one research question. This study examined whether older Japanese adult learners of English would incorporate communication strategies (CSs) into pair talk conversations.

Literature Review

This literature review consists of five sections: (1) Communicative Language Teaching (CLT), (2) Communicative Competence (CC), (3) Communication Strategies (CSs), (4) Interactional Competence (IC), and (5) Third–Age learners (TAL). Each section serves as this action-research projects theoretical background. The first section, CLT, establishes the primary teaching approach employed by the author. The second section, CC, a part of CLT, theorizes that language learning consists of four attributes (grammatical competence, discourse competence, sociolinguistic competence, and strategic competence) which demonstrate a learner’s knowledge of a language. The third section, CSs, a part of CC, is an important competence for language learners. The fourth section, IC, indicates how interaction between language learners contributes to language learning. The fifth section, TAL, details the AR students’ demographic background.

Communicative Language Teaching

CLT is a language teaching approach, variable and customizable for learners and teaching contexts, which emerged in the 1970’s. CLT focuses on: communicative competence; authentic, meaningful use of language; accuracy or fluency of language production; using language in real, unmemorized production; developing learner autonomy; a reduced teaching role for the teacher; and a more active role for students in language learning (Brown & Lee, 2015, pp. 31-32). There are various definitions of CLT. CLT is defined by Lightbown and Spada (2021) as

An approach to L2 teaching based on the premise that successful L2 learning involves not only a knowledge of the structures and forms of a language, but also

the functions and purposes that a language serves in different communicative settings. This approach emphasizes the communication of meaning in interaction rather than the practice and manipulation of grammatical forms in isolation. (p. 235)

Grammar and communication, especially meaningful interaction are significant to language acquisition. Another definition of CLT by Brown (2014), “an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for real-world, meaningful purposes” (p. 369). This definition expands on uses of communication through instruction. In the classroom, learning should focus on student interaction, rather than the teacher. A third definition details the importance of negotiation in language interaction. According to Savignon (1997), “Communication is the expression, interpretation, and negotiation of meaning; and communicative competence is always context specific, requiring the simultaneous, integrated use of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence” (p. 225). CLT consists of knowing language, using it for communication in meaningful settings, and negotiating in a language. These three definitions show that real, unrehearsed, meaningful, and interactive communication are central for language development.

Communicative Competence

Communicative Competence, is a part of CLT and consists of four related sections: grammatical competence, discourse competence, sociolinguistic competence (later sociocultural competence), and strategic competence. Grammatical competence is knowledge of language grammar. Discourse competence is understanding complete works in a language, such as books and conversations. Sociolinguistic competence is understanding social rules in a language. Sociolinguistic competence was later changed to sociocultural competence, reflecting changes in CLT that culture and language are connected (Savignon, 2005). Strategic competence is being able to continue communication without a complete understanding of a language. Sandra Savignon (1997) proposed an inverted pyramid to show the “possible relationship between grammatical competence, sociolinguistic competence, discourse competence, and strategic competence as overall communicative competence increases” (p. 49). The inverted pyramid shows that while all four components of communicative competence are essential, strategic and sociolinguistic competences are paramount at the beginning stages of learning. Sociolinguistic

competence is necessary from the beginning and increases in importance as communicative competence increases. Strategic competence is the most important competence in early language learning and is present throughout the inverted pyramid, though its importance later is diminished.

Strategic Competence

One of the four communicative competences, Strategic competence is present throughout communicative competence development and is especially important at the early stages of language learning. Savignon (1997) wrote that no one knows all of a language, is the ideal speaker, or can use language perfectly (p. 44). We are all deficient in some way and make use of language however we can to further communication. Strategic competence is used when there is a communication breakdown such as when a speaker does not know or cannot recall a word, when misunderstanding takes place, and attempts are made to continue communication through a variety of methods. According to Savignon (1997), “Adult native speakers routinely cope with a factors that, if not taken into account, can result in communication failure” (p. 45). Strategic competence is not only a significant part of communicative competence and language learning, but also necessary for all language speakers. Joseph Wood (2009), discussing Communication Strategies (CSs) a part of strategic competence, wrote, “Native speakers of every language use CSs, but may not realize it nor take the time to notice the benefits CSs bring to overall communication” (p. 475). Strategic competence, the most important competence for beginning language learners, exists throughout communicative competence development and is used by first language speakers.

Interactional Competence

Interactional competence(IC) focuses on social interaction. IC was first introduced by Kramersch (1986) as cited in (Misaka, 2023, p. 44) as a counter to language teaching which focused on accuracy. IC was proposed by Celce-Murcia’s as a revision for CC (Wong & Waring, 2021, p. 8). While CC addresses language that an individual knows, IC considers how individuals construct language together. IC has been defined in various ways. “Interactional competence is the ability to implement the various practices such as doing turn-taking or dealing with problems of understanding in interaction” (Wong & Waring, 2021, p. 8). Language learners navigate, and demonstrate knowledge and understanding of IC through interaction: using verbal,

non-verbal, and gestures while listening or speaking during conversation. Young (2008) as cited in (Barraja-Rohan, 2011, p. 484) states that IC is “a relationship between the participant’s employment of linguistic and interactional resources and the contexts in which they are employed; the resources that interactional competence highlights are those of identity, language and interactions.” People use the linguistic tools they have when interacting with each other. Kasper (2006), as cited in (Barraja-Rohan, 2011, p. 485) added adult speakers make use of their first language (L1) IC when interacting in English (L2). The first language contributes to language learners conversations in English. Of greatest importance to this study is the definition of IC by Young. Young (2011), identified four aspects of IC: (1) It can be observed or its absence noted in conversation, (2) interactors notice and react to what their speaking partner(s) say and how it is said, (3) IC is how interactors in conversation create the discussion together rather than relying on individual knowledge causing IC to change according to the conversation and individuals involved, and (4) IC is not constrained to a single conversation or interaction but includes other aspects individuals employ in conversation such as their social background, identity, history, and anything else which might contribute to the conversation (pp. 426-428). IC is a competence that changes from individual to individual as well as from conversation to conversation. IC includes how individuals interact (or fail to interact), how they modify their behavior with partners, how they co-construct conversation, and how personal background influences interaction.

Third-Age learners

TALs are older individuals who study a language. Life is separated into three stages: stage 1 is youth when an individual relies on adults, is immature, and is a learner, stage 2 is adulthood when an individual has responsibilities, is contributing to society, and is working, stage 3 is retirement (Matsumoto, 2019, p. 111). There are different definitions of TALs but generally they are retired and/or over the age of 65. TALs “are often defined as healthy retirees, often 65 years or older, interested in continuing to learn” (Gabryś-Barker, 2017) as cited in (Misaka, 2023, p. 45). TALs can vary in age and work status. According to Pfenninger and Polz, “...foreign language learning in older adults brings cognitive, linguistic as well as socio-affective benefits” as cited in (Kacetyl, J.; Klímová, B., 2021, p. 2). TALs learn English for a variety of reasons: personal enrichment, to travel, to prevent cognitive decline, maintain social interaction,

and other reasons. TALs also tend to be intrinsically motivated (Kacetyl, J.; Klímová, B., 2021, p. 6). This can be beneficial as TALs are choosing to learn English, unlike many younger learners.

Research Issues and Research Questions

Teaching Context

Level: Adult learners of English

Class size: 10 (6 research participants)

Time: 60 minutes, up to four Saturday mornings a month.

Textbook: *Conversation Strategies*

The current situation: Lessons are held at a community center outside of Nagoya, Saturday mornings. This is a student-run English conversation group (*eikaiwa*) and students are retirees (third-age learners') or close to retirement age. There are three classes, each 60 minutes long. There is a beginner class, an intermediate class, and an advanced class. According to complex dynamics systems theory (CDST), the classes are complex and unpredictable. Lessons, and students, are casual. They generally do not prepare for lessons, do assigned homework, or other classroom work outside of the lesson. Attendance is unpredictable and lesson planning is challenging. No students attend all classes and some students rarely attend. Most students attended between 75% and 50% of lessons in 2025. New students sometimes join during the year and regular students sometimes quit, move, change classes, or leave for other reasons. Learning is emergent. Many students have attended English lesson for years and there is no time limit. I chose to do AR with the intermediate class as that class has a, relatively, large number of students who consistently attend class.

I started teaching the students, occasionally in 2016, covering for other teachers. I became the main teacher in 2021. We originally mixed free talk with the textbook, *Interchange*. Lessons were teacher fronted. Since starting at Nagoya University of Foreign Studies, I have increased student talking time and introduced CSs through the textbook *Conversation Strategies*. Students can choose the class they want to attend and, therefore, individual communicative competencies vary greatly. Some students talk for extended periods and others for short periods or very little. I

have noticed that when students talk they do not use CSs, naturally, or those introduced in the textbook.

AR Teaching Goal

My AR goal is that students will be able to use some CSs by the end of the school year (March, 2026). Explanation: The students have no observable difficulty talking with each other but could use appropriate communication strategies to extend/improve their pair/group talk. I believe that students will benefit from communication strategies to overcome difficulties in conversation and to continue talking in English.

Research Question

(1) What impact, if any, does the learning of communication strategies have on third-age learners' interactional competence in pair talk?

Method

Purpose of the Study

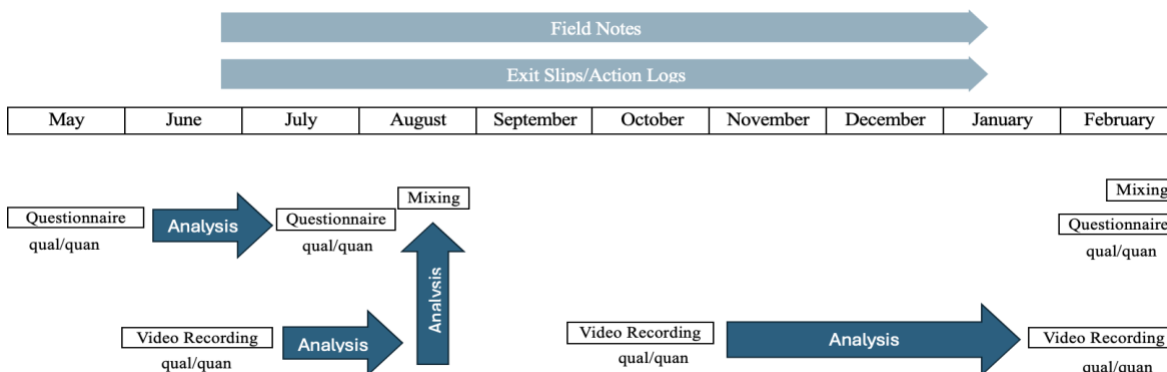
This study was to explore the impact of teaching CLT, especially the introduction of CSs to TALs. The objective was to check if TALs integrated CSs into their English speaking conversations in the class.

Research Design

A mixed-methods approach and triangulation were employed to answer the research. Data was collected through a questionnaire, exit slips, class audio recordings, field notes, and video recordings.

Figure 1

Research Design Map



Participants

The number of students in the AR class fluctuated during research. There were ten students in the AR class in June, 2025 and nine in March, 2026. Of the original ten, one student quit, one moved to another class, two students rarely attended. Furthermore, two students joined during the research. Currently there are eight students, all female. Six of the students participated in more than one video recorded conversation and will be included in this study. Not all students are TALs. Some students are retired and others are close in age. Some students have attended lessons for years and some for months. Students attend lessons for as long as they choose. Students vary in their reasons for studying English. Students are not studying English for exams, but to travel, interact with English speaking people, to prevent dementia, or for other reasons. Data collection was challenging. Not all students responded to questionnaires or exit slips. Usually some students responded and sometimes none responded. Not all students attended all lessons. No student attends every class. Few students provided pair talk videos for all three performance tests. Some students participated in one or two videos. One student was not present for any.

Students are talkative, frequently using their L1 (Japanese) in English conversation. Timed conversation is challenging as students frequently do not stop talking. Students rarely use CSs when talking. Typically higher proficiency students use some variety of CSs. Instead, students frequently use Japanese backchannels, *aizuchi*, when talking (Ike, 2010). This led to a change in textbooks to one focused on practicing communication strategies, *Conversation Strategies*.

Table 1

AR Student Demographics

Name: (Pseudonym)	Age	Years at School	2025 Attendance rate	English Proficiency
Natsumi	TAL	many	75%	High
Shimizu	TAL	many	75%	Low-Mid
Michika	TAL	many	50%	Mid
Konatsu	TAL	many	30%	High
Yoshino	Near TAL	summer 2025	80%*	Low
Yoshiko	TAL	summer 2024	65%	Low

*percentage of attended lessons after joining class.

Materials and Procedures

This AR used a variety of tools to collect data: questionnaires, exit slips, class audio recordings, field notes, and video recordings. Questionnaires and exit slips were collected to assess student attitude regarding CSs. Class audio recordings and field notes were used as observations of the classroom by the researcher. Video recordings were used to measure how students communicated in English.

Questionnaire

A pre-/post questionnaire was given to students in March 2026, at the end of the course. A questionnaire had been given at the beginning, but data was deemed inappropriate to answer research questions. The questionnaire was given to students in paper format with a QR code link to a Google Form of the same questionnaire students could complete. The pre-/post questionnaire addressed whether students used the following CSs: rejoinders, follow up questions, and shadowing in June 2025 and March 2026.

Exit Slips

Once a month, at the end of a lesson, students were asked to fill out exit slips, on Google Forms. The exit slips evolved during the study. Initially action logs were used with students,

however the researcher could not find a practical way to exchange reflections with learners, so digital exit slips were used.

Procedure

The researcher identified three distinctive phases of teaching during the research. Each phase saw teaching evolve to the current methodology. These phases can be identified as (1) trial and error, (2) adjustment, and (3) maturation. Phase 1 can be considered trial and error as the researcher sought to determine and establish teaching and research parameters. The researcher created an initial questionnaire, action log slips, and did a video recording test to collect data. Unfortunately, much of the data, except for video recordings, are considered unusable as they do not address the research question. The researcher also used the textbook *Conversation Strategies* as the basis for checking CSs use. Students used warm-up topics, or free conversation, for the initial video recordings.

Table 2

AR phases

Phase	Time period	Characteristic	New tool(s)
(1) Trial and error	Summer 2025	<ul style="list-style-type: none"> • Establish AR • Used <i>Conversation Strategies</i> textbook 	<ul style="list-style-type: none"> • Initial Questionnaire (Google Forms) • Exit Slips (Google Forms) • Video recording (student smartphones) • Field notes • Lesson audio recordings
(2) Adjustment	September – December 2025	<ul style="list-style-type: none"> • Discussion topics • Newsletters • Stopped using textbook 	<ul style="list-style-type: none"> • Video Recordings (Teacher) • Transcripts (Teacher) • QR codes • Recursion
(3) Maturation	January – March 2026	<ul style="list-style-type: none"> • Routine establishment • Shadowing exercise 	<ul style="list-style-type: none"> • Padlet

Phase 2 started after the mid-year report and receiving advice from supervisors. The researcher was advised to focus on three CSs: rejoinders, follow up questions, and shadowing. Furthermore, the researcher was recommended to use topics for pair discussion instead of free conversation for video recording. The researcher chose to use discussion topics from a university textbook, *Impact Issues*. Each unit of the textbook has three keywords. The researcher also decided to make the material for all classes rather than just for the AR class. This allowed the researcher to economize material preparation, lesson planning, and to support learning between students of different competencies. Students were given the option to choose one of the three keywords from an exit slip to discuss the next month. This supported learner involvement in creating class material. The researcher then made a handout and, later, video with transcript to scaffold learning. The video and transcript were made by the researcher and colleagues and inspired by another university textbook series, *Tools for Increasing Proficiency in Speaking (TIPS)* by Duane Kindt. The videos were uploaded to YouTube. Handouts and transcripts included QR codes for students to access material (videos, transcripts, and exit slips). The videos and transcript's purpose were to provide a model dialog to students, highlighted CSs use, and allowed students to study material outside the lesson, supporting learner autonomy. Students could study the material after class, allowing limited class time to be used for other activities. Unpredictable attendance issues could be overcome as students who did not attend a discussion topic lesson could still learn from online material. The researcher made the handouts available as digital PDF's and QR codes to YouTube videos allow students to study anytime.

The researcher also made newsletters for all classes. The purpose of the newsletter, much like discussion topics, was to give students more opportunities to participate in creating class material. CSs were also included in some newsletters as a part of model dialogs and/or conversation strategy tips. Newsletters were distributed in class, students were given a few minutes to quietly read, discuss the newsletter with a partner, and then discuss as a class.

Recursion was introduced during phase 2 and implemented, where practical, in lessons, especially during warm-up. The first, class activity is warm-up. Students talk in pairs, or groups of three, about any topic they like for five to six minutes. This allowed students to adjust to talking in English while enjoying a light discussion. Recursion was added to help students develop fluency. After an initial discussion. Any student questions from the warm-up were

discussed. Students then changed partners and were encouraged to talk about the same topic and reminded to use CSs (rejoinders, follow up questions, shadowing). This was again repeated one more time so that students could talk about the same topic three times with three different partners.

Figure 1

Recursive lesson warm-up

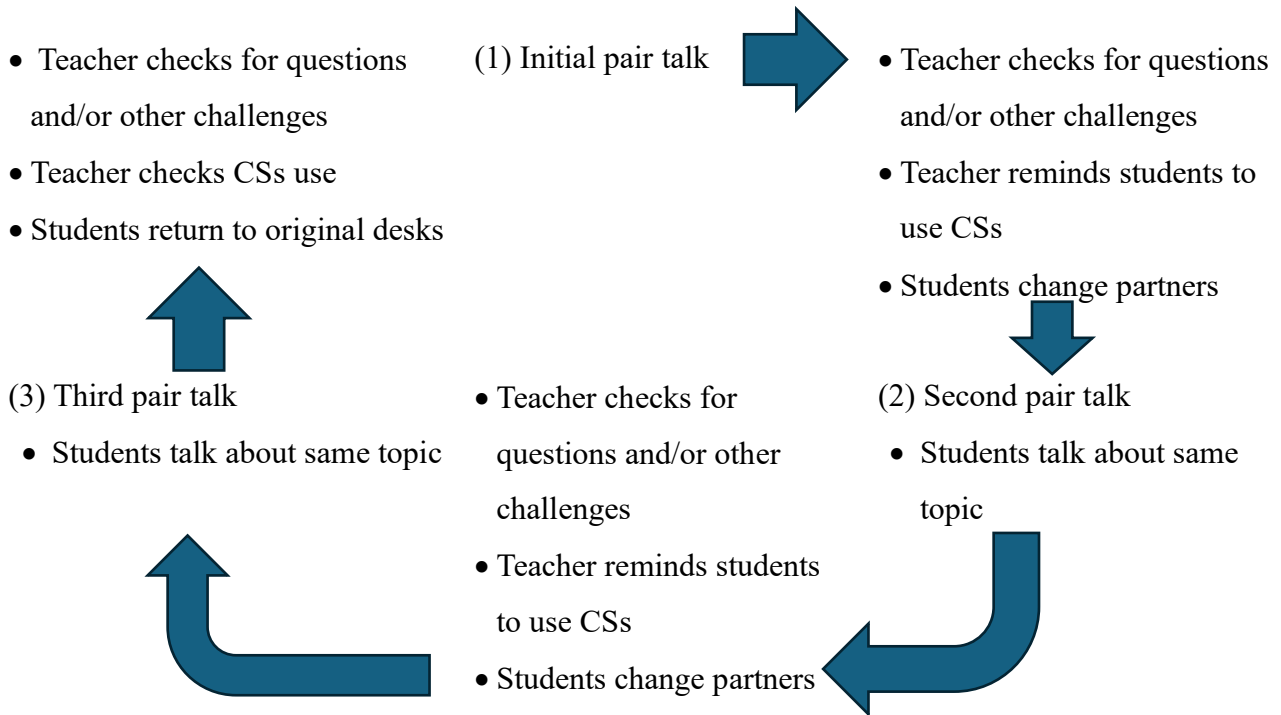


Table 3*Lesson Plan Schedule Summer 2025 – March, 2026*

Date	Topic	Target	Description
Summer 2025	Free Talk	CSs from <i>Conversation Strategies</i>	Students talked in pairs three times, video recording third conversation
September 2025	Appearance (<i>Impact Issues</i>)	Introduce discussion topics Review: rejoinders Review: Follow up Questions	Students talked about appearance
October 2025	“Three things about me” (<i>TIPs</i>)	Introduce conversation cards	Students talked in pairs three times, video recording third conversation
November 2025	Finding the Right Word (<i>Conversation Strategies</i>)	Shadowing Finding the Right Word	Students practiced finding the right word
December 2025	Peer Pressure (<i>Impact Issues</i>)	Rejoinders, Follow up Questions, Shadowing	Class discussion, Group Interview
January 2026	Modern Life (<i>Impact Issues</i>)	Conversational Shadowing	Students practiced Shadowing
February 2026	“Three things I did this morning”	Complete Shadowing	Students talked in pairs three times, video recording third conversation
March 2026	Addiction (<i>Impact Issues</i>)	Selective Shadowing	Students talked in pairs about smartphone use

Phase 3 emerged from changes in phase 2. Discussion topics and newsletters were continuously adjusted. Irregular attendance created the need for discussion topics to be completed within one to two lessons. An article written by Tim Murphey provided a practical CSs exercise for students to practice conversational shadowing (Murphey, 2001). Newsletters,

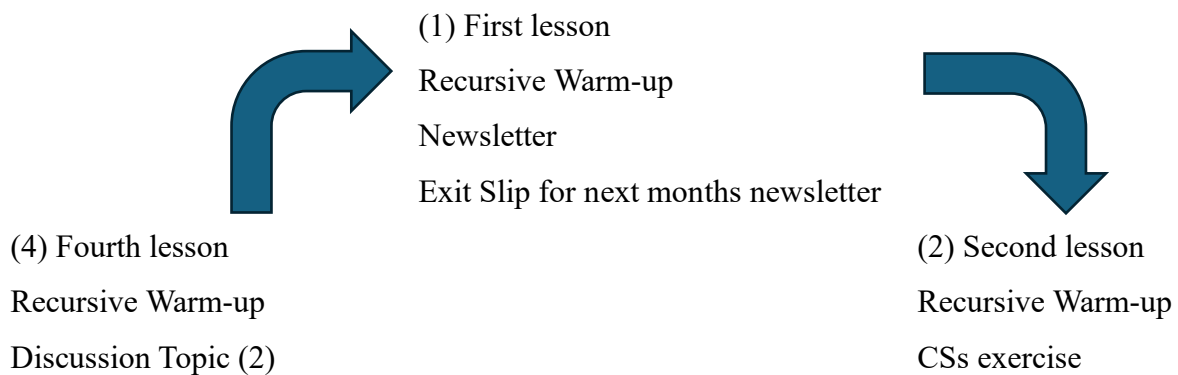
discussion topics, and CSs exercises were formalized into monthly events. Padlet, an online digital bulletin board was started for all students by the researcher. Padlet allows the researcher to share a variety of material (newsletters, audio, video, news articles) that students can access. Padlet can also, potentially, promote student interaction between classes and further support learner autonomy. Students can also post material on Padlet, although almost no students chose to do so.

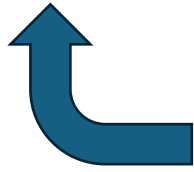
Tim Murphey’s conversational shadowing article (2001) and accompanying YouTube video (NFLRChawaii, 2014) provided a practical exercise for students to try shadowing (complete, selective, and interactive). This was done in January (all three), in February (complete), and March (selective). Unfortunately, interactive conversational shadowing was not done due to time constraints but could be especially useful as it incorporates follow-up questions. Students responded positively to the short, simple exercise and commented that it was challenging but enjoyable. The researcher plans to create similar exercises for other CSs in the future.

Phase 3 is when all the changes made since June (exit slips, newsletters, recursion, discussion questions, Padlet, shadowing exercises, etc.) matured into their current form. Although likely that lessons will continue to evolve, the final AR structure emerged in March 2026.

Figure 2

Final Monthly AR lesson Structure, March 2026





(3) Third lesson
Recursive Warm-up
Discussion Topic (1)



Table 4

Example Final monthly lesson plan

Lesson	Activity	Time*	Details () = time in minutes
Week 1	Recursive Warm-up	30 min	(5) Administration (5)x3 Recursive pair talk (5)x2 Q&A with teacher
	Newsletter (handout)	15-25 min	(5-10) Student reading/video (5) pair discussion (5) class discussion (5) lesson wrap up
Week 2	Recursive Warm-up	30 min	(5) Administration (5)x3 Recursive pair talk (5)x2 Q&A with teacher
	CSs exercise	30 min	(5-10) Video / Transcript (5-10) Pair Discussion (5) Class Discussion (5) lesson wrap up
Week 3	Recursive Warm-up	30 min	(5) Administration (5)x3 Recursive pair talk (5)x2 Q&A with teacher
	Discussion Topic (1)	30 min	(5-10) Video / Transcript (5-10) Pair Discussion (5) Class Discussion (5) lesson wrap up
Week 4	Recursive Warm-up	30 min	(5) Administration (5)x3 Recursive pair talk (5)x2 Q&A with teacher

Discussion Topic (2)	30 min	(5-10) Video / Transcript (5-10) Pair Discussion (5) Class Discussion (5) lesson wrap up
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*Times are rough estimates due to the unpredictability of classes

Analysis

Triangulation Analysis. To measure changes in IC through learning CSs, data from pre-/post questionnaire will be analyzed, student use of CSs (rejoinders, follow up questions, and shadowing) will be quantified through video recording analysis, and researcher observation (field notes, class audio recordings) and miscellaneous student responses (exit slips) will be included. The pre-post questionnaire was created to gather student attitudes towards CSs: (1) student self-reported use of CSs in June, 2025 and February 2026, (2) whether students consider CSs to be helpful for English conversation, (3) whether students thought recursion was helpful for English conversation, (4) whether video recording was helpful to talk in English, and (5) what, if anything, helped students to talk in English since June 2025. Due to time constraints, the questionnaire was not piloted.

Video recordings were done at three time periods (May/June 2025, October 2025, and February 2026). Video recordings were challenging due to unpredictable student attendance, changes in enrollment, and some perceived hesitancy from students to participate. To address student attendance, video recordings were done over multiple classes to ensure as many students as possible could participate. Student class enrollment changed during the year with students moving, quitting/not attending, joining throughout the research period. As not all students were present for all video recordings, those that participated in two or more video recordings were included in analysis. Students recorded five minute conversations using personal smartphones, then, sent the videos to the researcher. The researcher transcribed the videos, following conversation analysis style detailed transcription conventions by Dr. Kindt. Student use of CSs (rejoinders, follow up questions, and shadowing) will be analyzed and quantified. The researcher was unable to make all transcriptions uniform due to time constraints.

Results

Pre-/Post Questionnaire – February 2026

The pre-/post questionnaire was designed for students to reflect on their perceived usage of usage of CSs at the beginning of research and at the end. Items included CSs, recursion and video recording. A Likert scale was used to generate quantitative data and open ended follow up questions to gather qualitative data. The questionnaire was not piloted due to time constraints.

Questionnaire items:

- (1) June 2025 - I use rejoinders during pair conversation.
- (2) February 2026 - I use rejoinders during pair conversation.
- (3) June 2025 – I use follow up questions during pair conversation.
- (4) February 2026 - I use follow up questions during pair conversation.
- (5) June 2025 – I use shadowing during pair conversation.
- (6) February 2026 – I use shadowing during pair conversation.
- (7) Rejoinders help me to talk in English.
- (8) Follow up questions help me to talk in English.
- (9) Shadowing helps me to talk in English.
- (10) Talking about the same topic thre times (recursion) helps me to talk in English.
- (11) Video recording conversations help me to talk in English.

Table 5

Pre-/post questionnaire quantitative results

Questionnaire topic	Item	Natsumi	Shimizu	Michika	Konatsu	Yoshino*	Yoshiko
Rejoinders	(1) June	4	3	2		4	
	(2) February	4	2	2		2	
Follow-up Questions	(3) June	4	3	4		4	
	(4) February	4	2	4		2	
Shadowing	(5) June	4	4	4		5	

	(6) February	3	2	4	3
Rejoinders	(7)	2	2	1	2
Follow-up Questions	(8)	1	1	1	1
Shadowing	(9)	2	1	No Answer	2
Recursion	(10)	2	2	1	1
Video Recording	(11)	2	3	1	2

*Joined summer, 2025

Items (1) – (6) 5 point Likert scale (1=Always, 2=Usually, 3=Sometimes, 4=Seldom, 5=Never)

Items (7) – (11) 6 point Likert scale (1=Strongly Agree, 2=Agree, 3=Slightly Agree, 4=Slightly Disagree, 5=Disagree, 6=Strongly Disagree)

- Items 1 – 6 Some students (lower proficiency) reported an increase in CSs usage (rejoinders, follow up questions, shadowing, other students (mid-high proficiency) indicated none to little change.
- Item 7 Most students agreed that rejoinders helped them to talk in English.
- Item 8 All students strongly agreed that follow up questions helped them to talk in English.
- Item 9 Most students strongly agreed or agreed that shadowing helped them to talk in English.
- Item 10 All students strongly agreed or agreed that talking about the same topic three times helped them to talk in English.
- Item 11 Half of students agreed that video recording helped them to talk in English, one student strongly agreed and another slightly agreed.

Pre-/post questionnaire qualitative results

(1) February 2026 - I use rejoinders during pair conversation. Why do you think so?

- Shimizu – **I can understand each other.**
- Michika - It was interested in the story for me.

- Natsumi – *Many people are nodding.* (Translated using Google Translate)
- (2) **February 2026** - I use follow up questions during pair conversation. Why do you think so?
- Shimizu - **We can keep the conversation going.**
 - Natsumi – *I can't ask questions.*
- (3) **February 2026** - I use shadowing during pair conversation. Why do you think so?
- Shimizu - **I've become able to use it naturally.**
 - Natsumi – *To ask back.*
- (4) Rejoinders help me to talk in English. Why do you think so?
- Yoshino – **The conversation will go smoothly.**
 - Shimizu - The conversation is getting lively.
 - Michika - It's easy and comfortable to speak English for me when I get rejoinders.
 - Natsumi - ***Because I want to express my impressions and surprises about what the other person said.***
- (5) Follow up questions help me to talk in English. Why do you think so?
- Yoshino - **The conversation lasts for a long time and we can listen to the content in more detail.**
 - Shimizu - It will provide more detailed information.
 - Michika - I can understand the other person's interest.
 - Natsumi - *I'm interested in the other person's story. I want them to know that I'm listening properly.*
- (6) Shadowing helps me to talk in English.
- Yoshino - **I can learn the pronunciation of words I don't understand.**
 - Shimizu - **I was able to confirm what I had heard.**
 - Natsumi - ***To make sure that what the other person said is heard correctly.***
- (7) Talking about the same topic three times (recursion) helped me to talk in English.
- Yoshino - **Talking about the same topic several times helps me become more confident and speak more easily.**
 - Shimizu - I was able to speak in detail and accurately by repeating myself.
 - Natsumi - *Because I think I'll get better at talking.*

(8) Video recording conversations helped me to talk in English. Why do you think so?

- Yoshino - **You can look at your English objectively.**
- Shimizu - I got nervous.
- Machika - I'll be good at talking with English.
- Natsumi - *Because I think I'll get better at talking.*

(9) What, if anything, helped you to talk with your partner in English since June 2025?

- Yoshino - **Before, it was really hard for me to speak, and I couldn't find the right words. Listening to other people's responses and questions helped me learn how to reply and give reactions.**
- Shimizu - I really enjoyed our conversation.
- Machika - Using gesture and seeing pictures.
- Natsumi - *I realized the importance of shadowing and follow-up questions.*

(10) Final comments/Questions for Erik's research.

- Shimizu - **Conversation strategies are effective for talking.**
- Machika - I'm very sorry that I was sometimes absent in your classes so I couldn't increase my English skills. But it's important for me not to stop lessons. Thank you for good opportunity to get familiar with English.

Video Recordings – (1) May/June 2025, (2) October 2025, (3) February 2026

Table 6

Students usage of CSs

Student	Natsumi	Shimizu	Michika	Konatsu	Yoshino*	Yoshiko
Proficiency	High	Low-Mid	Mid	High	Low	Low
(1) May/June 2025						
Rejoinders	3	4	2	19	3	5
Follow up questions	0	0	0	0	1	0
Shadowing	1	0	4	0	3	9
(2) October 2025						
Rejoinders	9	2	1		7	

Follow up questions	3	0	0		1	
Shadowing	9	6	3		7	
(3) February 2026						
Rejoinders	1	6	1	7	9	6
Follow up questions	1	3	0	0	0	0
Shadowing	1	10	10	3	3	5

Discussion

The research question asked, “What impact, if any, does the learning of communication strategies have on third-age learners’ interactional competence in pair talk?” The pre-/post questionnaire results show that students reported using CSs more in March than in June. Students also indicated a positive attitude towards CSs. Video recordings, however, reveal that student usage of CSs varied by student and video recording date. There was no evidence that students used more CSs in March 2026, than in June 2025. In regard to the research question, the learning of CSs does not seem to have an impact on learners interactional competence for all learners. This study counted student use of CSs, however, not developmental sequences, necessary for measuring IC.

(1) Natsumi – A long term, high proficiency student. Natsumi attended 75% of lessons. She indicated a slight increase in her usage of shadowing during the research time period. Natsumi agreed or strongly agreed that rejoinders, follow-up questions, and shadowing helped her to talk in English. Natsumi wrote that rejoinders helped her to talk in English. “*Because I want to express my impressions and surprises about what the other person said.*” Natsumi did not display an increase in CSs use but she did vary her usage depending on who she talked with. In the first video recording with the researcher, she was the primary storyteller, and had little need to use CSs. In the second recording with Yoshino, who was the primary storyteller, Natsumi used a large number and variety of CSs, often scaffolding Yoshino during the conversation. In the third video recording with Michika, who was the primary storyteller, CSs were seldom used, instead both long-term students made extensive use of *aizuchi*, backchanneling, Natsumi, did not display any change in

her interactional competence, rather she revealed an already high level as she changed her interaction with each partner and scaffolded interaction with a lower proficiency student.

- (2) **Shimizu** – A long term, low-mid proficiency student. Shimizu attended 75% of classes. She indicated on the questionnaire an increase in CSs usage during the research period. Shimizu strongly agreed or agreed that CSs helped her to talk in English. She also wrote positively that she used CSs: “I’ve become able to use it (shadowing) naturally.” Shimizu used more CSs during the three video recordings. She used four rejoinders during the first recording, shadowed several times the second recording, and used all CSs during the final recording. Although Shimizu spoke with different partners for the three recordings, her increased usage of CSs suggest an increase in her IC.
- (3) **Michika** – A long term, mid proficiency student, attended 50% of classes. Michika did not indicate any change in CSs usage but did check strongly agree for both rejoinders and follow-up questions as helping her to talk in English. Michika’s comments were positive towards CSs: “It’s easy and comfortable to speak English for me when I get rejoinders.” Michika did not show an increase in using rejoinders or follow-up questions during video recordings. She was the primary story teller in all three video recordings. In the final recording, however, Michika did shadow her partner Natsumi ten times, much more than previous recordings. This contrasts with her selection that she seldom uses shadowing. Michika used shadowing more than other participants except for Shimizu. This suggests an increase in IC.
- (4) **Konatsu** - A long term, high proficiency student. Konatsu attended 30% of lessons, the least of all participants. Konatsu did not respond to the questionnaire, therefore no data exists. Furthermore, Konatsu was only present for two recordings, the first and third. Konatsu displayed a high level of IC. Konatsu often employed rejoinders (19) in her first video recording, the most counted of all video recordings. Konatsu did not use follow-up questions and seldom used shadowing in the second video. However, Konatsu showed high IC. In both videos she spoke for extended turns and she showed no difficulty in

communicating with either of her partners. There is no indication that Konatsu developed her IC through learning CSs.

- (5) **Yoshino** – Yoshino is the newest student in the study, having joined after research began. Yoshino is also a low proficiency student but did attend 80% of lessons after joining the class. Yoshino indicated on the questionnaire that she seldom or sometimes used CSs during pair talk in June. However, in February she indicated that she usually or sometimes used CSs, showing a change. She also agreed or strongly agreed that CSs helped her to talk in English. Yoshino wrote positive comments on using CSs. Regarding rejoinders, Yoshino stated, “the conversation will go smoothly.” For follow-up questions, she said, “the conversation lasts for a long time and we can listen to the content in more detail. On shadowing, “I can learn the pronunciation of words I don’t understand.” Finally, as a last comment, she stated, “before, it was really hard for me to speak, and I couldn’t find the right words. Listening to other people’s responses and questions helped me learn how to reply and give reactions.” In video recordings, Yoshino’s IC evolved. Her initial recording had some CSs but also many pauses and uses of backchanneling. In the second video, Yoshino was storytelling, using more rejoinders and shadowing more than in the first video. She was reacting more with CSs. In the final video recording, Yoshino is using more rejoinders and some shadowing but no follow-up questions. Yoshino displayed fewer pauses and used backchanneling less. In this manner, Yoshino improved her IC.
- (6) **Yoshiko** – Yoshiko is a low proficiency student who joined the class in 2024. She attended 65% of lessons and was present for only the first and final video recordings. Yoshiko did not submit a questionnaire response. In the first video recording, Yoshiko did not use rejoinders and often shadowed her partner. Yoshiko often displayed misunderstandings and her partners seem to misunderstand her. Japanese is sometimes used in the conversations, perhaps to address the misunderstanding. This existed in both videos. Yoshiko does not seem to understand her partners’ English and her partners also seem to not understand her English, indicating no change in her IC.

Conclusion (or Implication)

This AR was unable to clearly show any impact that the teaching of CSs had on TALs IC in pair talk. This could be for any combination of reasons: (1) teaching continued to change during research, (2) there were not enough opportunities for students to do CSs focused activities, (3) students use of L1, especially *aizuchi* reduces or prevents CSs from being used in pair talk, or (4) other reasons. One possible explanation is that over a longer time period, students would use more CSs. It is also possible that checking developmental sequences, would reveal student change in IC.

In spite of this, students did respond positively to changes in the classroom. Students commented on newsletters, discussion questions, and recursion. In addition, the researcher was satisfied with changes made during the research time period. Although the research period has concluded, CSs will continue to be taught.

Feedback from teachers and colleagues revealed necessary changes for research. (1) IC should be qualitatively checked through use of conversation analysis (CA) informed transcription. CA informed transcription should be used to look for developmental sequences. (2) Interviews should be conducted with students to deepen research.

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Appendix A

Pre-/post Questionnaire

Pre/Post Video Recording Questionnaire 事前・事後ビデオ録画アンケート

This is the final questionnaire. Please answer as many statements as you can. You can write answers in Japanese. Thank you for participating in my research. I look forward to sharing results with you. これは最終アンケートです。できるだけ多くの質問に教えてください。回答は日本語で書いても構いません。研究にご協力いただきありがとうございます。結果を皆さんと共有できることを楽しみにしています。

(1) Name

(2) June 2025 - I use rejoinders during pair conversation.

2025年6月 — ペアでの会話中に**リアクション表現 (rejoinders) **を使っています。

Always 100% – Usually 75% – Sometimes 50% – Seldom 25% – Never 0%

いつも 100% — たいてい 75% — ときどき 50% — あまり使わない 25% — まったく使わない 0%

(3) February 2026 - I use rejoinders during pair conversation.

2026年2月 — ペアでの会話中に**リアクション表現 (rejoinders) **を使っています。

Always 100% – Usually 75% – Sometimes 50% – Seldom 25% – Never 0%

(3.1) Why do you think so? そう思う理由を書いてください。

(4) June 2025 - I use follow up questions during pair conversation.

2025年6月 — ペアでの会話中に**フォローアップ質問 (follow-up questions) **を使っています。

Always 100% – Usually 75% – Sometimes 50% – Seldom 25% – Never 0%

(5) February 2026 - I use follow up questions during pair conversation.

2026年2月 — ペアでの会話中に**フォローアップ質問 (follow-up questions) **を使っています。

Always 100% – Usually 75% – Sometimes 50% – Seldom 25% – Never 0%

(5.1) Why do you think so?

(6) **June 2025** - I use shadowing during pair conversation.

2025年6月 — ペアでの会話中に**シャドーイング (shadowing) **を使っています。

Always 100% – Usually 75% – Sometimes 50% – Seldom 25% – Never 0%

(7) **February 2026** - I use shadowing during pair conversation.

2026年2月 — ペアでの会話中に**シャドーイング (shadowing) **を使っています。

Always 100% – Usually 75% – Sometimes 50% – Seldom 25% – Never 0%

(7.1) Why do you think so?

(8) Rejoinders help me to talk in English.

**リアクション表現 (rejoinders) **は、英語で話すのに役立ちます。

Strongly Agree – Agree – Slightly Agree – Slightly Disagree – Disagree – Strongly Disagree

とてもそう思う — そう思う — ややそう思う — あまりそう思わない — そう思わない — まったくそう思わない

(8.1) Why do you think so?

(9) Follow up questions help me to talk in English.

**フォローアップ質問 (follow-up questions) **は、英語で話すのに役立ちます。

Strongly Agree – Agree – Slightly Agree – Slightly Disagree – Disagree – Strongly Disagree

(9.1) Why do you think so?

(10) Shadowing helps me to talk in English.

**シャドーイング (shadowing) **は、英語で話すのに役立ちます。

Strongly Agree – Agree – Slightly Agree – Slightly Disagree – Disagree – Strongly Disagree

(10.1) Why do you think so?

(11) Talking about the same topic three times (recursion) helped me to talk in English.

同じトピックについて3回話すこと（リカージョン／繰り返し）は、英語で話すのに役立ちました。

Strongly Agree – Agree – Slightly Agree – Slightly Disagree – Disagree – Strongly Disagree

(11.1) Why do you think so?

(12) Video recording conversations helped me to talk in English.

会話をビデオ録画することは、英語で話すのに役立ちました。

Strongly Agree – Agree – Slightly Agree – Slightly Disagree – Disagree – Strongly Disagree

(12.1) Why do think think so?

(13) What, if anything, helped you to talk with your partner in English since June 2025? 2025年6月から今までで、英語でパートナーと話すときに**役に立ったことがあれば**書いてください。

(13) Final comments/Questions for Erik's research. エリックの研究に関する最後のコメント・質問

Digital Questionnaire Version!



Appendix B

Example Newsletter

Obu English Circle Newsletter

Issue 5.0 November 8

Editor: Erik Tsuchiya

Erik's November message

- This month's conversation strategy focus is shadowing.
- Conversation Strategies (like rejoinders, follow up questions, and shadowing) help learners to improve their English speaking and listening. Try to notice them and use them.

What are you looking forward to? – Example

1. **Russell:** Good timing.
2. **Erik:** Wow, it is good timing. [(shadowing)]

3. **Erik:** I had Korean food yesterday.
4. **Russell:** Ah, you like Korean food? [(shadowing/confirmation question)]

5. **Erik:** Oh gosh... um, yesterday we had snowing cheese chicken.
6. **Russell:** Snowing cheese chicken. [(shadowing)]

Conversation Strategy - Shadowing

- Shadowing is when you repeat some or all of what your partner says.
- It is useful to show you are interested in/want to understand your partner.
- Shadowing can help you improve your listening skills.

- Be careful to not use it too much!

Class 2 students using shadowing

01 Y I borrowed some books.

02 N You borrowed some books.

(transcribed from student videos)



Class 2 Students

Erik's Questions (from various exit slips)

(1) What did you notice from the video and worksheet?

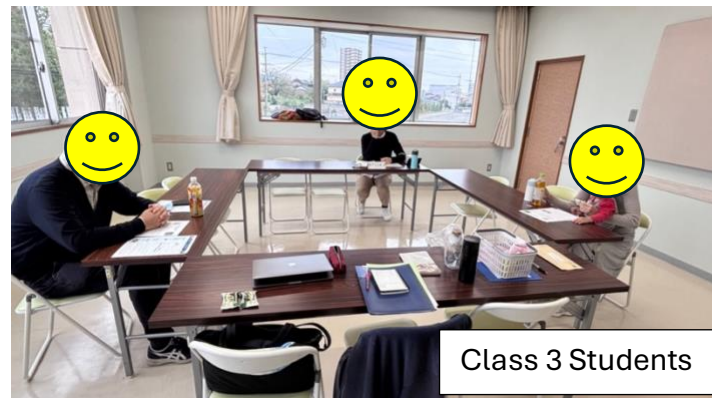
- I noticed **a** natural and live conversation.
- I wish that my ~~hearing~~ **listening** ~~become~~ **becomes** better.
- I didn't hear easy words **like** 'oh, really?'.
- Actual native talk is ~~super~~ much more difficult to catch.
- I realized that I couldn't spell ~~the~~ a word.

(2) What will you do in October/November?

- I'll go to Yamanashi to play tennis and go to **an** art museum in Hekinan to see ~~the~~ pictures of Ryusei Kawabata.
- **I will** travel, clean the house, **and** help ~~the~~ a festival.
- I will ~~chatting~~ and ~~being~~ **have my errors** corrected ~~wrong points~~.
- **I will enjoy Autumn as** Autumn is the season for appetites so eat delicious food.
- I have ~~nothing special~~ **no special plans. Nothing special.**
- Go camping alone and go ~~to trip to Shizuoka with family of grandson~~ **on a trip to Shizuoka with my grandons family.**

(3) What did you enjoy about “three things about me?”

- I ~~enjoied~~ enjoyed it very much.
- I learned a new expression.
- It's a good chance to make sentences by myself.



Appendix C

Example Discussion Topic

Discussion Topic (March 21) – Addiction (1)

Part 1

- 01 **Erik** Hey, how are you doing Russell?
- 02 **Russell** I'm good. Yeah, how are you doing?
- 03 **Erik** I'm good. °Yeah°. Today's topic is addiction.
- 04 **Russell** Okay.
- 05 **Erik** So, what are you addicted to?
- 06 **Russell** I'm addicted to YouTube.
- 07 **Erik** YouTube?
- 08 **Russell** °Yeah°, I cannot function. I cannot=I cannot function one day without watching YouTube.
- 09 **Erik** Why are you addicted to YouTube?
- 10 **Russell** Um. I watch YouTube for everything. So, I watch it for sports. I watch it for=I like watching it for family channels.
- 11 **Erik** Family channels?
- 12 **Russell** Yeah. And vlogging channels.
- 13 **Erik** Oh yeah?
- 14 **Russell** So, yeah I'll watch YouTube when I wake up. And I'll watch YouTube before I go to sleep.
- 15 **Erik** ((chuckling))
- 16 **Russell** Yeah.
- 17 **Erik** I=I think me to though for YouTube. I do watch it every day.
- 18 **Russell** Uh, yeah.
- 19 **Erik** Alright. Anything else besides YouTube?
- 20 **Russell** Um, anything else? Mm, maybe I'm addicted to tea? Does that count? I like drinking tea in the morning.
- 21 **Erik** Every day?



QR Code for YouTube Video

22 **Russell** Pretty much every day=I'll wake up and my myself hot tea. So, I guess tea has caffeine. Not as much as coffee. But it has a moderate amount of coffee in it.

23 **Erik** So what kind of tea?

24 **Russell** I drink green tea or black tea. Different kinds of black tea.

25 **Erik** °Alright°.

26 **Russell** But usually something with caffeine in it. Yeah.

27 **Erik** Now do you put milk and sugar with your tea?

28 **Russell** Nah. Straight=just straight.

29 **Erik** °Okay°.

Part 2

30 **Russell** Yeah. How about you? Are you addicted to something?

31 **Erik** ((exhales)) Junk food. I think.

32 **Russell** like? What kind of junk food?

33 **Erik** Almost anything=uh either something like sweet like chocolate or ice cream especially after a meal. Or salty like *osembei...or*

34 **Russell** Right, right.

35 **Erik** Um yeah. Usually, it's something after work.

36 **Russell** Okay.

36 **Erik** I'm tired and I want to relax.

37 **Russell** So you eat junk food every day?

38 **Erik** ((sighs)) Probably every day. A little=a little bit. I try not to have too much.

39 **Russell** Could you live without junk food? How long do you think you could go without junk food?

40 **Erik** I don't know. I can't imagine.

41 **Russell** Wow.

42 **Erik** And these days I make popcorn...at home.

43 **Russell** Yes.

44 **Erik** So I...yeah.

45 **Russell** Oh-kay.

46 **Erik** I buy the popcorn at the *gyomusupa*. Just the little seeds. (popcorn kernels) °Then° I make it on a little um pot. With the lid.

47 **Russell** Ah, you put the lid on it?

48 **Erik** Yeah, and then I you know pop it then I um melt butter or with some uh soy sauce and salt so butter *shoyu*. It's so good.

49 **Russell** okay...yeah, yeah. Alright=I should try that.

50 **Erik** That's my addiction.

51 **Russell** popcorn oh okay.

52 **Erik** Yeah. That's it for now so thank you very much.

53 **Russell** Thank you.

Underline words=conversation strategy (()) = nonverbal action = latching, suddenly change what you are saying ° ° = quieter talk

Discussion Topic (March 21) – Addiction (2)

addicted = unable to stop doing something

(1) Get Ready – Talk with your partner.

(A) How much time do you spend looking at a smart phone screen or computer screen every day?

(B) What do you do on your phone or computer? (Messaging, playing games, shopping, reading, social media, etc.)

(2) Let's Check – What do people get addicted to? Check the vocabulary.

gambling	drinking alcohol	smoking	stealing
smart phones	video games	starting fires	coffee/tea
(your idea)	(your idea)	(your idea)	(your idea)

(3) – Check the activities. Add your ideas.

Activity	I do it occasionally/ not at all	I really like it, but I'm not addicted.	I can't live without it.
Eating (chocolate)			
shopping			
Drinking (coffee)			
Watching (TV)			
Using my smartphone			
My Idea			
My Idea			
*hobbies, music, daily activities			

(4) – What are you addicted to? Ask your classmates, write their answers.

Name	Addiction(s)

Appendix D

Conversational Shadowing Exercise

Conversational Shadowing 2 – March 14

Selective Shadowing

(1) Watch the videos. What do you notice?

"Three things I like." (1)

01 Erik Three things I like. Uh, I like reading books.

02 Russ Reading books.

03 Erik I like watching movies.

04 Russ Watching movies.

05 Erik And, I like eating chocolate ice cream.

06 Russ Eating chocolate ice cream.

07 Erik ((nodding head))

08 Russ So, you like reading books. You like watching movie. You like eating chocolate ice cream.

09 Erik That's right.

(()) = nonverbal action

"Three things I like." (2)

01 Russ I like snowboarding.

02 Erik °Snowboarding°.

03 Russ I like eating pizza.

04 Erik °Eating pizza°.

05 Russ And I like traveling around the world.

06 Erik °Traveling around the world°. ((nods head))
You like snowboarding. ((counts using fingers)) You
like eating pizza. You like traveling around the world.

07 Russ That's right.

° ° = quieter talk

(2) Selective shadowing – Repeat some words your partner says.

Shadowing helps you...

- Hear something twice.
- Remember what people said.
- Notice language.
- Participate in a conversation.
- Helps your partner know what you understand/not understand.
- Stop your partner from talking too much.
- To control the conversation.

(3) Selective Shadowing Exercise – Repeat some words your partner says.

(A) partner – List three things you like.

(B) partner – Shadow some words.

- Change "I" ---> "You"
- Use your fingers to count the three things.

- summarize what your partner said.

Video 1 – QR Code for YouTube

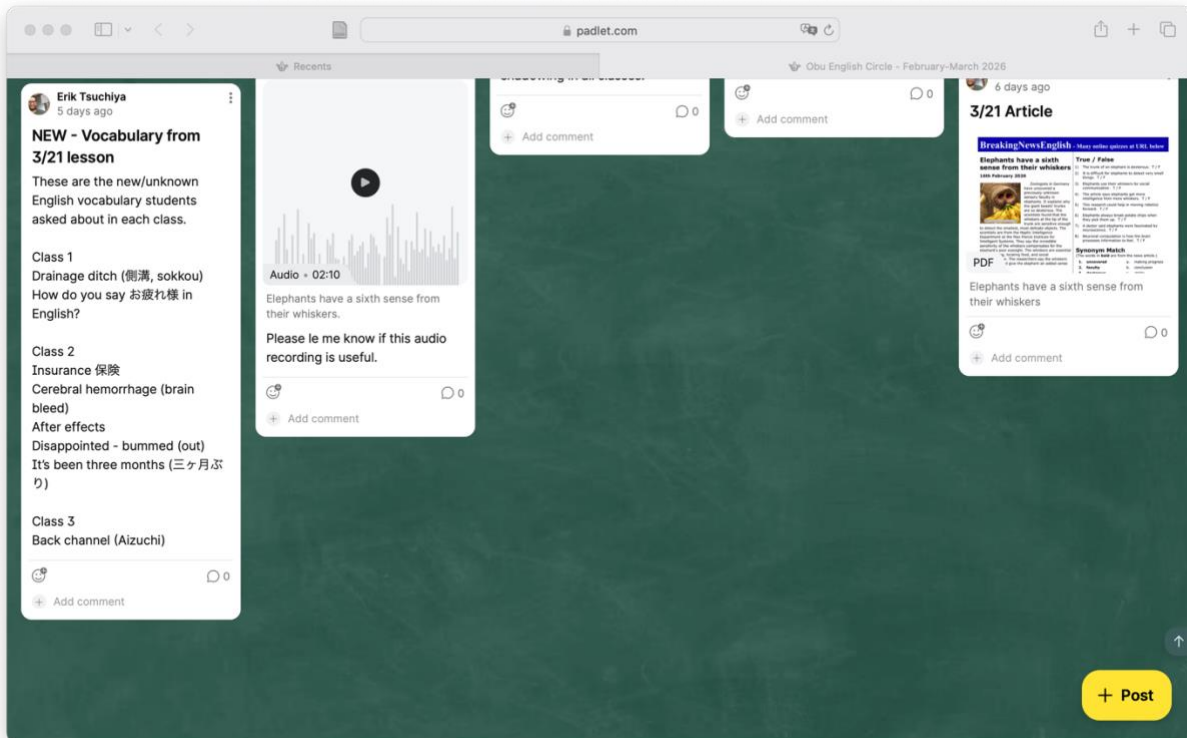
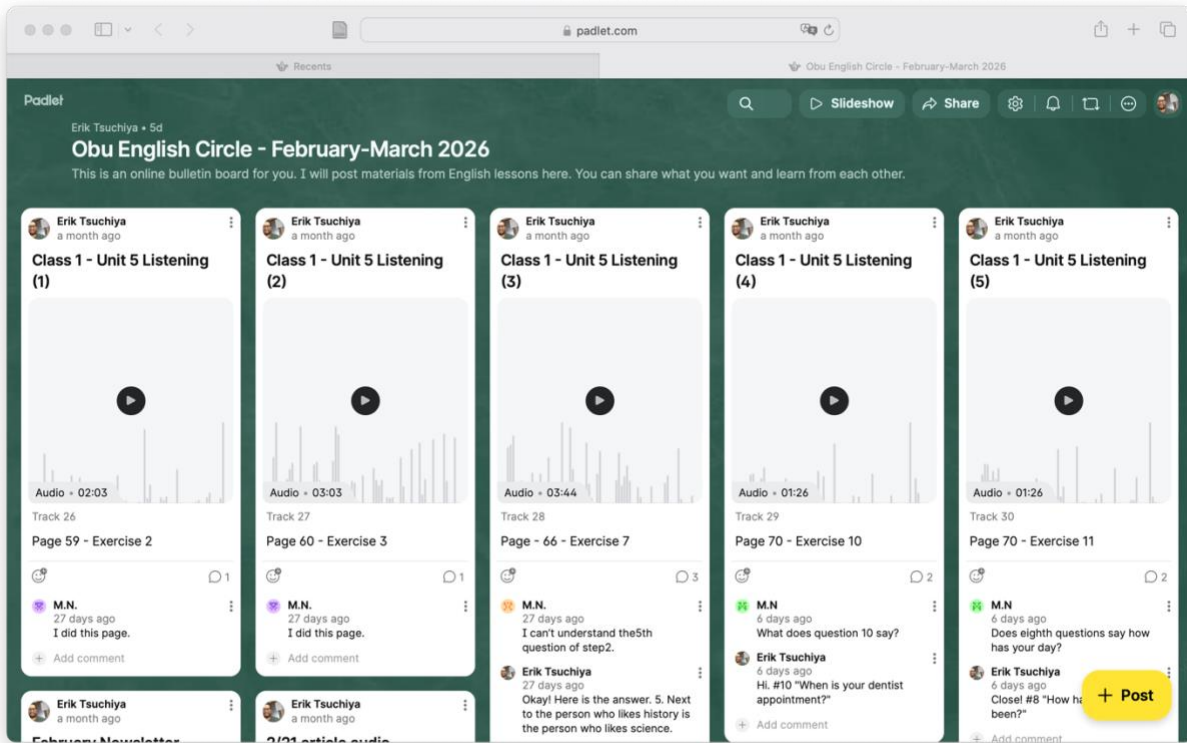


Video 2 – QR Code for YouTube



Appendix E

Screenshots of class Padlet



Appendix F

Student Transcripts-Natsumi

Natsumi –Erik (June 2025)

Rejoinder Follow-up Question Shadowing unsure

[0:00:00]

01 E: how are you [0:00:24]

02 N: ah ah fine thank you and you we talked about Hakone in Kanagawa prefecture[[0:08: 02]

03 E: [oh really

04 N: hmmm and Michika and Honoka have you been to Hakone

[00:12:20]

05 E: .hhh I've been one time uh my mother and sister they went two months ago (.) and I could have joined but I was very busy and hotel was ve::ry expensive [0:2 8:07]

06 N: ah, yes [00:00:29.01]

07 E: but yeah please continue [00:00:30.20]

08 N: ehto I went to Hakone last year with my daughter to climb Mt. Kintoku [00:00:40.01]

09 E: |((head nodding))| [00:00:40.04]

10 N: Kintoki is (1) Kintaro (1) do you happen to know Kintaro? [00:00:46.14]

11 E: I know the name [00:00:47.28]

12 N: un yes [00:00:48.11]

13 E: Kintaro [00:00:48.19]

14 N: un Kintaro [00:00:49.21]

15 E: big, strong boy [00:00:50.26]

16 N: yes yes and uh the name is uh based on his name maybe Mt. Kintoki [00:01:00.23]

17 E: a::h [00:01:01.02]

18 N: and uh uh maybe enjoyable mountain and uh uh on the top there is a big axe on the top and we can hold it we can get a-took=take a picture a- with a:: a- an=axe [00:01:22.28]

19 E: I never hear that before [00:01:25.09]

20 N: Kintaro always hold axe [00:01:30.08]

21 E: I didn't know that [00:01:31.20]

22 N: |((laughing))| it's a very famous uh character in Japan and uh we and uh an axe is called *masakari* in Japanese and uh planning the campaign on the top and uh we enjoyed *namekusuri* mushroom soup and curry rice the name of curry rice is masa curry [00:02:07.07]

23 E: masa curry [00:02:08.15]

24 N: ah based on masakari and uh name of axe |((nods head))| it's very interesting [00:02:17.26]

25 E: how long did it take to climb uh hike the mountain [00:02:22.02]

26 N: maybe about two hours I'm not sure [00:02:28.10]

27 E: hm [00:02:29.10]

28 N: I didn't remember but maybe two or two hours |((nods head))| about hmm [00:02:39.29]

29 E: was it a difficult climb or::- [00:02:44.05]

30 N: no no no no ano very popular mountain and there are so many hikers (2) in the mountain and we saw some hikers from abroad [00:03:02.07]

31 E: lots of foreigners [00:03:04.18]

32 N: and one of the hikers from abroad talked to me she was uh climbing down the mountain and we are climbing up mountain we met and uh at the middle of the mountain she talked to me we can't see can't see Mt. Fuji from the top ha ha [00:03:30.28]

33 E: |((head nodding))| [00:03:30.28]

34 N: it was cloudy [00:03:32.07]

35 E: ah=because it was cloudy? [00:03:33.28]

36 N: yes |((laughing))| [00:03:34.23]
37 E: *okay* [00:03:34.23]
38 N: why and she talk to me in English so I felt strange why
she uh talk to me in English [00:03:48.28]
39 E: yeah, I uh never heard of the mountain. But uh-
[00:03:56.25]
40 N: a couple of have lots of mountains [00:03:59.27]
41 E: yeah Hakone is famous right cuz my=my mother is her
hometown not so far Atami [00:04:07.06]
42 N: ah Atami [00:04:08.03]
43 E: and then um my grandmother lived in Mishima also not so
far but yeah Hakone I only remember going one time ten or twelve
years ago and um only for a short time one hour or two hours not
much time [00:04:34.01]
44 N: almost all people enjoy in Hakone uh onsen super or uh
sightseeing [00:04:44.14]
45 E: yeah it's a popular like kind of a resort area
[00:04:48.03]
46 N: so many uh people (2) and there is a ((inaudible))
station and maybe the end of last station of Hakone Tozan
Tetsudo railway [00:05:03.26]
47 E: gotcha [00:05:04.23]
48 N: oh thank you [00:05:06.26]

Yoshino–Natsumi (October 2025)

01 Y um I borrowed book um some book [00:00:07.05]
02 N you borrowed some books? [00:00:09.15]
03 Y Yes...from Masayo [00:00:11.26]
04 N oh=um [00:00:13.13]
05 Y it= [00:00:14.08]
06 N =What kind of books? [00:00:15.19]
07 Y Uhh=It was fantasy word in at...oh Obu yatagarasu
[00:00:23.26]
08 N yatagarasu ahh= I know I know [00:00:24.26]
09 Y =eh nnnn [00:00:27.16]
10 N uhhhh=it's...it's related with soccer [00:00:33.11]
11 Y uh..yes=yes=yes=yes...uh=main...story is... [00:00:42.14]
12 N a novel? [00:00:46.10]
13 Y yes, novel...Like novel [00:00:48.13]
14 N oh like novel=oh ok=I know [00:00:50.24]
15 Y It was getting fun and...all series is three=un six book so..
[00:01:09.03]
16 N so long [00:01:11.21]
17 Y yes...so long...I read two books yet [00:01:18.20]
18 N ah okay [00:01:20.16]
19 Y I un had...had no time [00:01:26.29]
20 N to read...them [00:01:28.27]
21 Y and=and... [00:01:32.05]
22 N You are busy [00:01:32.05]
23 Y yes=yes=yes I uh so...I started working and every day work
so I have...=
24 N =no time [00:01:48.25]
25 Y no time [00:01:47.27]
26 N okay [00:01:49.24]

27 Y so...un but I want to red read book un=nantoiuno=tsuzuki
[00:01:58.21]

28 N ahhh, I=you you like to continue reading books
[00:02:03.25]

29 Y continue, ah yes yes yes continue un=un=un [00:02:06.11]

30 N the second part [00:02:07.09]

31 Y the second...I [00:02:10.02]

32 N I=we don't have so much time [00:02:13.00]

33 Y I will go to=uh working rally in uh Atsuta jingu
[00:02:23.29]

34 N Atsuta jingu ok at the shrine [00:02:25.26]

35 Y I collected goshuin but I get atsuta jingu...so I
[00:02:39.27]

36 N you got? You got [the goshuin? [00:02:45.04]

37 Y [un] yes=yes [00:02:45.04]

38 N a::h [00:02:46.09]

39 Y [goshuin book [00:02:46.09]

40 N [when was it?] ah=goshuin book da ne [00:02:48.16]

41 Y un=un [00:02:48.16]

42 N so you will dakara uhhhhh...walking festival is=when was it?
When is it? [00:02:59.04]

43 Y uh...November [00:03:00.05]

44 N November? [00:03:00.05]

45 Y yes=yes [00:03:01.09]

46 N next month [00:03:02.05]

47 Y next=ah so...uh next month yes=yes [00:03:05.22]

48 N third topic [00:03:07.17]

49 Y third topics...I...so I...I started working I want to
go...after...un five years...I want to go half marathon... [00:03:32.08]

50 N oh great...amazing (fiddling with smartphone)

51 Y ...I hope...I wish...and...un..uh...half marathon...uh [00:03:49.12]

52 N about 20 kilometers [00:03:50.27]

53 Y yes=yes...and...uh...in...Honolulu [00:04:02.01]

54 N great=go to Hawaii [00:04:04.26]

55 Y want to=I want to [00:04:07.18]

56 N want=you want. (showing understanding) [00:04:08.02]

57 Y I want to [00:04:08.29]

58 N Your hope, it's your hope= [00:04:10.03]

59 Y yes=yes [00:04:10.03]

60 N okay okay=thank you [00:04:11.19]

61 N e:h my turn...ok [00:04:16.04]

62 Y yes=yes [00:04:17.08]

63 N I have a homepage [00:04:18.20]

64 Y oh=that's great [00:04:20.20]

65 N uh this is my... [00:04:23.04]

66 Y what's topics? [00:04:24.26]

67 N uh...ah=of course about hiking [00:04:29.13]

68 Y oh=ah! Hiking [00:04:31.15]

69 N yes...and...this is my...*osoi*...homepage [00:04:38.16]

70 Y un=un [00:04:39.08]

71 N thank you...uhh there is a community site for hikers
[00:04:49.04]

72 Y ehh [00:04:50.01]

73 N We record our hiking [00:04:52.25]

74 Y un [00:04:52.25]

75 N latest=this is my latest hiking...ah it's...not so high
mountain...mount tado [00:05:02.15]

76 Y tado=mie mie...un [00:05:05.01]

77 N yes=yes=yes...and...uhh...this includes=u::h lots of
pictures[=an::d=an::d sentences[I recorded...
[00:05:18.02]

78 Y [un=un=un] [un=un] [00:05:16.06]

79 N I joine[d uh=this community site[...since I...I was about...
(counting in Japanese)...several years ago=several years ago I
joined this community. [00:05:38.16]

80 Y [un] [un] [00:05:40.19]

81 N and the second thing is my piano... [00:05:44.13]

82 Y Sorry!

Michika–Natsumi (February 2026)

01 M (4) Konatsu-san San= =told me un (6) appearance=
about appearance= =is not so important to her
[00:00:17.21]

02 N =un=
=appearance about =appearance=

03 N haha [00:00:17.24]

04 M un un (2) to her [00:00:18.00]

05 N haha [00:00:18.04]

06 M un un (2) to her [00:00:20.21]

07 N not so important [00:00:22.00]

08 M not so important (1) but un she love un Korean actor= uh
uh [00:00:31.29]

09 N =oh
yeah and the Korean ac=tor is very
handsome [00:00:34.21]

10 M
=actor=
yes (1) their appearance is very important to her
[00:00:39.13]

11 N un [00:00:39.15]

12 M un [00:00:40.00]

13 N but not important for herself [00:00:44.03]

14 M her=herself (1) no-ehto (2) *mijikanahitobito* un
[00:00:50.17]

15 N =a:::h [00:00:53.11]

16 M =shikanai= [00:00:53.08]

17 N allow [00:00:53.06]

18 M around a for example her family, friends un un un un un
[00:00:58.23]

19 N so un but uh what do you think about it? [00:01:04.27]

20 M un (2) inside is very important I think [00:01:10.00]

21 N un= [00:01:10.19]

22 M =un (2) but (2) uh but appearance wa [00:01:17.22]

23 N not so important [00:01:18.11]

24 M not so important un un un but very ehto ((unsure dirty))
nantoiuuno [00:01:27.24]

25 N ah=slo =ah sloppy to ka un [00:01:32.00]

26 M =kitsu= [00:01:31.16]

27 N no [00:01:33.09]

28 M no un un un no [00:01:36.00]

29 N I think ah [00:01:38.29]

30 M ku-clean clean than [00:01:42.10]

31 N need= [00:01:42.09]

32 M =needs need uh need to neat is very ah neat is very
important= [00:01:47.07]

33 N
=important yes I think so but I uh I uh appearance is for me not
so very important but I I think it's important un because uh
fashionable style is uh good for people to see or uh for for
themselves because uh they they have they feel uh I think I
think maybe they feel uh comfortable= [00:02:32.15]

34 M =comfortable uh
uh= [00:02:33.16]

35 N when they are wearing uh favorite clothes= or uh ni=ce
clo= oh yes color or nice style [00:02:45.12]

36 M =un= =color
un un yeah= [00:02:44.06]

37 N favorite style [00:02:46.28]

38 M yes [00:02:47.10]

39 N yeah, so I think uh it's important= appearance is
important to them and uh I'm not so into some uh stars or actors
(3) *kyoumiganai* I'm not so= interested in actors or talents
[00:03:12.16]

40 M =so interested=
[00:03:07.28]

41 N or stars uh so uh uh (2) that I think it's hmm (3) it's
comfortable to see them haha [00:03:31.02]

42 M haha (2) comfortable is very important ah I think uh uh
uh like you [00:03:40.26]

43 N un [00:03:41.01]

44 M un (1) u::n (1) if person un he or she they are
comfortable clothes (.5) or comfortable (1)
feeling(u) [00:03:55.05]

45 N un [00:03:55.05]

46 M un=ehto (2) u::h we=u::h expect ((inaudible))
[00:04:05.19]

Appendix G

Student Transcripts-Shimizu

Shimizu-H-San (August 2025)

Rejoinder Follow-up Question Shadowing unsure

[00:00:06.16]

- 01 H so what did you talk to T-San or Yoshiko [00:00:12.11]
02 S hm[えっと{ehto, well} I speak about pet [00:00:18.08]
03 H [what topic] a pet? [00:00:19.01]
04 S うん{un, yeah} ehto I talk to T-San [00:00:24.12]
05 H ahh what kind of pet do you have [00:00:28.26]
06 S now? [00:00:29.25]
07 H un [00:00:30.11]
08 S I don't have [00:00:31.00]
09 H ah=you don't have me neither [00:00:34.01]
10 S [[both laughing]] un yeah I have a labradine=I had I had
a labradine pet [00:00:43.12]
11 H un [00:00:44.02]
12 S maybe (3) twenty years ago [00:00:48.26]
13 H a::h [00:00:49.15]
14 S name is uh Peanuts[00:00:52.11]
15 H Peanuts [00:00:53.14]
16 S she is a cats [00:00:55.19]
17 H cats=a::h [00:00:56.29]
18 S I loved so much [00:01:00.01]
19 H yea::h [00:01:01.07]
20 S I can't ehto have another ehto pet [00:01:05.21]
21 H pet after that? [00:01:07.06]
22 S un (that) [00:01:07.19]
23 H ah=really [00:01:08.24]

24 S but after that ehto I had un two dog [00:01:14.29]
25 H u:n u::n [00:01:15.15]
26 S that=と 言うが{toiuga, that said} they were ehto pet oh my
husband [00:01:26.18]
27 H un un? Sorry once a more=once again [00:01:31.03]
28 S they have pet of my husband [00:01:33.25]
29 H ah=not yours (1) so every mor=everyday only your husband
take a walk? [00:01:42.23]
30 S no the walk is me [00:01:46.24]
31 H but you (1) take a walk [00:01:51.29]
32 S they were not my pet [00:01:53.19]
33 H a::h un un [00:01:56.08]
34 S family pet [00:01:57.06]
35 H family pet un e::h but did=did you did you like the dog?
[00:02:06.19]
36 S **yes** of course ehto they are pet they are my family
[00:02:13.27]
37 H u:n yeah u::n [00:02:15.01]
38 S they were [00:02:16.26]
39 H ah they they were yeah [00:02:19.01]
40 S H-San how about you? [00:02:24.15]
41 H u::n when I was a kid I un I had a ehto (inaudible) ehto
chick ひよこ{hiyoko, chick} [00:02:43.14]
42 S a::[h. [00:02:44.24]
43 H [chicken three chick [00:02:47.08]
44 S un [00:02:47.14]
45 H three chick ehto (3) holiday [00:02:54.02]
46 S uh [00:02:54.23]
47 H un holiday (2) (Enichi) [00:02:59.09]
48 S a:h. **yeah yeah** I know I know [00:03:02.21]

49 H I bought chicks=three chicks and un two chick died so one
one alive to chick became big [00:03:17.28]

50 S **yeah** (2) I have ehto same experience that [00:03:25.22]

51 H ah really [00:03:27.08]

52 S un un so scary so big [00:03:30.15]

53 H big yeah became big and he is very hm ehto midnight コケコ
ッコー

{kokekokko, cock a doodle do} (3) so I am (3) his name (1) ドンチ
ャ{doncha, doncha} [00:03:52.07]

54 S ドンチャ [00:03:52.28]

55 H donchan un donchan don't don't smart so so he he un なく
{naku, cry} kokekokko=calling at midnight [00:04:08.07]

56 S not morning [00:04:10.25]

57 H not morning too early [00:04:13.03]

58 S suddenly [00:04:15.17]

59 H un=yeah un un finish o:r [00:04:20.22]

60 S last week [00:04:22.03]

61 H un [00:04:22.14]

62 S you talk about Hawaii [00:04:26.29]

63 H ah=Hawaii [00:04:28.05]

64 S so you talk about chicken [00:04:31.28]

65 H so chick kokekokko so I 思いだした{omoidashita, I
remembered}s remind remain remind uh doncha [00:04:41.02]

66 S doncha un un un [00:04:43.21]

Shimizu–Michika (November 2025)

[00:00:01.21]

01 M Last week...I started...to do...volunteer work [00:00:07.18]

02 S Really? |((Smiling, eye contact, head nodding))|[00:00:08.25]

03 M Yes...I (laughing) I went to...elementary school [00:00:14.04]

04 S un [00:00:14.23]

05 M I read eight elementary school students to...ar=uh *katorei=katoreiya ehto* facility of...uh to= [00:00:29.14]

06 S *katoreiya?*= [00:00:29.26]

07 M =kato= [00:00:30.11]

08 S = flowerness [00:00:30.28]

09 M un=yes the uh *ehto* facility name [00:00:34.13]

10 S *facility name* [00:00:36.06]

11 M un=*ehto*...ch=*ehto* children= |((hand gestures outward))| [00:00:39.16]

12 S =un |((eye contact))|[00:00:40.06]

13 M who needs...help... [00:00:42.22]

14 S un [un un] |((head nodding))|[00:00:45.02]

15 M =un [un un] (head nodding)...un=teachers helpsu children= [00:00:51.01]

16 S =un [00:00:51.01]

17 M to un=何だろ{nandaro, What is it} は立つ{hatatsu, stand up} *hatatsu ehto*=grow grow |((gestures palms upwards))| [00:00:56.05]

18 S un= grow up[pu]? [00:00:57.27]

19 M =un un=the::y speak=they can speak[u]= [00:01:02.16]

20 S =un [00:01:02.16]

21 M and the::y...they can...catch[e]= [00:01:08.07]

22 S =un [00:01:08.07]

23 M other childrens feeling (2) [00:01:11.09]

24 S un un un= |((head nodding))| [00:01:12.16]

25 M =and...the::y...°nandaro°=they have to...u::h...show they have to show their...ehto=emotion or feeling to answers or teachers help[u]...[その{sono, the}] student=ehto children= =eh yes [00:01:34.18]

26 S [u::n]
=children= [00:01:34.18]

27 M un...or...ehto...grow up[pu] (5) move to= [00:01:45.15]

28 S =feeling? [00:01:46.25]

29 M un=feeling and u::h (2) grow=growing their ehto= [00:01:52.02]

30 S =un [00:01:52.25]

31 M un (3) °nandaro° sports (inaudible)... [00:01:57.27]

32 S some sports [00:02:00.08]

33 M un (2) 体の動かし方{karadanougokashikata, how to move your body}=how to move[u their hand and legs...how to use their bodies [00:02:11.13]

34 S [un] [ah!]
eh (up arrow) gesture=like a gesture [00:02:14.16]

35 M like a gesture=ma=uh |((nodding head))| teachers helps childrens how to play how to move how to speak [00:02:27.22]

36 S n::: rising intonation |((head nodding))|[00:02:29.14]

37 M と言う{to iu, that's called} facility [00:02:31.26]

38 S wae:::h [00:02:32.03]

39 M and then I read the elementary school students...un=from elementary school to the facility...safely [00:02:43.25]

40 S e::h u::n...what is mean fatilicy [00:02:51.12]

41 M facility wa=nandaro...施設{shisetsu, facility} [00:02:57.19]

42 S e:[h (rising intonation) [00:02:59.24]

43 M [un un un] [00:02:59.24]

44 S |((mouths one))| [00:03:01.05]
45 M one...sorry...un [00:03:03.22]
46 S it's o[kay [00:03:05.05]
47 M [only one [00:03:05.25]
48 S un [00:03:06.08]
49 M and *ehto* next *ra*=next year I will go to un Central Europe
[00:03:15.24]
50 S un okay [00:03:17.17]
51 M and[[00:03:18.14]
52 S [Aus:= [Austria and Hungary and Czecho [00:03:22.07]
53 M [Austria, Hungary yes
[00:03:22.25]
54 S un [00:03:23.09]
55 M only one minute (1) please [00:03:28.11]
56 S **yeah yeah** I did eh seventy-seven years old celebration
[00:03:35.26]
57 M seventy=seventy seven? [00:03:37.17]
58 S un (1) it's=it's say *shiju* (*kiju*?) [00:03:43.02]
59 M o::h yes seventy-seven? seventy-eight *じゃ無くて*{*jyanakute*,
not that}? seventy-seven [00:03:47.20]
60 S seventy-seven [00:03:47.21]
61 M ah-so [00:03:48.28]

Shimizu–Yoshiko (February 2026)

[00:00:12.15]

01 Y my=my ah 違う{chigau,different}=I met my daughter
[00:00:17.00]

02 S un? Ah yeah yeah yeah from China?

03 Y yes yes ah=no no no no no no no no no [00:00:23.11]

04 S 違う? [00:00:23.20]

05 Y come here she come here she came from China to Japan
(came no Toki something) [00:00:29.04]

06 S ah eh じゃ do your daughter eh staying in Japan now?
[00:00:35.05]

07 Y yes yes [00:00:35.12]

08 S ah I see [00:00:36.16]

08 Y で{de,in} I met eh my daughter she said she she wanted her
coat [00:00:47.19]

09 S oh cold? [00:00:50.09]

10 Y uh no no eh long long (1) long coat [00:00:54.29]

11 S yeah [00:00:55.18]

12 Y but (short) cut cut short coat [00:01:02.07]

12 S a long[=

13 Y [she want a short coat (3) but eh=she couldn't uh
she couldn't it [00:01:13.27]

14 S couldn't eat [00:01:15.12]

15 Y it [00:01:16.06]

16 S it [00:01:16.26]

17 Y uh [00:01:17.05]

18 S she couldn't [00:01:19.04]

19 Y [it uh [00:01:20.08]

20 S she couldn't it [00:01:22.07]

21 Y [[switches to explaining in Japanese]] [00:01:24.26]

22 S ah, cut-to? [00:01:25.24]

23 Y un, so [00:01:27.07]
24 S couldn't cut it [00:01:27.21]
25 Y cut it un [00:01:29.25]
26 S un un [00:01:30.04]
27 Y couldn't=ah so so un couldn't cut it haha(2) 忘れてた
{wasureta, I forgot} sorry (2) she asked me for it [00:01:39.26]
28 S uh=yeah yeah [00:01:42.12]
29 Y so I tried it [00:01:45.17]
30 S eh [00:01:46.07]
31 Y un I colored it (3) (I went to see her coat I have to
have her coat-to [00:01:55.02]
32 S her coat-to でしょう{deshou, probably}? [00:01:56.24]
33 Y yes yes and short [[inaudible]] uh by 15 cm [00:02:04.18]
34 S o::h [00:02:07.09]
35 Y ne un I un [[inaudible]] many times many times un
[00:02:17.04]
36 S a::h. [00:02:18.05]
37 Y because I couldn't sew well sewing sew [00:02:23.13]
38 S wear couldn't wear [[speaking in Japanese]] [00:02:28.26]
39 Y no I couldn't sew sewing [00:02:32.00]
40 S a::h:: [00:02:34.09]
41 Y many times [00:02:36.18]
42 S un [00:02:36.24]
43 Y after that I went to [[inaudible]] eh sweat(sled?) new
sweat [00:02:50.14]
44 S new sweat what is new sweat [00:02:52.03]
45 Y eh (Ito) [00:02:55.12]
46 S a::h:: [00:02:56.04]
47 Y and changing needle [00:02:59.11]
48 S niyo [00:03:04.22]

49 Y eh:: I took a holiday un I'm glad I uh my daughters sleeve was happy [00:03:16.22]

50 S ah yeah [00:03:17.10]

51 Y ah=違う ごめん{gomen, sorry} ah=so so so it finish wa un it's finish=I finish sleeve [00:03:26.26]

52 S un [00:03:27.17]

53 Y yes de I=my daughter I glad my daughter sleeves[[00:03:36.01]

54 S [you did a good job [00:03:37.16]

55 Y yes haha so e::h:: [00:03:40.10]

56 S your daughter was happy [00:03:42.29]

57 Y yes because because because eh eh because eh it's cost twenty-thousand yen [00:03:56.18]

58 S twenty-thousand yen [00:03:57.28]

59 Y yeah ah=違う to fix it [00:04:03.10]

60 S t::oo fix? [00:04:05.28]

61 Y to fix it [00:04:07.29]

62 S eh:: what does it mean [00:04:11.10]

63 Y ((explanation in Japanese)) to fix [00:04:18.09]

64 S でも{demo, but} you fi[x it by your [00:04:23.06]

65 Y [((inaudible))] yeah yeah yeah so[00:04:25.20]

66 S but you made yourself [00:04:28.12]

67 Y yes I=my cost is eh three-hundred yen [00:04:37.21]

68 S (it's sled) [00:04:39.11]

69 Y (sled is three) nice yes yes [00:04:43.12]

70 S but you have a lot of time [00:04:45.15]

71 Y hmmm [00:04:48.20]

72 S でしょう? what cost of time? [00:04:53.01]

73 Y cost of time hmmm [00:04:56.02]

74 S I think eighty-thousand yen more [00:05:05.03]

75 Y no [00:05:06.01]
76 S your cost [00:05:07.03]
77 Y no [00:05:07.24]
78 S no? [00:05:08.10]
79 Y no ah you mean English [00:05:12.19]
80 S hmm? pardon? [00:05:15.02]
81 Y ((laughing)) (3) you (2) you (different) (2) yes
[00:05:24.02]

Appendix H

Student Transcripts-Michika

Michika-Konatsu (June 2025)

Rejoinder Follow-up Question Shadowing unsure

[0:00:00}

01 K: ah How are you [0:01:23]

02 M: ah ha ha ha (.) ok [[0:03:27]

03 K: [ok

04 M: so I went to Tokyo[with my husband [0:08:25]

05 K: [oh yes yah

05 M: *uh::h* and uh my son= lives in Tokyo= s::o we met(u)=uh
my son [at Tokyo-to museum [0.22.17]

07 K: =yes= =hm=
[mhhh

08 K: oh yah yah yah= [00:00:23.24]

09 M: =because my calligraphy work was displayed
there [0:29:16]

10 K: hmmm...oh really [0:30:29]

11 M: so we we saw the uh my work [un] not so great haha
[00:40:25]

12 K: [oh great] haha

13 M: uh and uh my uh after that we my son lives in=near
Kichijoji [so we went to there he recommend yakitori
restaurant [00:55:22]

14 K: [ok] [mmm]

15 M: *un*=we ate=we had yakitori together [00:01:00.17]

16 K: yeah |((nodding head))| [00:01:01.04]

17 M: *un* [00:01:01.07]

18 K: yamachan (rising intonation) [00:01:01.22]

19 M: ah=no no no *ehto* another restaurant [00:01:06.11]

20 K: yeah [00:01:06.11]

45 M: =long
time= (rising intonation) [00:02:27.23]

46 K: eh about one month [00:02:29.29]

47 M: wow about one month [00:02:31.00]

48 K: yes and so I'm in the recov=rehabilitation it's getting well little by little but sometimes my wrists hurts a little ((uses left hand to gesture towards right wrist)) a little so for example I am writing a lot make my hand hurts so but as=and I=my some uh tendon was cut [00:03:00.15]

49 M: ah [00:03:01.15]

50 K: yes=so [00:03:02.07]

51 M: ehto some ((grabs right hand skin between thumb and index finger)) [00:03:05.27]

52 K: so tendon= ((uses left thumb to indicate base of right thumb)) suji suji [00:03:06.20]

53 M: =tendon [00:03:06.10]

54 K: yes [00:03:07.23]

55 M: sujiha suji is ten=[00:03:09.14]

56 K: ken ken ken [00:03:09.18]

57 M: ken ken ken [00:03:10.28]

58 K: and uh hurt= it was uh cut I can't stretch[y] my thumb yeah so I will need=I will have surgery maybe July [00:03:22.20]

59 M: a:h! [00:03:23.15]

60 K: so one more= [00:03:25.02]

61 M: ehto =second surg= [00:03:26.19]

62 K: =surgery ((nodding head)) so will need [00:03:28.01]

63 M: uh [00:03:28.24]

64 K: so uh I maybe I can have=I will have a hard time ((smiling and laughing)) again [00:03:36.15]

65 M: o:::h [00:03:36.26]

66 K: but accident was=unfortunately for me but I noticed my surgery helped me a lot when I was in the accident so I uh=nandaro realized my family is very good for me so I for their

help and their love so I and so I realize my families importance
[00:04:08.22]

67 M: *un un* |((repeatedly nods while maintaining eye
contact))| [00:04:10.01]

68 K: so that itself was bad for me but the fact I noticed
my=*nandaro* families love= [00:04:20.12]

69 M:
=**Love** [00:04:20.12]

70 K: yes is very fortunate=fortune for me so uh my *ehto*= she
said |((gestures towards another student))| I=*ehto* Aida Mitsuo's
saying? *ehto* happiness *ehto* makes ((inaudible)) and happiness
ehto [00:04:41.11]

71 M: |((look of realization))| 幸せは自分のつくた人{shiwase
ha jibun no tsukuta hito, happiness is something you create for
yourself}[00:04:43.16]

72 K: yeah and yah I think so hm I (3) if unfortunate thing
happens [00:04:55.24]

Shimizu–Michika (November 2025)

[00:00:01.21]

01 M Last week...I started...to do...volunteer work [00:00:07.18]

02 S Really? |((Smiling, eye contact, head nodding))|[00:00:08.25]

03 M Yes...I (laughing) I went to...elementary school [00:00:14.04]

04 S *un* [00:00:14.23]

05 M I read eight elementary school students to...ar=uh *katorei=katoreiya ehto* facility of...uh to= [00:00:29.14]

06 S *katoreiya?*= [00:00:29.26]

07 M =kato= [00:00:30.11]

08 S = flowerness [00:00:30.28]

09 M *un=*yes the uh *ehto* facility name [00:00:34.13]

10 S facility name [00:00:36.06]

11 M *un=ehto...ch=ehto* children= |((hand gestures outward))| [00:00:39.16]

12 S =un |((eye contact))|[00:00:40.06]

13 M who needs...help... [00:00:42.22]

14 S *un* [*un un*] |((head nodding))|[00:00:45.02]

15 M =*un* [*un un*] (head nodding)...*un=*teachers helpsu children=
[00:00:51.01]

16 S =*un*
[00:00:51.01]

17 M to *un=*何だろ{nandaro, What is it} は立つ{hatatsu, stand up}
hatatsu ehto=grow grow |((gestures palms upwards))|
[00:00:56.05]

18 S *un=* grow up[pu]? [00:00:57.27]

19 M =*un* *un=*the::y speak=they can speak[u]=
[00:01:02.16]

20 S =*un*
[00:01:02.16]

21 M and the::y...they can...catch[e]= [00:01:08.07]

22 S =un [00:01:08.07]

23 M other childrens feeling (2) [00:01:11.09]

24 S un un un= |((head nodding))| [00:01:12.16]

25 M =and...the::y...°nandaro°=they have to...u::h...show they have to show their...ehto=emotion or feeling to answers or teachers help[u]...[その{sono, the}] student=ehto children= =eh yes [00:01:34.18]

26 S [u::n] =children= [00:01:34.18]

27 M un...or...ehto...grow up[pu] (5) move to= [00:01:45.15]

28 S =feeling? [00:01:46.25]

29 M un=feeling and u::h (2) grow=growing their ehto= [00:01:52.02]

30 S =un [00:01:52.25]

31 M un (3) °nandaro° sports (inaudible)... [00:01:57.27]

32 S some sports [00:02:00.08]

33 M un (2) 体の動かし方{karadanougokashikata, how to move your body}=how to move[u their hand and legs...how to use their bodies [00:02:11.13]

34 S [un] [ah!] eh (up arrow) gesture=like a gesture [00:02:14.16]

35 M like a gesture=ma=uh |((nodding head))| teachers helps childrens how to play how to move how to speak [00:02:27.22]

36 S n::: rising intonation |((head nodding))|[00:02:29.14]

37 M と言っ{to iu, that's called} facility [00:02:31.26]

38 S wae::h [00:02:32.03]

39 M and then I read the elementary school students...un=from elementary school to the facility...safely [00:02:43.25]

40 S e::h u::n...what is mean fatilicy [00:02:51.12]

41 M facility wa=nandaro...施設{shisetsu, facility} [00:02:57.19]

42 S e:[h (rising intonation) [00:02:59.24]

43 M [un un un] [00:02:59.24]

44 S |((mouths one))| [00:03:01.05]
45 M one...sorry...un [00:03:03.22]
46 S it's o[kay [00:03:05.05]
47 M [only one [00:03:05.25]
48 S un [00:03:06.08]
49 M and *ehto* next *ra*=next year I will go to un Central Europe
[00:03:15.24]
50 S un okay [00:03:17.17]
51 M and[[00:03:18.14]
52 S [Aus:= [Austria and Hungary and Czecho [00:03:22.07]
53 M [Austria, Hungary yes
[00:03:22.25]
54 S un [00:03:23.09]
55 M only one minute (1) please [00:03:28.11]
56 S yeah yeah I did eh seventy-seven years old celebration
[00:03:35.26]
57 M seventy=**seventy seven**? [00:03:37.17]
58 S un (1) it's=it's say *shiju* (kiju?) [00:03:43.02]
59 M o::h yes seventy-seven? seventy-eight じゃ無くて{jyanakute,
not that}? seventy-seven [00:03:47.20]
60 S seventy-seven [00:03:47.21]
61 M ah-so [00:03:48.28]

Michika–Natsumi (February 2026)

- 01 M (4) Konatsu-San San= =told me un (6) appearance=
about appearance= =is not so important to her
[00:00:17.21]
- 02 N =un=
=appearance about =appearance=
- 03 N haha [00:00:17.24]
- 04 M un un (2) to her [00:00:18.00]
- 05 N haha [00:00:18.04]
- 06 M un un (2) to her [00:00:20.21]
- 07 N not so important [00:00:22.00]
- 08 M not so important (1) but un she love un Korean actor= uh
uh [00:00:31.29]
- 09 N =oh
yeah and the Korean ac=tor is very
handsome [00:00:34.21]
- 10 M
=actor=
yes (1) their appearance is very important to her
[00:00:39.13]
- 11 N un [00:00:39.15]
- 12 M un [00:00:40.00]
- 13 N but not important for herself [00:00:44.03]
- 14 M her=herself (1) no-eh to (2) (mijikanahitobito) un
[00:00:50.17]
- 15 N =a:::h [00:00:53.11]
- 16 M =shikanai= [00:00:53.08]
- 17 N allow [00:00:53.06]
- 18 M around a for example her family, friends un un un un un
[00:00:58.23]
- 19 N so un but uh what do you think about it? [00:01:04.27]
- 20 M un (2) inside is very important I think [00:01:10.00]
- 21 N un= [00:01:10.19]

22 M =un (2) but (2) uh but appearance wa [00:01:17.22]

23 N not so important [00:01:18.11]

24 M not so important un un un but very eh to ((unsure dirty))
 何というの{nantoiuno, what is it called} [00:01:27.24]

25 N ah=slo =ah sloppy to ka un [00:01:32.00]

26 M =kitsu= [00:01:31.16]

27 N no [00:01:33.09]

28 M no un un un no [00:01:36.00]

29 N I think ah [00:01:38.29]

30 M ku-clean clean than [00:01:42.10]

31 N need= [00:01:42.09]

32 M =needs need uh need to neat is very ah neat is very
 important= [00:01:47.07]

33 N
 =important yes I think so but I uh I uh appearance is for me not
 so very important but I I think it's important un because uh
 fashionable style is uh good for people to see or uh for for
 themselves because uh they they have they feel uh I think I
 think maybe they feel uh comfortable= [00:02:32.15]

34 M =comfortable uh
 uh= [00:02:33.16]

35 N when they are wearing uh favorite clothes= or uh ni=ce
 clo= oh yes color or nice style [00:02:45.12]

36 M =un= =color
 un un yeah= [00:02:44.06]

37 N favorite style [00:02:46.28]

38 M yes [00:02:47.10]

39 N yeah, so I think uh it's important= appearance is
 important to them and uh I'm not so into some uh stars or actors
 (3) 興味が無い{kyoumiganai, not interested} I'm not so= interested
 in actors or talents [00:03:12.16]

40 M =so interested=
 [00:03:07.28]

41 N or stars uh so uh uh (2) that I think it's hmm (3) it's
 comfortable to see them haha [00:03:31.02]

42 M haha (2) comfortable is very important ah I think uh uh
uh like you [00:03:40.26]

43 N un [00:03:41.01]

44 M un (1) u::n (1) if person un he or she they are
comfortable clothes (.5) or comfortable (1)
feeling(u) [00:03:55.05]

45 N un [00:03:55.05]

46 M un=*ehto* (2) u::h we=u::h expect ((inaudible))
[00:04:05.19]

Appendix I

Student Transcripts – Konatsu

Konatsu–Michika (June 2026)

Rejoinder Follow-up Question Shadowing unsure

[0:00:00}

01 K: ah How are you [0:01:23]

02 M: ah ha ha ha (.) ok [[0:03:27]

03 K: [ok

04 M: so I went to Tokyo[with my husband [0:08:25]

05 K: [oh yes yah

05 M: *uh::h* and uh my son= lives in Tokyo= s::o we met(u)=uh
my son [at Tokyo-to museum [0.22.17]

07 K: =yes= =hm=

[mmmm

08 K: oh yah yah yah= [00:00:23.24]

09 M: =because my calligraphy work was displayed
there [0:29:16]

10 K: hmmm...oh really [0:30:29]

11 M: so we we saw the uh my work [un] not so great haha
[00:40:25]

12 K: [oh great] haha

13 M: uh and uh my uh after that we my son lives in=near
Kichijoji [so we went to there he recommend yakitori
restaurant [00:55:22]

14 K: [ok] [mmm]

15 M: *un*=we ate=we had yakitori together [00:01:00.17]

16 K: yeah |((nodding head))| [00:01:01.04]

17 M: *un* [00:01:01.07]

18 K: yamachan (rising intonation) [00:01:01.22]

19 M: ah=no no no *ehto* another restaurant [00:01:06.11]

20 K: yeah [00:01:06.11]

21 M: un=then we=we stayed u::h at hotel [00:01:11.12]

22 K: un [00:01:11.27]

23 M: and next morning my husband and I walked あの{ano,that} near park [00:01:19.26]

24 K: yeah ((rising intonation)) [00:01:20.13]

25 M: un=ehto Inogashita park [00:01:22.05]

26 K: ah yes yes I know [00:01:23.08]

27 M: un after that my son n::n drove n:n to [the] Hakone =to Hakone= un [00:01:32.19]

28 K: =yeah= [00:01:31.19]

29 M: we enjoyed a Hakone shrine= ashinoko= and=uh Hakone ropeway [00:01:39.08]

30 K: =yes= =oh yes yes yes =ah yes yes yes [00:01:39.19]

31 M: un we can ehto Odawarajo=we= went to [00:01:43.04]

32 K: =oh yes [00:01:43.04]

33 M: un we enjoyed so much [00:01:46.21]

34 K: yes= [00:01:47.04]

35 M: =un un= [00:01:47.27]

36 K: wow you should be happy [00:01:51.24]

37 M: uh= yes yes how about you |((gestures towards Konatsu))| [00:01:54.22]

38 K: yeah ha ha ha yeah of course you know I=when I went to gym I fell down so I broke my wrist haha [00:02:08.09]

39 M: haha ((laughing at the same time)) [00:02:09.00]

40 K: yes and uh to=on= the yes yes yes [00:02:14.11]

41 M: =uh= |((points towards Masayo's wrist))| [00:02:14.01]

42 K: on the left hand I need surgery [00:02:19.13]

43 M: oh yeah [00:02:20.01]

44 K: so=and for right hand I=nandaro used gives? so now= [00:02:27.23]

45 M: =long
time= (rising intonation) [00:02:27.23]

46 K: eh about one month [00:02:29.29]

47 M: wow about one month [00:02:31.00]

48 K: yes and so I'm in the recov=rehabilitation it's getting well little by little but sometimes my wrists hurts a little |((uses left hand to gesture towards right wrist))| a little so for example I am writing a lot make my hand hurts so but as=and I=my some uh tendon was cut [00:03:00.15]

49 M: ah [00:03:01.15]

50 K: yes=so [00:03:02.07]

51 M: *ehto* some |((grabs right hand skin between thumb and index finger))| [00:03:05.27]

52 K: so tendon= |((uses left thumb to indicate base of right thumb))| *suji suji* [00:03:06.20]

53 M: =tendon [00:03:06.10]

54 K: **yes** [00:03:07.23]

55 M: *sujiha suji* is ten=[00:03:09.14]

56 K: ken ken ken [00:03:09.18]

57 M: ken ken ken [00:03:10.28]

58 K: and uh hurt= it was uh cut I can't stretch[y] my thumb yeah so I will need=I will have surgery maybe July [00:03:22.20]

59 M: a:h! [00:03:23.15]

60 K: so one more= [00:03:25.02]

61 M: *ehto* =second surg= [00:03:26.19]

62 K: =surgery |((nodding head))| so will need [00:03:28.01]

63 M: uh [00:03:28.24]

64 K: so uh I maybe I can have=I will have a hard time ((smiling and laughing)) again [00:03:36.15]

65 M: o:::h [00:03:36.26]

66 K: but accident was=unfortunately for me but I noticed my surgery helped me a lot when I was in the accident so I uh=*nandaro* realized my family is very good for me so I for their

help and their love so I and so I realize my families importance
[00:04:08.22]

67 M: *un un* |((repeatedly nods while maintaining eye
contact))| [00:04:10.01]

68 K: so that itself was bad for me but the fact I noticed
my=*nandaro* families love= [00:04:20.12]

69 M:
=love [00:04:20.12]

70 K: yes is very fortunate=fortune for me so uh my *ehto*= she
said |((gestures towards another student))| I=*ehto* Aida Mitsuo's
saying? *ehto* happiness *ehto* makes ((inaudible)) and happiness
ehto [00:04:41.11]

71 M: |((look of realization))| 幸せは自分のつくた人{shiwase
ha jibun no tsukuta hito, happiness is something you create for
yourself}[00:04:43.16]

72 K: **yeah** and yah I think so hm I (3) if unfortunate thing
happens [00:04:55.24]

Yoshino-Konatsu (February 2026)

01 Y oka::y [00:00:01.15]

02 K uh...ah...we're-can I talk about appearance [00:00:07.17]

03 Y yes= [00:00:08.22]

04 K =yes= [00:00:09.14]

05 Y =yes [00:00:09.28]

06 K I think...the person who have a good appearance...uh has a more benefit than the person who have=don't have good appearance= [00:00:22.24]

07 Y =hm= [00:00:22.29]

08 K =but=so=for example...the first impression is very important so good appearance people has a good appearance but uh I think inside is more uh important than their good appearance so if I=we *nandaro*...we have a good appearance=a good impression for someone...he=his inside was bad so which is it will be...it will be peel off so his *nandaro* but ah so for me good inside is more important than appearance but for the star [00:01:21.06]

09 Y star=ah [00:01:22.06]

10 K appearance= is =very important= for me...hehehe [00:01:26.26]

11 Y =uh =very important= yes...yes...yes...=I think so [00:01:29.22]

12 K =how do you think [00:01:29.24]

13 Y oh...that's right [00:01:32.15]

14 K haha [00:01:32.16]

15 Y So...uh...he...(inaudible) he is=ah [00:01:40.19]

16 K ah you have a very favorite player [00:01:44.12]

17 Y yeah= Ran Takahashi [00:01:45.01]

18 K =yeah yes=yes [00:01:46.20]

19 Y H:::e...uh...giv[u]e me...uh...dream [00:01:55.15]

20 K oh great haha= [00:01:57.11]

21 Y =and...uh...and...uh=relax time [00:02:02.10]

22 K yeah=relax time=...ok= [00:02:04.00]

23 Y =un...=and...uh...sometimes...uh...exciting
[00:02:09.20]

24 K yeah=yes [00:02:10.20]

25 Y un...for me [00:02:12.10]

26 K yeah=haha [00:02:13.06]

27 Y so=un=everyday=...a:h=I have negative[u]= things=but...h:e=
changes=...un=my life= [00:02:28.02]

28 K =yeah =yeah =yeah
=yeah. =yeah =oh great [00:02:29.07]

29 Y haha...so= [00:02:31.21]

30 K =he gives you a lot of things [00:02:34.04]

31 Y yes=yes...un [00:02:36.04]

32 K so I can understand your feelings=haha=[00:02:38.27]

33 Y =haha...but...if...he=I met
him...uh...first impression...un...I thinks...uh...un...to...bad...uh...もしかしたら
{moshikashitara, maybe}...uh...*atashi so wa kawanai hito to omou*
(inaudible) shimattara...but...just looking only... [00:03:15.01]

34 K yeah=haha [00:03:16.09]

35 Y u::h [00:03:16.27]

36 K it's very good= for you=haha [00:03:18.15]

36 Y =yes yes yes [00:03:18.24]

37 K I can understand... ((laughing)) yeah for a star it's very
important [00:03:23.23]

38 Y yes yes yes [00:03:25.16]

39 K yeah but for me ano Ji Chang-took has a=of course good
appearance but his feeling and his thinking is very good so the
way he... th=and the way he think is very=*nandaro* positive and=and
his *nandaro* voice is very beautiful and his act skill is very
special so the totally uh=the total things for me is very=his is
very special person=haha [00:04:03.02]

40 Y ah that's good [00:04:04.24]

41 K ((laughing)) *inaudible* we're talking it too *inaudible*
talking [00:04:14.05]

42 Y so un special person is a change(e) [00:04:18.24]

43 K un=your life [00:04:19.17]
44 Y yes=yes=yes every=everyone un change(e) life [00:04:26.00]
45 K un ah I got it [00:04:27.24]
46 Y uh...uh...before uh...eh Kyoko Koizumi said= [00:04:39.19]
47 K =yeah [00:04:39.19]
48 Y over...uh ah fifty years old [00:04:46.12]
49 K yes fifty years old= [00:04:47.22]
50 Y =everyone have a good=u::h...get(to)
special(u) [00:04:55.25]
51 K ah haha= [00:04:56.20]
52 Y =idol(u) or uh huh huh... or uh animal [00:05:03.22]
53 K a::h I= agree with you [00:05:05.16]
54 Y =so...uh uh uh...so uh they are...they they they changed...un
[00:05:13.10]

Appendix J

Student Transcripts-Yoshino

T-San-Yoshino (June 2025)

Rejoinder Follow-up Question Shadowing unsure

[00:00:02.07]

01 T with H-San [(.) we talked about (.) how to learn English outside the class[[00:00:08.22]

02 Y [mhm:
[mhm:

03 T m:: (.) you said you tried duo lingo [00:00:12.25]

04 Y **yes yes** [00:00:13.29]

05 T how was it [00:00:14.25]

06 Y m::: it's (.) it was so: m: (.) maybe (.) um:: junior high school [(.) [00:00:28.02]

07 T
[m::

08 Y English level [(.) maybe= [00:00:31.12]

09 T [m:m: =m:

10 Y so: I (.) forget [(.) it [(.) [00:00:36.06]

11 T [m: [m:

12 Y so:: (.) un I (...) (learn) (.) many times [(.) [00:00:45.05]

13 T [m:

14 Y role playing [(.) un with=um same level [(.) so: (...) hm: (...) I hm: (5) use (3) same level so it's finish (3) this level=oh okay oh I know but (3) m:: (2) I:: (4) m: (1) two:: (1) weeks (2) passed (1) I ha ((exhales, looking relieved)) u::h I:: [00:01:35.17]

15 T **((inaudible))** you fed up [00:01:37.03]

16 Y **yeah** s:o= [00:01:38.02]

17 T ha ha =what=what did you do particularly in Duolingo
[00:01:42.13]

18 Y (3) hm ((rising intonation)) [00:01:44.13]

19 T did you talk to someone [00:01:45.17]

20 Y (1) hm u::h (3) no talk [00:01:51.01]

21 T no talk [00:01:52.13]

22 Y **yes=** [00:01:53.08]

23 T **=((inaudible))** no conversation? [00:01:53.05]

24 Y **no conversation** ((palms outward)) [00:01:54.13]

25 T hm hm [00:01:54.17]

26 Y maybe=uh text book like a textbook un (2) un (3) un (5) I
(3) I make sentence (2) an:d vocabulary (1) for probably un (2)
only [00:02:21.01]

27 T un un o:h alright you know a I do listen to YouTube
broadcast and uh watch movies but it's all about (1) input
[00:02:37.17]

28 Y o::h **input= how** [00:02:39.13]

29 T =input (1) uh its uh get English (1) into me
(1) but I'd like to do output like having a conversation with
you [00:02:53.04]

30 Y un un un [00:02:53.06]

31 T but (1) there's not place to do it so once I decided to
(1) write diary [00:03:03.29]

32 Y **diary** [00:03:05.16]

33 T yes in English [00:03:06.27]

34 Y un un un un [00:03:08.07]

35 T so I started last year [00:03:11.11]

36 Y un [00:03:12.10]

37 T and I wrote like u::h "work was very busy" [00:03:20.29]

38 Y u::n [00:03:21.21]

39 T "went to pool with kids" [00:03:23.27]
40 Y un un un un [00:03:24.23]
41 T "had a s argument with my wife" [00:03:28.09]
42 Y un un [00:03:29.02]
43 T it's only uh a repeat of a kind of things ((laughing))
[00:03:35.01]
44 Y u:n [00:03:35.24]
45 T so=I (2) gave up ((laughing)) [00:03:39.08]
46 Y ha ha ha (1) I maybe I (1) I (2) make sentence (1) un so
(2) maybe different sentence (1) I (2) I want to check my
sentence [00:04:03.24]
47 T un un un [00:04:04.12]
48 Y un (1) s::o (1) un [00:04:07.14]
49 T so maybe writing diary in English would be nice for you
[00:04:12.08]
50 Y un un un [00:04:13.03]
51 T yeah [00:04:13.13]
52 Y maybe (2) un oh (2) maybe short sentence [00:04:20.18]
53 T un [00:04:20.29]
54 Y un (3) ah (1) first (2) short I make short sentence in
diary [00:04:30.16]
55 T yeah [00:04:30.16]
56 Y s:o hm (1) check Erik (2) un (1) s:o (2) nice idea
[00:04:41.29]
57 T un un un [00:04:42.25]
58 Y un un un un un un un (2) maybe long sentence hm so check
correct [00:04:51.26]
59 T un [00:04:52.20]
60 Y my sentence [00:04:54.06]

Yoshino–Natsumi (October 2025)

01 Y um I borrowed book um some book [00:00:07.05]
02 N you borrowed some books? [00:00:09.15]
03 Y Yes...from Masayo [00:00:11.26]
04 N oh=um [00:00:13.13]
05 Y it= [00:00:14.08]
06 N =What kind of books? [00:00:15.19]
07 Y Uhh=It was fantasy word in at...oh Obu yatagarasu
[00:00:23.26]
08 N yatagarasu ahh= I know I know [00:00:24.26]
09 Y =eh nnnn [00:00:27.16]
10 N uhhhh=it's...it's related with soccer [00:00:33.11]
11 Y uh..yes=yes=yes=yes...uh=main...story is... [00:00:42.14]
12 N a novel? [00:00:46.10]
13 Y yes, novel...Like novel [00:00:48.13]
14 N oh like novel=oh ok=I know [00:00:50.24]
15 Y It was getting fun and...all series is three=un six book so..
[00:01:09.03]
16 N so long [00:01:11.21]
17 Y yes...so long...I read two books yet [00:01:18.20]
18 N ah okay [00:01:20.16]
19 Y I un had...had no time [00:01:26.29]
20 N to read...them [00:01:28.27]
21 Y and=and... [00:01:32.05]
22 N You are busy [00:01:32.05]
23 Y yes=yes=yes I uh so...I started working and every day work
so I have...=
24 N =no time [00:01:48.25]
25 Y no time [00:01:47.27]
26 N okay [00:01:49.24]

27 Y so...un but I want to red read book un=nantoiuno=tsuzuki
[00:01:58.21]

28 N ahhh, I=you you like to continue reading books
[00:02:03.25]

29 Y **continue**, ah yes yes yes continue un=un=un [00:02:06.11]

30 N the second part [00:02:07.09]

31 Y the second...I [00:02:10.02]

32 N I=we don't have so much time [00:02:13.00]

33 Y I will go to=uh working rally in uh Atsuta jingu
[00:02:23.29]

34 N Atsuta jingu ok at the shrine [00:02:25.26]

35 Y I collected *goshuin* but I get atsuta jingu...so I
[00:02:39.27]

36 N you got? You got [the goshuin? [00:02:45.04]

37 Y [un] **yes=yes** [00:02:45.04]

38 N a::h [00:02:46.09]

39 Y [goshuin book [00:02:46.09]

40 N [when was it?] ah=goshuin book da ne [00:02:48.16]

41 Y un=un [00:02:48.16]

42 N so you will *dakara* uhhhhh...walking festival is=when was it?
When is it? [00:02:59.04]

43 Y uh...November [00:03:00.05]

44 N November? [00:03:00.05]

45 Y **yes=yes** [00:03:01.09]

46 N next month [00:03:02.05]

47 Y next=ah so...uh next month yes=yes [00:03:05.22]

48 N third topic [00:03:07.17]

49 Y **third topics**...I...so I...I started working I want to
go...after...un five years...I want to go half marathon... [00:03:32.08]

50 N oh great...amazing |((fiddling with smartphone))|

51 Y ...I hope...I wish...and...un..uh...half marathon...uh [00:03:49.12]

52 N about 20 kilometers [00:03:50.27]

53 Y **yes=yes**...and...uh...in...Honolulu [00:04:02.01]

54 N great=go to Hawaii [00:04:04.26]

55 Y want to=I want to [00:04:07.18]

56 N want=you want. (showing understanding) [00:04:08.02]

57 Y I **want** to [00:04:08.29]

58 N Your hope, it's your hope= [00:04:10.03]

59 Y **yes=yes** [00:04:10.03]

60 N okay okay=thank you [00:04:11.19]

61 N e:h my turn...ok [00:04:16.04]

62 Y yes=yes [00:04:17.08]

63 N I have a homepage [00:04:18.20]

64 Y **oh=that's great** [00:04:20.20]

65 N uh this is my... [00:04:23.04]

66 Y **what's topics?** [00:04:24.26]

67 N uh...ah=of course about hiking [00:04:29.13]

68 Y oh=ah! **Hiking** [00:04:31.15]

69 N yes...and...this is my...*osoi*...homepage [00:04:38.16]

70 Y *un=un* [00:04:39.08]

71 N thank you...uhh there is a community site for hikers
[00:04:49.04]

72 Y ehh [00:04:50.01]

73 N We record our hiking [00:04:52.25]

74 Y *un* [00:04:52.25]

75 N latest=this is my latest hiking...ah it's...not so high
mountain...mount tado [00:05:02.15]

76 Y **tado**=mie mie...*un* [00:05:05.01]

77 N yes=yes=yes...and...uhh...this includes=u::h lots of
pictures[=an::d=an::d sentences[I recorded...
[00:05:18.02]

78 Y [un=un=un] [un=un] [00:05:16.06]

79 N I joine[d uh=this community site[...since I...I was about...
(counting in Japanese)...several years ago=several years ago I
joined this community. [00:05:38.16]

80 Y [un] [un] [00:05:40.19]

81 N and the second thing is my piano... [00:05:44.13]

82 Y Sorry!

Yoshino-Konatsu (February 2026)

01 Y oka::y [00:00:01.15]

02 K uh...ah...we're-can I talk about appearance [00:00:07.17]

03 Y yes= [00:00:08.22]

04 K =yes= [00:00:09.14]

05 Y =yes [00:00:09.28]

06 K I think...the person who have a good appearance...uh has a more benefit than the person who have=don't have good appearance= [00:00:22.24]

07 Y =hm= [00:00:22.29]

08 K =but=so=for example...the first impression is very important so good appearance people has a good appearance but uh I think inside is more uh important than their good appearance so if I=we *nandaro*...we have a good appearance=good impression for someone...he=his inside was bad so which is it will be...it will be peel off so his *nandaro* but ah so for me good inside is more important than appearance but for the star [00:01:21.06]

09 Y star=ah [00:01:22.06]

10 K appearance= is =very important= for me...hehehe [00:01:26.26]

11 Y =uh =very important=
yes...yes...yes...=I think so [00:01:29.22]

12 K =how do you think [00:01:29.24]

13 Y oh...that's right [00:01:32.15]

14 K haha [00:01:32.16]

15 Y So...uh...he...(inaudible) he is=ah [00:01:40.19]

16 K ah you have a very favorite player [00:01:44.12]

17 Y yeah= Ran Takahashi [00:01:45.01]

18 K =yeah yes=yes [00:01:46.20]

19 Y H:::e...uh...giv[u]e me...uh...dream [00:01:55.15]

20 K oh great haha= [00:01:57.11]

21 Y =and...uh...and...uh=relax time [00:02:02.10]

22 K yeah=relax time=...ok= [00:02:04.00]

23 Y =un...=and...uh...sometimes...uh...exciting
[00:02:09.20]

24 K yeah=yeah [00:02:10.20]

25 Y un...for me [00:02:12.10]

26 K yeah=haha [00:02:13.06]

27 Y so=un=everyday=...a:h=I have negative[u]= things=but...h:e=
changes=...un=my life= [00:02:28.02]

28 K =yeah =yeah =yeah
=yeah. =yeah =oh great [00:02:29.07]

29 Y haha...so= [00:02:31.21]

30 K =he gives you a lot of things [00:02:34.04]

31 Y **yes=yes**...un [00:02:36.04]

32 K so I can understand your feelings=haha=[00:02:38.27]

33 Y =haha...but...if...he=I met
him...uh...first impression...un...I thinks...uh...un...to...bad...uh...もしかしたら
{moshikashitara, maybe}...uh...atashi so wa kawanai hito to omou
(inaudible) shimattara...but...just looking only... [00:03:15.01]

34 K yeah=haha [00:03:16.09]

35 Y u::h [00:03:16.27]

36 K it's very good= for you=haha [00:03:18.15]

36 Y =**yes yes yes** [00:03:18.24]

37 K I can understand... ((laughing)) yeah for a star it's very
important [00:03:23.23]

38 Y **yes yes yes** [00:03:25.16]

39 K yeah but for me ano Ji Chang-took has a=of course good
appearance but his feeling and his thinking is very good so the
way he... th=and the way he think is very=*nandaro* positive and=and
his *nandaro* voice is very beautiful and his act skill is very
special so the totally uh=the total things for me is very=his is
very special person=haha [00:04:03.02]

40 Y ah **that's good** [00:04:04.24]

41 K ((laughing)) inaudible we're talking it too inaudible
talking [00:04:14.05]

42 Y so un special person is a change(e) [00:04:18.24]

43 K un=your life [00:04:19.17]

44 Y yes=yes=yes every=everyone un change(e) life [00:04:26.00]
45 K un ah I got it [00:04:27.24]
46 Y uh...uh...before uh...eh Kyoko Koizumi said= [00:04:39.19]
47 K =yeah [00:04:39.19]
48 Y over...uh ah fifty years old [00:04:46.12]
49 K yes fifty years old= [00:04:47.22]
50 Y =everyone have a good=u::h...get(to)
special(u) [00:04:55.25]
51 K ah haha= [00:04:56.20]
52 Y =idol(u) or uh huh huh... or uh animal [00:05:03.22]
53 K a::h I= agree with you [00:05:05.16]
54 Y =so...uh uh uh...so uh they are...they they they changed...un
[00:05:13.10]

Appendix K

Student Transcripts-Yoshiko

H-san-Yoshiko (June 2025)

Rejoinder Follow-up Question Shadowing unsure

[0:02:00]

01 H えと～(ehto,well) my husband and I[loves animals
[00:00:05.04]

02 Y [un] animals
[00:00:06.03]

03 H so=yeah[animals s:o last weekend[(.) we went t:o
Sendai[(.) Miyagi (.) prefecture [00:00:13.00]

04 Y [え::]? [え::].
[°Sendai°] [00:00:12.29]

05 H to hold baby fox [[video moves up]] [00:00:16.09]

06 Y fox?[[video moved back to original
position]] [00:00:17.09]

07 H fox |((nodding head))| baby fox [[video moves
up]] [00:00:19.03]

08 Y fox ってきつね? = {kitsune, fox}= [00:00:21.00]

09 H =きつね (.) 狐の赤ちゃん
{kitsune no akachan, baby fox} (.) baby fox [00:00:23.26]

10 Y [え::]? [00:00:24.19]

11 H and there is a (.) えと～(ehto,well) kingdom of ki[tsune=
[00:00:29.15]

12 Y [うん]
=[う:ん:] [00:00:29.28]

13 H fox (.) in Miyagi prefecture so we hold baby fox
[00:00:36.20]

14 Y [え::]? [00:00:38.09]

15 H baby=it was baby=they are very cute [00:00:40.13]

16 Y う:ん: cute=ね [00:00:41.11]

17 H °so° [00:00:43.13]

18 Y a::h. (.) **unbelievable** [00:00:46.02]

19 H °yeah° [00:00:48.13]

20 Y [え:::]? [00:00:49.08]

21 H °so° (.) and (.) uh before that [we went to Wakayama prefecture [[00:00:58.10]

22 Y [yeah yeah yeah] [00:00:56.29] [うん]

23 H to adventure world [00:00:58.11]

24 Y **yes** [00:00:59.02]

25 H and (.) うん enjoy the watching panda [00:01:02.26]

26 Y うん: [00:01:03.20]

27 H because [(.) they will go to China [[00:01:08.16]

28 Y [うん] [yes **China**] [00:01:09.08]

29 H うん: s:o last time to chance=ah °うん°? this time was last time to see real (.) real panda real panda (.) えと~ (.) in Japan [00:01:26.05]

30 Y うん: uhh=that uh souvenir[is [[00:01:32.28]

31 H [うん] [was u:h ad=adventure world [in Wakayama [00:01:37.21]

32 Y [ah=**adventure world** Wakayama=ne [00:01:37.10]

33 H yeah haha (.) adventure world in Wakayama [[simultaneous laughing]] [00:01:42.17]

34 Y I understand [00:01:46.09]

35 H yeah [last [00:01:47.00]

36 Y [you went to China [00:01:48.01]

37 H ah=no no no [00:01:49.00]

38 Y **no no no** [00:01:49.01]

39 H no no no (.) not China [Wakayama [[00:01:51.10]

40 Y [China] [Wakayama=ne]
[00:01:53.08]

41 H last time in Japan [00:01:55.18]

42 Y Japan=ne [00:01:56.24]

43 H so sorry hh [00:01:58.13]

44 Y I see haha [00:02:00.19]

44 H yeah yeah=did you go= [Shanghai?]

45 Y =I::[I had planning to go
to (.) my friends a:h (villa) [00:02:09.00]

46 H °hm?° [00:02:09.24]

47 Y (villa) [00:02:10.07]

48 H vira ah vira h:m [00:02:11.20]

49 Y yes (.) but (.) u:h it rained [00:02:14.09]

50 H h:m [00:02:15.00]

51 Y canceled [00:02:15.28]

52 H a::h. |((nodding head))| [00:02:17.09]

53 Y e::h it's[=e:hh last weekend [00:02:20.25]

54 H [h::m::] [00:02:20.00]

55 Y 雨 雨 雨 {ame ame ame, rain rain rain} [00:02:23.25]

56 H ah! 雨 雨 雨=rain rain [00:02:26.09]

57 Y I went to (work) ah Nagano prefecture [00:02:34.02]

58 H ah! [00:02:34.25]

59 Y (blue fish) (blue fish) (burugi) [00:02:35.20]

60 H [[leans in]] (bluegi?) [00:02:37.10]

61 Y un=hot springs [00:02:38.12]

62 H e::h? (bluegi)[[00:02:40.03]

63 Y famous [00:02:40.21]

64 H e:::h [00:02:41.27]

65 Yuri do you know [00:02:43.05]

66 H (bluegi?)I don't know(bluegi) [00:02:44.27]

67 Y hm:: [00:02:46.16]
68 H yeah near to (kaguzawa?) (.) (kaguzawa?) [00:02:52.23]
69 Y e::h Seto Asuke? [00:02:55.16]
70 H Asuke=ah! Asuke yeah [00:02:57.21]
71 Y **[{talking in Japanese}]** up=up [00:02:59.14]
72 H haha up (5) far=far [00:03:06.11]
73 Y **yes=yes** [00:03:09.01]
74 H yeah so ah how how long does uh it need take uh was it take to here? to (nabaino) [00:03:21.06]
75 Y NOO um=I we canceled [00:03:24.20]
76 H **(inaudible)** ah we ah you canceled [00:03:27.01]
77 Y my first time [00:03:29.01]
78 H ah first (inaudible) [00:03:34.04]
79 Y huh? [00:03:35.05]
80 H **なんだけ** {nandake, what} (inaudible) [00:03:39.01]
81 Y burugi [00:03:41.00]
82 H burugi burugi e::h burugi[what's Chinese uh kanji Chinese uh [00:03:47.17]
83 Y [it's famous place [00:03:46.24]
84 H what buru? buru is the [00:03:54.17]
85 Y **buru** **(inaudible)** said **(inaudible)** [00:03:57.12]
86 H e:::h [00:03:58.18]
87 Y you checked though [00:03:59.12]
88 H oh [00:04:00.10]
89 Y instead I went to uh shopping [00:04:17.12]
90 H ah shopping [00:04:19.15]
91 Y and I went out to eat [00:04:23.09]
92 H un [00:04:24.09]
93 Y and uh to karaoke [00:04:27.09]
94 H ah to karaoke haha you had an enjoy time [00:04:31.14]

95 Y yes and [00:04:32.04]

96 H so you didn't go (vira?) [00:04:36.23]

97 Y ah (vira)は (wa, Japanese particle) canceled [00:04:38.23]

98 H canceled so you went to (burugi) ah you canceled
[00:04:49.29]

Shimizu–Yoshiko (February 2026)

[00:00:12.15]

01 Y my=my ah 違ちがう{chigau,different}=I met my daughter
[00:00:17.00]

02 S un? Ah yeah yeah yeah from China?

03 Y **yes yes** ah=no no no no no no no no no [00:00:23.11]

04 S 違ちがう? [00:00:23.20]

05 Y come here she come here she came from China to Japan
(came no Toki something) [00:00:29.04]

06 S ah eh じゃ do your daughter eh staying in Japan now?
[00:00:35.05]

07 Y yes yes [00:00:35.12]

08 S ah I see [00:00:36.16]

08 Y で{de,in} I met eh my daughter she said she she wanted her
coat [00:00:47.19]

09 S o::h cold? [00:00:50.09]

10 Y uh no no eh long long (1) long coat [00:00:54.29]

11 S yeah [00:00:55.18]

12 Y but (short) cut cut short coat [00:01:02.07]

12 S a long[=

13 Y [she want a short coat (3) but eh=she couldn't uh
she couldn't it [00:01:13.27]

14 S couldn't eat [00:01:15.12]

15 Y it [00:01:16.06]

16 S it [00:01:16.26]

17 Y uh [00:01:17.05]

18 S she couldn't [00:01:19.04]

19 Y [it uh [00:01:20.08]

20 S she couldn't it [00:01:22.07]

21 Y **[[switches to explaining in Japanese]]** [00:01:24.26]

22 S ah, cut-to? [00:01:25.24]

23 Y un, so [00:01:27.07]
24 S couldn't cut it [00:01:27.21]
25 Y cut it un [00:01:29.25]
26 S un un [00:01:30.04]
27 Y couldn't=ah so so un couldn't cut it haha(2) 忘れてた
{wasureta, I forgot} sorry (2) she asked me for it [00:01:39.26]
28 S uh=yeah yeah [00:01:42.12]
29 Y so I tried it [00:01:45.17]
30 S eh [00:01:46.07]
31 Y un I colored it (3) (I went to see her coat I have to
have her coat-to [00:01:55.02]
32 S her coat-to でしょう{deshou, probably}? [00:01:56.24]
33 Y yes yes and short [[inaudible]] uh by 15 cm [00:02:04.18]
34 S o::h [00:02:07.09]
35 Y ne un I un [[inaudible]] many times many times un
[00:02:17.04]
36 S a::h. [00:02:18.05]
37 Y because I couldn't sew well sewing sew [00:02:23.13]
38 S wear couldn't wear [[speaking in Japanese]] [00:02:28.26]
39 Y no I couldn't sew sewing [00:02:32.00]
40 S a::h:: [00:02:34.09]
41 Y many times [00:02:36.18]
42 S un [00:02:36.24]
43 Y after that I went to [[inaudible]] eh sweat(sled?) new
sweat [00:02:50.14]
44 S new sweat what is new sweat [00:02:52.03]
45 Y eh (Ito) [00:02:55.12]
46 S a::h:: [00:02:56.04]
47 Y and changing needle [00:02:59.11]
48 S niyo [00:03:04.22]

49 Y eh:: I took a holiday un I'm glad I uh my daughters sleeve was happy [00:03:16.22]

50 S ah yeah [00:03:17.10]

51 Y ah=違う ごめん{gomen, sorry} ah=so so so it finish wa un it's finish=I finish sleeve [00:03:26.26]

52 S un [00:03:27.17]

53 Y yes de I=my daughter I glad my daughter sleeves[[00:03:36.01]

54 S [you did a good job [00:03:37.16]

55 Y **yes** haha so e::h:: [00:03:40.10]

56 S your daughter was happy [00:03:42.29]

57 Y yes because because because eh eh because eh it's cost twenty-thousand yen [00:03:56.18]

58 S twenty-thousand yen [00:03:57.28]

59 Y **yeah** ah=違う to fix it [00:04:03.10]

60 S t::oo fix? [00:04:05.28]

61 Y **to fix it** [00:04:07.29]

62 S eh:: what does it mean [00:04:11.10]

63 Y **((explanation in Japanese))** to fix [00:04:18.09]

64 S でも{demo, but} you fi[x it by your [00:04:23.06]

65 Y **[((inaudible))]** yeah yeah yeah so[00:04:25.20]

66 S but you made yourself [00:04:28.12]

67 Y **yes** I=my cost is eh three-hundred yen [00:04:37.21]

68 S (it's sled) [00:04:39.11]

69 Y (**sled** is three) **nice** yes yes [00:04:43.12]

70 S but you have a lot of time [00:04:45.15]

71 Y hmmm [00:04:48.20]

72 S でしょう? what cost of time? [00:04:53.01]

73 Y **cost of time** hmmm [00:04:56.02]

74 S I think eighty-thousand yen more [00:05:05.03]

75 Y no [00:05:06.01]
76 S your cost [00:05:07.03]
77 Y no [00:05:07.24]
78 S no? [00:05:08.10]
79 Y no ah you mean English [00:05:12.19]
80 S hmm? pardon? [00:05:15.02]
81 Y ((laughing)) (3) you (2) you (different) (2) yes
[00:05:24.02]