

Action Research Final Report 2020

1. Title: Developing Third-Age Learners' Communication Skills with Timed Conversations and Independent Studying.

2. Context:

Size: 6 adult learners in their 70's, 2 couples and 2 singles

Level: Ranging from starter to lower-intermediate

Time: 90-minute lesson (three times per month)

Textbook: "New Total English - Starter", Pearson

Problems:

My first main concern teaching this group relates to the challenges involved in teaching third-age learner education. As students age, their cognitive and physical abilities dwindle, affecting their confidence and leading them to feel vulnerable. This group of students has extensive exposure to traditional English education, causing them to expect traditional, teacher-centered lessons. However, many years of studying via translation and the ALM have shown little benefit in communicating in English. Therefore, I hope to find ways to improve third-age learner's ability to communicate while also attending to their needs.

The second challenge relates to how sparse lessons have been. Third-age learners struggle to retain long-term information. Even having three lessons per month leads to periods of up to three weeks where students don't have any English practice. This was made worse with the Covid-19 pandemic, originally we had over 30 lessons planned, however a total of only 10 lessons were taught for the entire year. So my second challenge became finding ways to help this group of students maintain the information they learned in class.

3. Goals and objectives:

My goal for this AR project is to explore ways of improving communication skills in a group of third-age learners.

These results have led to the following research questions:

1. What tasks can help increase third-age learners' amount of English used in their conversations?
2. How does self-studying at home influence learners' abilities to communicate in class?
3. What is the effect of focus-on-form instruction in third-age learner's communicative ability?

4. Literature Review

A) Communicative Language Teaching

In communicative language teaching (CLT), students are believed to learn a second language (henceforth L2) through communicating and exchanging meaning rather than simply practicing isolated grammatical forms (Lightbown & Spada, 2013). Savignon's (1972) study increased CLT's popularity by demonstrating the positive effects of providing students opportunities to practice using the L2. Willis and Willis (2007) further advocate that CLT improves students' confidence by giving ample chances for students to use the L2 in an environment where they can feel safe making mistakes. "Once they [students] have a stock of words they can begin to communicate. And, once they begin to communicate, we can help them shape their language so it becomes more complex and more grammatical" (Willis & Willis, 2007, p. 2).

Since the inception of CLT, there are a variety of beliefs about the role of grammar and its practice in the CLT approach. Lee and VanPatten (2003) advocate the importance of structured input, structured output, and information exchange activities. Structured input (input that is comprehensible and meaning bearing) exposes learners to grammatical forms in a natural and communicative way, thus enabling learners to make form-meaning connections leading students to acquire new grammatical forms. Structured output (output that access prior acquired forms) helps students practice grammatical forms and develop fluency, while information exchange activities encourage students to exchange information providing learners the opportunity to master both communication and grammatical forms.

B) Third-Age Learners

Life-long learners' education is a relatively new area of research. However, as the demand for older adults' education rises, so does need for research in this field (Pfenninger & Polz, 2018). Third-age learners are often defined as healthy retired adults interested in continuing to learn (Gabryś-Barker, 2017). Educators need to be aware of the different requirements third-age learners have compared to adult and young learners. Changes in third-age learners' mental state impair their working memory (Singleton, 2017) and their ability to process and remember new information (Ware et al, 2017). Deterioration of visual and auditory abilities affects learners' reading and listening skills (Bosisio, 2019). Furthermore, changes in physical abilities and lifestyle patterns may lead to individuals to feel inept, reducing their self-confidence and motivation (Grognet, 1997).

On the other hand, research in L2 learning has demonstrated various benefits for third-age learners. Antoniou et al. (2013) have shown that L2 learning requires a variety of skills, such as sound discrimination, working memory, inductive reasoning and task switching. In their research, they demonstrated that using these skills stimulate the brain and help maintain its plasticity potentially avoiding or delaying dementia. Pfenninger's and Polz's (2018) research found that learning a L2 also boosted learners' self-confidence and promoted social interaction and integration for third-age learners. Moreover, Pikhart and Klimova (2020) demonstrated that regardless the level of language improvement, older learners have felt their quality of life improve by learning a L2.

Educators need to be mindful of the special requirements third-age learners have. Third-age learners expect teachers to use simple instructions, speak slowly and loudly, be encouraging, funny, respectful and friendly (Pfenninger and Polz, 2018). Furthermore, teachers need patience and may be required to repeat instructions multiple times before learners can perform the activities (McNeill, 2019). Third-age learners also display difficulty accepting and adapting to new learning styles (McNeill, 2019). Lastly, third-age learners are often unencumbered by external pressures to learn a L2, such as examinations or jobs. Therefore, they tend to be motivated to learn more than just language; providing opportunities to gain other skills and knowledge that can stimulate their interest in learning (Oxford, 2017).

Although teaching a L2 to third-age learners pose many challenges, research indicates that learning a L2 benefits communicative and cognitive skill while also improving their mental well-being. Research in this group of learners is still in its infancy; however, it will become more relevant as the number of third-age learners grows drastically over the next few decades.

C) Technology

As electronic devices and internet access become a quintessential part of people's lives, they open new teaching opportunities inside and outside the classroom. Students connected to the internet have the ability to tap into “a global community of learners” (Hanson-Smith, 2001, p. 107). Communicating online also enables learners to exchange information synchronously (real-time) or asynchronously (delayed) (Warschauer, 2001). Asynchronous communication forms (video and audio recordings) allow students to decide the time, place, and sometimes method of practice (McCain, 2009).

Although technological tools offer many benefits in language learning, the adoption of technology in adult language learning has been slow (McClanahan, 2009). Many factors negatively influence the adoption of technology in adult classrooms. Some can stem from students' and teachers' beliefs that older students are unable to learn how to use technology or that using technology to learn a language may be cumbersome or “overly time-consuming” (Ware et al., 2017, p. 5). Moreover, adult students may be resistant to change their learning style (McNeill, 2019) possibly making adoption of the use of technology in language learning more difficult.

However, language learners that embrace the use of technology in L2 learning report feeling more motivated (Hanson-Smith, 2001; Ware et al, 2017), some by the innovative ways the language was presented and practiced, while others by the acquisition of technological skills through the learning of a L2.

Technology continues to become ubiquitous in our lives, so finding ways to introduce it in adult English education may be valuable for both language learning and to help learners adapt to our ever-changing world.

5. What I did

Since the class's main goal was to gain confidence in their communication skills, my teaching approach this year involved using timed conversations to help students achieve their speaking goals. Towards the latter half of the year, I also applied some focus on form activities and observed how third-age learners adapt to CLT activities. Due to problems with Covid-19, we only had a total of 10 lessons throughout the year. To help students maintain some of the knowledge, I also encouraged them to study independently at home using technology.

A) *Timed conversations*

In the second term, I started providing students with a topic that used ideas they studied in the previous lesson for a 3-minute timed conversation practice. I introduced timed conversations at the beginning of the lesson because I found that students performed better when they were fresh and energetic. After taking the Materials Design and Classroom Dynamics (MDCD) course, I added a recursive element to the activity, leading students to speak with 3 different partners. Some of the timed conversations were recorded and transcribed to help analyze students' performance.

B) *Short independent study surveys*

At the end of every lesson, I added a short independent study survey. The survey had a dual purpose: (1) to keep track of how much and how students were studying at home; (2) to indirectly remind students about the importance of studying outside class. In the survey, students were asked to write an estimate of how many minutes they had studied per week and what method they used to study at home. The survey was open-answered to encourage students to find their own method of independent studying.

C) *Technology*

During some lessons I also introduced technological tools to help students find new ways to study at home. These included using function in Line to send voice messages to the group, sharing YouTube channels and websites that students found to study English, and teaching functions in students' smartphones that could help them study (such as Siri,

online translators, dictionaries and so on). We also tried having lessons online, however most of the students struggled adjusting to the online environment and a lot of the time was spent dealing with technical difficulties.

D) Surveys

I conducted two surveys during the course, one at the beginning and another at the end of the course. The first survey was conducted in July, and it was aimed at finding out students' goals, level of confidence, and interest in using technology to study English. The final survey was conducted in February, and it was conducted online. It asked students' feelings about their own improvement and how they felt about the timed conversations, FoF activities, independent studying, technology and comments.

E) Focus on Form

In the first half of the course, I used grammatical drills in the textbook to practice grammatical forms. However, after taking the Second Language Teaching course, I learned about Focus on Form (FoF) activities and structured-input activities. I believe that FoF was a good solution to help this group of third-age learners to develop grammar while also improving their communication skills. So in our second term, I experimented with having students work in pairs to do the FoF activities.

Throughout the course, I was able to introduce some FoF activities. Because third-age learners expect teacher-centred lessons, I decided to balance students' preferences and teaching effectiveness by allocating 30 minutes for FoF activities and 30 minutes for teacher-centered activities. I noticed that this group was most receptive to FoF activities after having the timed conversation activities. This may have been because they had just finished pair work and were more willing to work together. In the last 30 minutes of class, students were tired and preferred doing activities they were more accustomed to, so they requested me to use the more traditional grammar drill activities.

F) Group interview

My original plan was to have individual interviews to understand the students' experiences and views about the teaching techniques I have used this year and how they felt about using technology and self-studying. Students, however, preferred to do it as a

group for both time and comfort reasons. So in our short goodbye meet up I interviewed students and asked them questions about the course. Because this meeting's purpose was for them to say their farewells, they requested me not to record it and instead I just wrote quotes about their answer as best as I could.

G) Journaling and recording lessons

After taking Introduction to AR last term, I decided to keep a journal about my observations of the lessons, and I also video recorded the lessons. This was a useful tool for me to notice students' performance and observe my own habits in the lessons.

6. Results

A) Timed conversations

During the course, I recorded and transcribed the students' conversations twice, on October 20th, 2020 and on December 1st, 2020. The topic of the first conversation was "Finding common hobbies." They were encouraged to use the grammatical form of "I like ~ing" and find common hobbies and interests. Before recording it, I had students talk in pairs twice. Because it was their first time being recorded, some students were quite nervous, which may have affected the amount of Japanese used. Unfortunately, Nigel was not present in this class, and Ted's and Mike's voices were completely drowned by the other conversations rendering their recording inaudible.

The topic of conversation on December 1st was about "What new activities do you want to try?" Students were encouraged to use the grammatical form "I want to ~" during their conversations and ask each other questions about why they wanted to try the new activity. The second topic was harder for third-age learners to answer, possibly because they felt that there weren't many new activities they wanted to try. So some students struggled to come with ideas to talk about. For example, Yasmin spoke 10 fewer English words in her second recorded conversation than in her first recorded conversation (refer to Table 1 below). Between the first and second recordings, Karen and Helen maintained the same amount of English words but greatly reduced the amount of Japanese used in the conversation. In the second recording, despite the more difficult topic, all students could use more Japanese than English. This was a big

improvement from last year, where students mostly spoke in Japanese throughout the lessons.

Table 1: 3-minute timed conversation data

Name	Number of English words			Number of Japanese words			English Used (Percent)		
	Oct 20	Dec 1	Change	Oct 20	Dec 1	Change	Oct 20	Dec 1	Change
Karen	32	33	+1	63	34	-29	34%	49%	+15%
Helen	41	40	-1	12	2	-10	77%	95%	+18%
Yasmin	46	36	-10	6	4	-2	88%	90%	+2%
Ted	N/A	37	N/A	N/A	9	N/A	N/A	80%	N/A
Mike	N/A	49	N/A	N/A	0*	N/A	N/A	100%	N/A
Nigel	N/A	71	N/A	N/A	7	N/A	N/A	91%	N/A

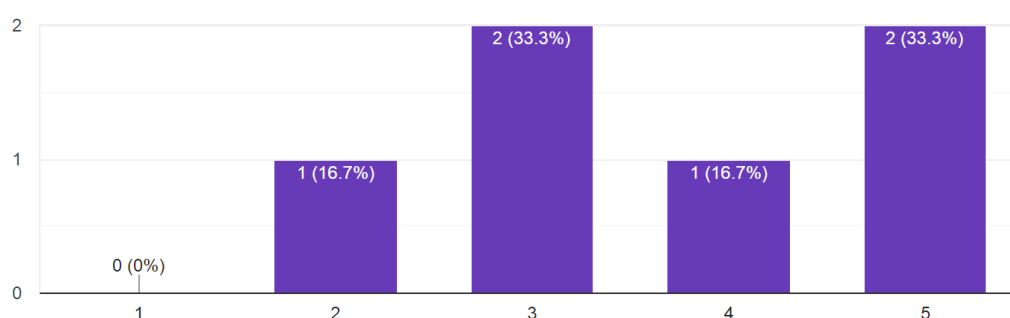
In the questionnaire, all students responded that the conversation activities were interesting or very interesting (see Graph 2). However, fewer students felt that the timed conversation activities were effective: 3 students felt that the conversation activities had positively affected their communication skills, 2 were indifferent, and 1 felt they had little effect (see Graph 1).

During the group interview, many students commented that they felt uncomfortable speaking in pairs and still preferred the teacher to lead the conversations and speak to the group. Mike stated, “The conversations were fun, but I know my wife, so we can’t talk for very long.” Ted stated in Japanese, “I want to only talk to my wife or you [the teacher] because I feel uncomfortable [talking to other students in English].” These were useful sentences to make me aware that I should avoid putting couples together during the timed conversation activities because it leads to non-communicative practice since students know their spouses answer beforehand. Still, I also need to find solutions to make lower-level students comfortable speaking to other students.

Graph 1: Question 7 of the final survey – Perceived improvement from timed conversation

7) 会話の活動が英語の能力を上達させました。(The conversation activities in class helped me to improve my English skills.)

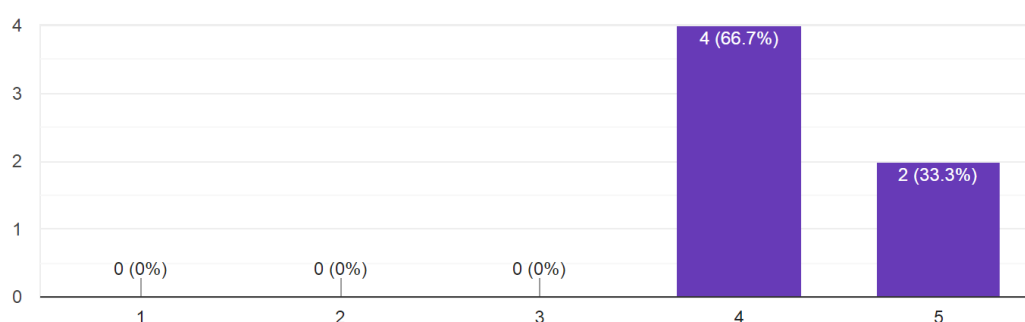
6 responses



Graph 2: Question 11 of the final survey – Level of interest in timed conversations

11) 会話の活動は面白かったです。(The conversation activities were interesting.)

6 responses



B) Short independent study surveys

In the first survey, 4 out of 5 students answered that they would have been interested in studying English outside the classroom. They estimated that they would study an average of 96 minutes per week.

By the last lesson on December 1st, students averaged about half of their original estimate. However, compared to the beginning of the course, towards the end, all students studied at home for at least 30 minutes.

Table 2: Independent study survey answers

Study Time (min)	Yasmin	Mike	Helen	Ted	Karen	Nigel	Average
8-Sep-20	30	30	0	0	120	N/A	36
15-Sep-20	30	N/A	90	30	15	N/A	41
6-Oct-20	30	30	0	0	30	60	25
13-Oct-20	120	30	60	0	30	N/A	48
20-Oct-20	30	0	60	30	100	60	47
10-Nov-20	30	40	120	30	120	60	67
17-Nov-20	20	30	120	30	30	N/A	46
1-Dec-20	30	30	60	30	60	30	40

Students' methods of studying varied significantly between students.

Yasmin – Studied grammar using the textbook and watching NHK English shows on TV.

Mike – Studied English by using grammar books and reading medical related terms in English.

Helen – Studied grammar using the textbook and LINE messages.

Ted - Preferred using his smartphone to study phrases, translate sentences, and practice listening

Karen – Studied English by watching YouTube channels that taught simple expressions and grammar points.

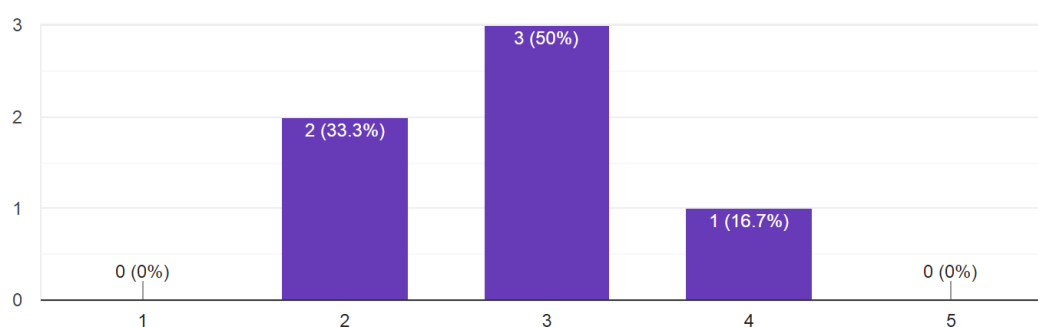
Nigel – Studied by reading some news in English.

In the final survey in February, 1 student responded saying that self-studying was helpful while 3 others said it was somewhat helpful to improve their English. 2 students felt it wasn't beneficial.

Graph 3: Question 5 of final survey – Perceived improvement from studying independently

5) 自宅で自習勉強することが英語の能力を上達させました。(Studying independently at home helped me to improve my English skills.)

6 responses

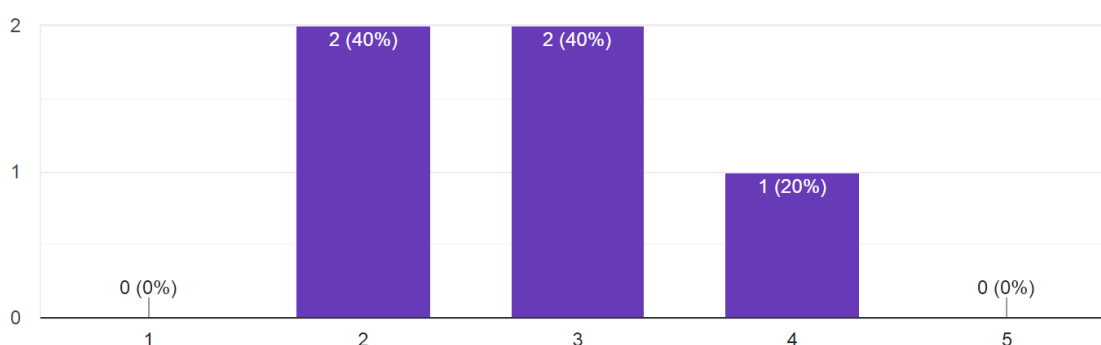


Also, in the survey, 1 student responded saying that she enjoyed studying at home. In the group interview, Helen elaborated in Japanese, “Studying at home made me feel like a student. I felt younger.” 2 others replied saying it was somewhat enjoyable. 2 students felt it was not very enjoyable. Nigel stated, “I am too old to study.” Ted commented, “I am very, very busy, [so I have] no time [to study].”

Graph 4: Question 9 of the final survey – Level of enjoyment of studying at home

9) (もし自宅で勉強した場合) 家で英語を勉強するのは楽しかったですか？ (もし自宅で勉強していない場合は、) 何も選ばないで下さい。 [(If you studied at home,) I enjoyed studying at home. (If you didn't,) leave it blank.]

5 responses



C) Technology

It took many months of exposure to new technologies, but 2 students started consistently using technology to study English independently by the end of the course. During the group conversation, Ted mentioned being excited to use his smartphone to study English when he had free time. He found it useful to use translation tools and dictionaries to understand and practice new sentences. He recorded them in another application to review them again during his free time. Karen also adopted using technology to study at home via her favorite YouTube channels, focusing mostly on watching videos about grammatical explanations and useful English expressions.

2 students used some technology, and they mostly used the LINE application in their smartphone to exchange some voice messages and many text messages in English. They adopted LINE because they felt comfortable using it in Japanese and noticed that they could try to write English messages. When I asked about why they preferred text messaging versus voice messaging, Helen answered, “Because I can take time [to answer] and [I feel] comfortable [texting].”

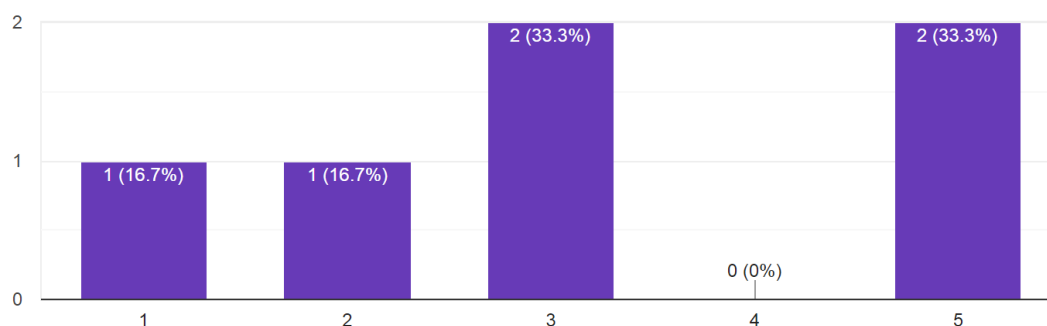
2 students didn't use much technology to study. During the group conversation, Nigel said, “I don't need technology to study, but I use Zoom [to] talk [to my] family and have dinner [online] together.” Nigel has the highest English level, and he showed most resistance to trying new ways to learn English often pushing to study in a more traditional fashion; however, he was excited to have tried lessons on Zoom. Although he didn't use technology to study, I was happy to hear that he was using some tools in his daily life to stay connected with his family. Mike didn't use technology at all, and he commented that “Technology is too difficult for me.”

The data from the survey (bellow) matched well with the answers in the group conversation.

Graph 5: Question 14 of the final survey – Use of technology

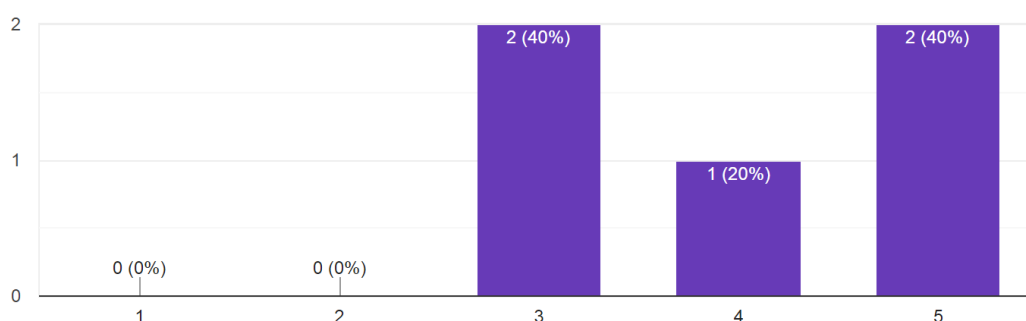
14) 自宅で英語を勉強するために、テクノロジーを使用しました。例えば：YouTube、オンラインの辞書、ライン。。。 (I used technology to study English at home.)

6 responses

**Graph 6: Question 15 of the final survey – Interest in continuing to study with technological tools**

15) (もしテクノロジーを使った場合、) 今後それを使うことを続けたいです。(もし使わなかった場合は、) 18問に進んで下さい。 [(If you used technology to study...) I will continue to use it. (IF YOU DIDN'T USE TECHNOLOGY) please skip to question 18.]

5 responses

**D) Focus on Form**

Having third-age learners work in pairs and discuss was a big challenge. At first, students struggled to do activities that did not have a single correct grammatical answer, and they had a hard time working in pairs, often opting to work individually. I used many demonstrations and explanations to help students understand what to do, but it often took a while to engage in the activities. To facilitate discussion, I provided simple communication strategies to allow them to share their opinions in English. They could use them during class discussions (such as: “I think question 1 is ~”, “I think so too”, “I

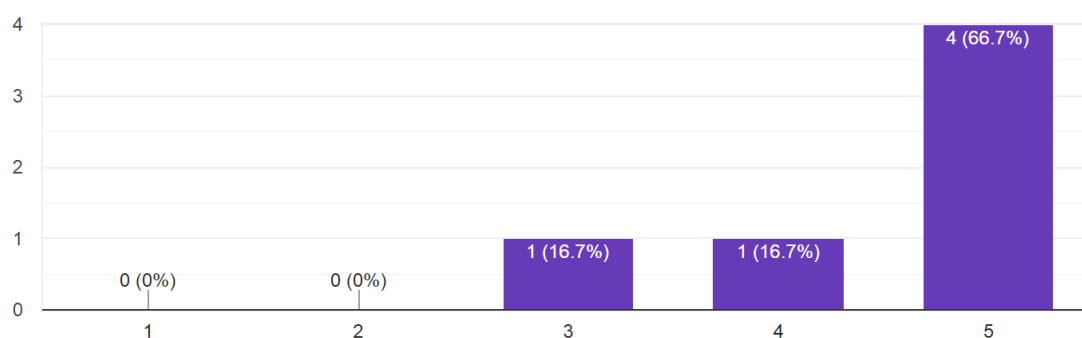
don't think so. I think it is ~", and so on); however, the majority of students quickly reverted to using Japanese when speaking in pairs.

I wanted to understand why it was difficult for students to start the activities, so I asked two survey questions to clarify if they felt the activities were hard or if my explanations needed improvement.

Graph 7: Question 12 of the final survey – Perceived clarity of classroom activities

12) 授業の指示は分かりやすかったです。 (Classroom activity directions were easy to understand.)

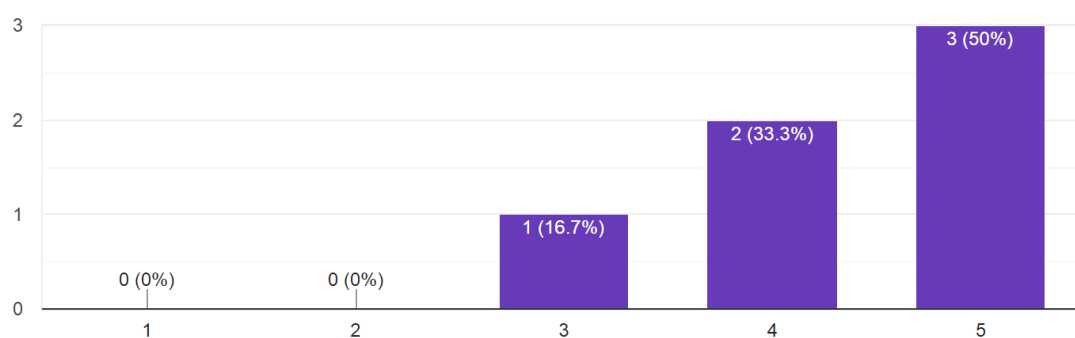
6 responses



Graph 8: Question 13 of the final survey – Perceived difficulty of classroom activities

13) 授業の活動内容は行いやすかったです。 (The activities were easy to do.)

6 responses

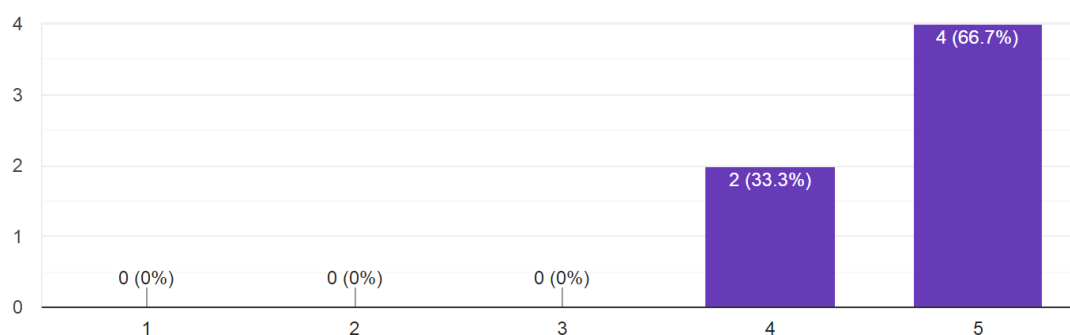


On the survey, 4 students replied that the FoF activities were very interesting and 2 replied that they felt they were interesting.

Graph 9: Question 10 of the final survey – Level of interest of classroom activities

10) 授業の活動は面白かったです。 (The classroom activities were interesting.)

6 responses



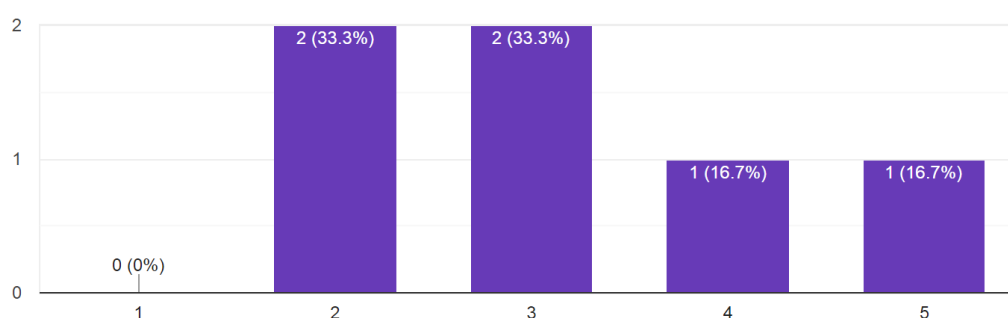
Although only 2 students responded that they thought the FoF pair work activities were helpful for them to improve their English. 2 answered it was somewhat helpful. And 2 others answered it wasn't very helpful. I believe this may be related to how much English they used in the activities.

During the group interview, Nigel stated, "We want more phrases and more teacher talking." He elaborated in Japanese that he wanted classes to be more traditionally taught and to be exposed to set phrases. Karen replied in Japanese, "I think that set phrases aren't very useful because their use was very limited." Helen agreed with Karen by saying, "Talking [in] English is hard, but ... [Japanese from here] it made me think and I feel more confident speaking." In my class observations, Helen tried using English as much as possible during the FoF pair discussions and showed great improvement over last year where she spoke almost solely in Japanese throughout the lessons.

Graph 10: Question 6 of the final survey – Perceived improvement from classroom activities

6) ペアの活動が英語の能力を上達させました。(The pair work activities in class helped me to improve my English skills.)

6 responses



7. *What I learned*

This year I understood more deeply about the special needs of third-age learners. Last year I treated this group of students closer to my adult class and sometimes junior high school learners. However, after reading many research papers and a few books about third-age education, I have become aware of my students' needs and strengths. Through the surveys, final group interview, and journaling, I started to realize that third-age learners require much more time to process information and require much more time and patience to adapt to new teaching approaches (McNeill, 2019).

I also have learned that to increase the quality and quantity of timed conversations, it is important to carefully pick conversation topics and avoid pairing couples together. Topics should be interesting and easy to talk about for the students, and separating couples helps ensure that the conversation will be meaningful and communicative.

Moreover, I have learned that even in a small sample size in a homogeneous group of students. Third-age learners display large variations, both in interests and adaption to different studying methods. Experience, interests, and their own self-image play a big role in such variance, and as people age, their uniqueness tends to broaden (Gabryś-Barker, 2017). So introducing various methods to study independently enables students to find methods most suitable for them.

Encouraging students to study independently may potentially help counteract third-age learners' long-term memory challenges. However, it can be challenging to motivate students that don't require English for work or further education to study independently.

This term's surprising discovery was that adaption to technology doesn't seem related to technological savvy or age. Nigel, the most technologically adept student, previously a professional engineer, did not use any technological tools to study English. Ted and Karen, however, became keen users and endorsers of using technology to study once they realized how easy and accessible it was to study online. A minimum level of comfort is necessary for learned to adopt technology because technophobes or students with extremely little technological confidence will be averse to adopting new technological tools. Moreover, even if students don't use technology to study English, there were some benefits to introduce those tools to enhance students' well-being. Nigel started using Zoom to have online dinners and parties with his family. He stated in one of the lessons, "I am happy to have online company and [my] birthday party with [my] family."

Even though this is a very small sample, I noticed that higher level students displayed more resistance to engage in different methods of studying and activities. Meanwhile, the lowest-level students were most eager to try new activities and methods of studying. Next time, it might be useful to gain a deeper insight into students' beliefs about studying in the interview process.

Lastly, although third-age learners require more time to adapt to FoF activities, students reported enjoying them and some even found the activities to be effective. During the group interview, I realized that the biggest challenge for effective activities is acclimating students to work and discuss in pairs in English. I still feel I am just beginning to understand FoF activities, but I believe that FoF activities could significantly improve students' confidence, accuracy, and communicative abilities.

8. *Future issues*

In the future, I would like to continue exploring how to better develop and introduce FoF activities. I hope to better introduce and encourage learners to use Communicative Strategies to help them deal with communication breakdowns without resorting to Japanese. As students continue to study-independently, I would like to try

introducing the concept of conversation cards from MDCD and connect them to the timed conversation activities. Because of the long period without classes, I plan to continue searching for and sharing new ideas to study independently.

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Appendix A – Sample Lesson Plan “Past time activities”

Goals: 1) Students can discuss in pairs about various pastime activities.
2) Students can talk about activities they want to try for 3 minutes using more than 50% English. Their conversation will be recorded and transcribed.

Time	Interaction T-Ss, S-S, S	<u>Activity</u> & Procedure
5	T-Ss	Greeting
2	T-Ss	<u>Vocabulary: Sport and Pastimes</u> Ask students to check and discuss their answers
4	S-S	Students will check their work together in pairs
2	T-Ss	Check the answer as a class and provide space for student questions
2	T-Ss	Explain that they will work in pairs and try to figure out which sentences connect with the correct sports
8	S-S	Provide discussion time
7	T-Ss	Watch the video and check their answers.
3	T-Ss	<u>Brainstorming: Expanding their ideas</u> Demonstrate that they will need to think about top 5 activities to do in different scenarios
7	S	Provide some time for students to think about their top 5 activities in different scenarios
15	S-S	Allow students to share with one another their top five lists – Ask listeners to make a note of which activities they liked
5	T-Ss	Provide space for any questions or comments
		30-minute Break
2	T-Ss	<u>Conversation: Topic – What pastime activities do you want to try?</u> Now ask students to think about which activities they want to try from their lists.
5	S	Provide some time for them to think about which activities they want to try and don't want to try.
18	S-S	Students will have 3 minutes to share their ideas and discuss what they want and don't want to try.
2	S	<u>Data: Study Tracker</u> Provide time for students to answer the small technology use feedback slip.
3	T-Ss	Homework: Ask students to reorder the story and think about what is happening in each scene.

Total Time S-S: 45 minutes

S: 14 minutes

T-Ss: 31 minutes

Appendix B – Worksheet

7 Get active



1 Windsurfing



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____

1 Look at the photos (1–10). Match the activities from the box with each photo.

BMX racing rock climbing scuba diving
in-line skating windsurfing canoeing
bungee jumping snowboarding
parascending skateboarding

2 Complete these sentences with the activities in exercise 1. Then work in pairs and read your sentences to your partner.

I want to try ...

I don't want to try ...

3 Work in pairs. Read the phrases (1–10) from the video. Which activity do you think they describe?

- 1 'exciting' *BMX racing*
- 2 'quiet ... the colours are amazing' _____
- 3 'fun but it isn't always easy' _____
- 4 'very difficult but very exciting' _____
- 5 'exciting – you can see for miles' _____
- 6 'cheap and easy to learn' _____
- 7 'great fun' _____
- 8 'fast and exciting' _____
- 9 'easy but it isn't boring' _____
- 10 'great' _____

4 Watch the video and check your answers to exercise 3.

5 Work in pairs. Choose a title below and write a list.

- The top five exciting holiday activities
- The top five relaxing holiday activities
- The top five activities for a rainy weekend at home

The top five relaxing holiday activities

1 *lying in the sun*

Appendix C – Link to the end of the course survey

https://docs.google.com/forms/d/1J5si42pjJ8rIWHVvhehyAUzunBzbxmxDJ2FQdtX9Z14/closedform#response=ACYDBNj2ooMGxISw4nQIU3BMAK1xQfo8OwGYvO6gxTKIoS3nNAWrs1oU65Y_PYNTMS4Z98w

Appendix D – Study Tracker**Outside the class – Study Tracker**

Name: _____ **Date:** _____ 日 _____ 月 2020

I studied about _____ minutes this week.

I used the following technology (*Circle any that apply*):

- Line Voice Recording English TV show Watched online videos
 English websites Siri / Google helper Others: _____

I studied about _____.

Appendix E – Interview Questions**Flow and Design:**

Since the students are quite elderly, I decided that it would be best to keep the interviews relatively short, hopefully less than 30 minutes. I separated the survey into five sections: students' experiences, technology, self-studying, timed-conversations, and classroom activities (FoF). I would like to understand how students felt about the various activities and if the lessons met their learning goals. I struggled to choose which area I should start with, but I am thinking that it may be easier for students to start talking about more specific feelings and experience and then discuss broader, more general goals.

Interview Questions**Experience:**

- 1) What was your experience in the lessons?

Technology:

- 2) Did you use technology to study English? (If yes) What did you think about it? (If no) What do you think prevented you from using technology to study?
- 3) (If 2 is yes) What did you like about using technology to study?
- 4) Did using technology to study help your English?
- 5) Do you plan to continue studying with technology? Why?

Self-studying:

- 6) Did you study English at home? (if yes) How did you feel about it?
- 7) Did you think studying at home helped your English improve?
- 8) Do you plan to continue self-studying? Why?

Timed-conversations:

- 9) What did you think of the timed conversation practices?
- 10) What did you think about the topics?
- 11) What topics do you want to talk about?
- 12) Did timed-conversations help your English improve?

Classroom activities:

- 13) What activities do you want to do in the future? What makes you want to do them again?
- 14) Are there any activities you disliked? What did you dislike about it?
- 15) What did you think about working in pairs?
- 16) Do you prefer working in groups or having the teacher lead the lesson? Can you elaborate?

Feedback:

- 17) In your opinion, what were the most useful activities to help you learn? (Technology, self-study, classroom activities, timed-conversations) Why do you think that?
- 18) In your opinion, what were the least useful activities to help you learn? Why do you think that?
- 19) If you were the teacher, what would you do differently?
- 20) Do you have any feedback opinions or ideas?