

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Educational demands in the senior population (ages 65+) continue to rise worldwide as the number of healthy retirees eager to learn rapidly grows over the following decades (Gierszewski & Kluzowicz, 2021). Nevertheless, research in retirees' L2 education remains relatively new and little is understood about practical approaches to senior language instruction and motivation. This paper aims to learn the effects of a communicative language teaching approach on retirees' ability to communicate while also seeking to understand factors that foster retirees' motivation in an online learning environment.

Literature Review

This literature review aims to establish the fundamental concepts used as foundational pillars for this study, providing their definition, brief history, relevant research, and major issues. It has been organized thematically into five sections: communicative language teaching (CLT), communicative competence (CC), focus on form (FonF), self-determination theory (SDT), third-age learners (TALs), and technology. The first section explores the evolution of second language (L2) education, focusing on the main CLT principles used in this study. CLT is an approach to language teaching in which educators treat language as a vehicle for communication, instead of the traditional view that language is object of study. Fundamental to CLT, CC theorizes that communicative competence relies on four skills (grammatical, discourse, strategic, and sociocultural). FonF is a branch within CLT that addresses the importance of grammatical instruction within communicative lessons. The second section summarizes the field of student motivation, emphasizing SDT concepts and research. SDT is a motivational theory which states that individuals are motivated by three basic psychological needs (autonomy, competence, and relatedness). The third section defines the essential features of the target participants, highlighting the strengths and difficulties faced by TALs. TALs are defined as retirees (usually 65 years or older) interested in continuing to learn. They have unique characteristics, such as being intrinsically motivated; however, TALs may suffer from lowered self-esteem, or declining physical and mental skills. The last section describes the benefits and challenges of utilizing technology in L2 classrooms. Although technology enables learners to access a vast number of resources in a global community, instructors and learners tend to have limiting beliefs that restrict the introduction of technology in adult education. The scope of this project will focus mostly on seminal research and studies performed in Japan.

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Communicative Language Teaching

English education in Japan has experienced significant shifts over the last few decades. Globalization and internationalization have played significant roles in current developments (Fujimoto-Adamson, 2006; Littlewood, 2011; Savignon, 2005). Fujimoto-Adamson (2006) posited that “in 1997 ‘globalization,’ ‘cultural difference’ and ‘international understanding’ became official slogans for state-run English education [in Japan]” (p. 277). The importance of fostering communication skills in Japanese English education was further solidified by the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) introduction of the new Course of Study in 2013 (MEXT, 2013). The guidelines added the goal of developing students’ communication skills, causing many educators to seek more suitable teaching approaches, thus leading to a surge in interest in the CLT approach, a teaching approach that emphasizes the role of communication activities in learners’ language acquisition.

The history of CLT. Around 4,000 years ago, the study of classical languages led to the development of the grammar-translation method (GTM) (Fotos, 2005; Lightbown & Spada, 2013). It is defined by Lightbown and Spada (2013) as “[a]n approach to second language teaching characterized by the explicit teaching of grammar rules and the use of translation exercises” (p. 218). GTM remained an influential L2 teaching methodology well into the 19th century and continues to be used in many foreign language teaching environments (Fotos, 2005). Savignon (2017) explained that one of the reasons for GTM’s lasting appeal was that it “was valued above all for the development of analytical skills” (p. 6). However, GTM’s strong focus on written language provided limited success in developing students’ spoken skills.

During the 1940s and 1950s, behavioral psychology gained momentum in the field of education. Behaviorists believed that learning occurs through “imitation, practice, reinforcement (or feedback on success), and habit formation” (Lightbown & Spada, 2013, p. 103). Those beliefs were the foundation for the audio-lingual method (ALM), characterized by “inductive learning of grammar via repetition, practice, and memorization” (Spada, 2007, p. 273) and heavily focused on listening and speaking drills often devoid of any meaningful context (Lightbown & Spada, 2013). However, despite ALM’s concentration on spoken practice, students remained unable to develop strong communicative skills (Lee & VanPatten, 2003; Lightbown & Spada, 2013; Savignon, 1991). Lee and VanPatten (2003) addressed ALM’s failure explaining that:

What the ALM instructor did not usually provide was the opportunity for students

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

to use the language in meaningful or communicative way....In fact, many [teachers] thought that students did not need to know what they were saying; they needed to know only that what they were saying was correct. (p. 10)

Their explanation highlighted two critical ideas that triggered the development of communicative language teaching (CLT): comprehensive input and meaningful language utilization.

The inability of GTM and ALM to produce students capable of communicating in L2, along with developments in second language acquisition (SLA) in the 1970s and 1980s, fueled the development of CLT. Hymes' (1972) postulation of *communicative competence* (CC) provided the foundation necessary for CLT to thrive. Littlewood (2011) explained that CC offered a more holistic perspective on communicative ability than Chomsky's linguistic competence. Consequently, two linguists independently built upon CC providing separate but related principles that defined CLT: Krashen's *comprehensible input hypothesis* and Long's *interactionist hypothesis* (Spada, 2007). Krashen proposed that meaningful, comprehensive input slightly above students' level was essential for SLA. Meanwhile, Long (1983) believed that the key to SLA was to empower students with tools to negotiate meaning, enabling learners to comprehend the input and acquire the language. Spada (2007) stated that both hypotheses "emphasized the central role of meaningful communication in language acquisition" (p. 274), an essential characteristic of all CLT approaches. In summary, the progress in SLA research and the traditional approaches' inadequacy to foster students' ability to communicate were the driving forces behind the development of the CLT.

Defining CLT. Communicative language teaching (CLT) is often broadly defined as a language teaching approach that theorizes that students best learn a second language (L2) through the exchanges of ideas and negotiation of meaning rather than the drilling of isolated grammatical forms (Lightbown & Spada, 2013). Moreover, Lee and VanPatten (2003) highlighted the importance of *comprehensible* and *meaningful* input for learners to develop form-meaning connections that enable them to learn vocabulary and grammatical forms (Lee & VanPatten, 2003). Since its inception, CLT has expanded into several diverging methodologies, including but not limited to task-based language teaching (TBLT), content-based instruction (CBI), content and language integrated learning (CLIL), focus on form (FonF), and many others (Brown, 2014; Littlewood, 2011). Due to the plethora of CLT perspectives, some researchers have questioned the term's usefulness. For example, Spada (2007) argued that "the problem with communicative language

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

teaching (CLT) is that the term has always meant a multitude of different things to different people” (p. 272). On the other hand, other researchers, such as Littlewood (2011), disputed that the term CLT is an ‘umbrella’ term useful to describe all teaching styles that “aim to improve the students’ ability to communicate” (p. 542). Brown (2014) supported the ‘umbrella’ definition by identifying four unifying factors common to all major CLT ideologies:

1. Classroom goals are focused on all of the components of CC and not restricted to grammatical or linguistic competence.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts. (p. 236)

Therefore, even though instructors may implement CLT in unique ways based on their beliefs and teaching requirements, there are key characteristics that unify all CLT approaches under one banner. Most importantly, CLT instructors focus on developing learners’ CC through authentic and meaningful use of language, a vastly different approach to language education than GTM and ALM.

CLT’s broad definition has caused many misconceptions (Sato & Kleinsasser, 1999; Spada, 2007). Therefore, it is also crucial to address those misunderstandings to ensure it is accurately interpreted. Spada (2007) highlighted five key mistaken beliefs:

1. CLT means an exclusive focus on meaning
2. CLT means no explicit feedback on learner error
3. CLT means learner-centered teaching
4. CLT means listening and speaking practice
5. CLT means avoidance of the learners’ L1. (p. 275)

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Moreover, Sato and Kleinsasser (1999) added that some teachers assume CLT requires excessive preparation and work by teachers. These misconceptions may have negatively influenced Japanese English teachers' perspectives of CLT. Thus, creating pushback from the teachers. Sato and Takahashi (2008) described that "although the [MEXT] guidelines required teaching Oral Communication twice a week to 1st-year [high school] students, most teachers had been replacing it with grammar class as they thought grammar was essential to prepare students for university entrance examination" (p. 206). Consequently, before Japanese educators can widely accept CLT, it is imperative to correct its misconceptions.

Issues. Even though CLT has demonstrated benefits in improving learners' communicative competence, it is not free of problems. Several researchers and educators have raised issues and concerns about the CLT approach, including a lack of a clear definition which can lead to confusion and misinterpretation of the term (Littlewood, 2011; Spada, 2007; Wu, 2008). Moreover, instructors' incomplete understanding of CLT and lack of consistent teacher development opportunities can cause instructors to rely on traditional practices (Sato & Kleinsasser, 1999). Fotos (2005) raised that "the presence of grammar-and translation-based examinations in English requires that a major part of each English lesson be spent teaching grammar, vocabulary, translation" (p. 667). Thus, until examinations begin to assess learners' CC, teachers will face pushback from students, parents, and other teachers. Littlewood (2011) added that due to the drastic differences between the traditional approaches and CLT, traditional teachers might perceive adapting to CLT pedagogy as a "quantum leap" in education (p. 551). Lastly, Littlewood (2011) highlighted that CLT, an approach developed in Western countries, should not be imposed as a global panacea to language teaching; instead, he argued that CLT proponents should be sensitive and adaptable to different countries' goals and current situations. In summary, the main CLT issues may be solved with proper teacher training, systemic support, and more empathy when implementing it in different learning environments.

Conclusion. CLT seems the most suitable approach to achieve MEXT's goal of producing learners capable of communicating in English. However, a few issues (e.g., lack of appropriate teacher development opportunities, education and examination misalignments, and adapting CLT to the education system in Japan) need to be addressed before CLT can be successfully implemented across Japan. Furthermore, Savignon (2002) explained that the "central theoretical concept in communicative language teaching is 'communicative competence'" (p. 1). Since communicative competence is a fundamental

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

concept in CLT, the next section will explore the term in detail.

Communicative Competence

Competence is a principal construct in L2 education that enables instructors to establish teaching goals and assess learners' progress. Thus, defining competence is foundational for any teaching approach. Three main types of competencies have been developed: linguistic competence, communicative competence, and interactional competence. Each will be introduced and defined below.

Linguistic Competence. Linguistic competence was initially theorized by Noam Chomsky, a prominent linguist, in 1965. Chomsky proposed that “an ideal native speaker’ has complete mastery of the language spoken in his or her speech community” (Abdulrahman & Ayyash, 2019, p. 1601). Therefore, linguistic competence became synonymous with native-like linguistic accuracy (grammar), the primary aim of GTM and ALM (Savignon, 2005). However, since competence is an internal construct which cannot be measured, Chomsky suggested assessing competence indirectly through learners’ performance (Lightbown & Spada, 2013). Although linguistic competence has proven indispensable in L2 education (Abdulrahman & Ayyash, 2019), effective communication requires learners to master more than simply developing linguistic competence.

Communicative Competence. One of the first to criticize linguistic competence’s limitations was sociolinguist Dell Hymes. In 1972, he introduced the concept of communicative competence (CC). He expanded linguistic competence to include sociocultural perspectives, such as the ability to convey, interpret and negotiate meaning in different social contexts (Brown, 2014). Hymes focused on “language as a social behavior” (as cited in Savignon, 2002, p. 2), not for educational purposes. Canale and Swain (1980) reframed Hymes’ notion of CC into an educational perspective, introducing three main components: (1) grammatical competence, the “knowledge of lexical items and of rules of morphology” (p. 29); (2) sociolinguistic competence, which includes knowledge of “sociocultural rules of use and rules of discourse” (p. 30); and (3) strategic competence, verbal and non-verbal strategies that “compensate for breakdowns in communication” (p. 30). Sociolinguistic competence was later segregated into sociocultural and discourse competence (Savignon, 2002). The resulting four components are described by Brown (2014):

1. Grammatical competence: “Knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology” (Canale &

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Swain, 1980, p. 29). It is the competence that we associate with mastering the linguistic code of a language, the linguistic competence referred to by Hymes (1972) and Paulston (1974).

2. Discourse competence: The ability to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances. With its inter-sentential relationships, discourse encompasses everything from simple spoken conversations to lengthy written texts (articles, books, etc.).
3. Sociolinguistic competence: The ability to follow sociocultural rules of language. This type of competence “requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction” (Savignon, 1983, p. 37).
4. Strategic competence: The ability to use verbal and nonverbal communicative techniques to compensate for breakdowns in communication or insufficient competence. It includes the ability to make “repairs” and to sustain communication through paraphrase, circumlocution, repetition, avoidance, and guessing. (p. 208)

Each component is integral in CC and works in conjunction to enable learners to communicate effectively. Thus, as highlighted by Savignon (2002), CC is a “central theoretical concept in communicative language teaching” (p. 1). Since then, other versions of CC have been theorized, such as Bachman and Palmer’s communicative language ability (CLA). CLA is a multi-disciplinary construct divided into two major components, organizational knowledge and pragmatic competence (Brown, 2014). However, as Abdulrahman and Ayyash (2019) explained, Canale and Swain’s framework remains popular due to its simplicity and accessibility. Therefore, this study relied on Canale and Swain’s definition of CC.

Interactional Competence. Kramsch, a famous linguist, challenged the view that competence was simply an individual’s fixed communicative ability. Thus, she introduced the idea of intersubjectivity into CC, creating interactional competence (IC).

Intersubjectivity is the ability of participants in a conversation to predict each other’s utterances, emotions, and actions based on situational and contextual clues (Abdulrahman & Ayyash, 2019; Brown, 2014). IC proponents perceive communication as “variable and co-constructed by participants interaction” (Seedhouse, 2011, p. 348). Therefore, learners’ performance will depend on individuals’ abilities as well as the

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

synergy of those involved in the communication. Hence, the difference between CC and IC lies in their focus; CC assesses an individual's ability to communicate, while IC analyzes the interaction between participants, varying on who is involved and their connections. Unlike the previous competencies, IC became the primary model used in conversation analysis (CA) (Seedhouse, 2011). Although CA is not always directly associated with L2 teaching, it has provided new models and tools to assess learners' spoken interactions in L2 learning and teaching research (May et al., 2022).

Conclusion. There are three widely accepted definitions of competence in L2 education. Although they were derived from different fields in psychology and linguistics, they are not necessarily in direct opposition to one another. Instead, they maintain a core of similar definitions and build upon each other's strengths adding their unique point of view. Therefore, Abdulrahman and Ayyash (2019) propose that “[f]eatures of these three competencies can be skillfully combined by teachers for better classroom instruction” (p. 1609). Therefore, in this study, participants will be instructed and assessed on two of the CC's main components, *grammatical competence* and *communication strategies*. However, IC principles will also be used to analyze learners' communicative development. The following section will specify the role of grammar in CLT and describe the reasoning behind the approach used in this study.

Focus on Form

Since the inception of CLT, numerous communicative teaching approaches have been developed. During this development, researchers and educators debated the role of grammar in L2 education with much contention. On one extreme, Krashen and Terrell (1983) claimed that grammar is best learned implicitly through meaningful input. Hence, they advocated that using comprehensible input slightly above learners' current level would develop learners' grammatical skills, a concept known as *the input hypothesis*. Meanwhile, Long (1998) countered that a purely communicative approach is “insufficient to achieve full native-like competence” (p. 35). Hence, he advocated for “drawing [brief] attention to linguistic elements...in context” (p. 40) when linguistic problems occur in the classroom, a concept he defined as *focus on form* (FonF).

Moreover, Harley and Swain (1984) conducted a seminal study in Canada. They demonstrated that exposure to meaningful input in French immersion programs helped students achieve high fluency and comprehension levels. However, students could only produce some grammatical forms accurately despite studying French for years (as cited in Lightbown & Spada, 2013). Thus, since then, FonF has gained momentum, leading to the

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

creation of a plethora of teaching approaches. Only the most famous and relevant theories will be discussed in this paper for brevity.

The history of FonF. The term focus on form (FonF) was first proposed by Long (1988, as cited in Williams, 2005) to describe brief grammatical instruction when linguistic errors occurred within communicative lessons. Meanwhile, traditional grammatical approaches characterized mainly by linguistic teaching decontextualized from meaning (e.g., GTM and ALM) were defined by Long as focus on forms (FonFs). Over time, FonF was expanded by other researchers to include planned and even isolated grammatical instruction (Loewen, 2011; Williams, 2005). Ellis (2001) created a new term, form-focused instruction (FFI), to include “any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form” (pp. 1-2). FFI was divided into three types of instruction: FonFs, incidental FonF as defined by Long, and planned FonF. However, Williams (2005) noted that including FonF and FonFs in FFI may lead to confusion. Moreover, FFI encompasses too much; therefore, this paper will use FonF to avoid confusion.

Processing Instruction. Within planned FonF, VanPatten (2000) introduced the concept of *processing instruction* (PI), a teaching approach aimed at improving learners' grammatical acquisition through carefully designed activities. Nassaji and Fotos (2011) explained that PI is derived from VanPatten's *input processing* model, composed of four main principles:

1. Learners process input for meaning before they process it for form.
2. For learners to process form that is not meaningful, they must be able to process informational or communicative content at no or little cost to attention.
3. Learners possess a default strategy that assigns the role of agent (or subject) to the first noun (phrase) they encounter in a sentence/utterance. This is called the first noun strategy.
4. Learners first process elements in sentence/utterance initial position. (p. 22)

Moreover, VanPatten and Cadierno (1993) theorized that language acquisition relies on three key processes: (1) filtering input into intake, a simplified form of understanding; (2) part of the intake is then incorporated into learners developing systems (linguistic knowledge); and (3) the developing systems can be accessed to produce output. PI acts on the first stage of acquisition (input to intake) to create “form-meaning connections,” whereas traditional grammar instruction acts on the third stage (accessing

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

developing systems to output) (VanPatten and Cadierno, 1993). Lee and VanPatten (2003) suggested utilizing “a cycling of input to output activities...[to] offer learners the opportunities to bind...grammatical forms with their meanings before you [teachers] ask them to produce them” (p. 90). They proposed a series of planned FonF activities: structured input, structured output, and information exchange. Meanwhile, Ellis (2018) introduced the idea of consciousness-raising (CR) tasks, activities designed to develop learners' metacognitive understanding of linguistic features. The CR tasks can naturally complement Lee and VanPatten's proposed teaching approach. The four types of tasks will be explored below.

Structured Input (SI). Structured input is defined by Lee and VanPatten (2003) as “input that is manipulated in particular ways to push learners to become dependent on form and structure to get meaning” (p. 142). Effective structured input activities require comprehensible and meaning-bearing input (Lee & VanPatten, 2003); however, VanPatten and Cadierno (1993) clarified that “comprehension does not necessarily lead to acquisition” (p. 46). These activities “must contain some message to which the learner is supposed to attend” (Lee & VanPatten, 2003, p. 27), thus enabling students to develop form-meaning connections essential to language acquisition. An essential aspect of SI activities is that learners are not expected to produce the target language; instead, they should derive meaning from the target input and produce something new (spoken, written, drawn).

Consciousness-Raising (CR). Ellis et al. (2020) characterized CR activities as activities that make “a linguistic feature...the topic of the task and aims to help learners achieve a metalinguistic understanding of a rule” (p. 346). Although similar to noticing skill activities, Ellis (2001) highlighted that CR tasks “develop awareness at the level of ‘understanding’ rather than awareness at the level of ‘noticing’” (p. 162); thus, CR tasks aim to develop noticing and comprehension of the target form simultaneously. Nunan (2013) recommended implementing CR tasks after input tasks, arguing that this way, “learners get to see, hear, and use the target language from a communicative or pseudo-communicative perspective...[hopefully making] it easier for learners to establish links between linguistic forms and the communicative functions” (p. 118). Finally, Ellis (2018) claimed that by having students discuss the target language, “CR tasks double up as communicative tasks as ‘grammar’ becomes a topic to talk about” (p. 166). In summary, CR tasks may be powerful student-centered activities in which learners collaborate to gain insights into linguistic forms.

Structured Output (SO). After developing form-meaning connections and becoming

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

aware of the linguistic features, students are ready for the next step, structured output activities. According to Lee and VanPatten (2003), structured output activities have two key characteristics: “[t]hey involve the exchange of previously unknown information...[and] require learners to access a particular form or structure in order to express meaning” (p. 173). Their main objective is to practice accessing the previously learned forms, consequently developing comprehension and fluency.

Information-Exchange (IE). The final step is the information-exchange activities. Their purpose is to allow learners to exchange ideas using their current linguistic repertoire to gain mastery of communication and grammatical forms. However, the exchange of information should not be the end goal of an activity. Instead, Lee and VanPatten (2003) propose that during information-exchange activities, “[l]earners will not only get and exchange information – they will do something with it” (p. 62), thus, creating a purpose for the exchange. The main difference between structured output and information-exchange activities is that the latter involves students freely communicating, encouraging the use of previously acquired linguistic forms.

Issues. A criticism arises over whether PI and CR belong to FonF. Some researchers argue that PI and CR tasks should not be considered FonF activities due to their explicit focus on linguistic aspects. For example, Lowen (2011) stated that “if we follow the strict definition of FonF, then structured input [an element of PI] is excluded; however, there is a strong dual focus on both meaning and form, thus placing it in the middle of a FonF/FonFS continuum” (p. 588). However, Williams (2005) countered that many other researchers, including herself, have expanded FonF to include planned activities independent of student mistake, claiming that all FonF definitions are unified by the idea of “*focus on language as object*” (pp. 672-673). Moreover, VanPatten (2000) highlights a major misconception stating that “a number of researchers have reduced the complexity of PI to mere comprehension” (p. 72). Even though comprehension is significant to PI, activities must follow both SI rules and VanPatten’s input processing principles (described above). A problem may arise from the number of rules that must be followed, increasing the chances of error in implementation. Lastly, VanPatten (2000) validated the criticism that there are few long-term studies on PI, an issue this paper aims to explore.

Conclusion. As warned by Littlewood (2011), introducing CLT to a group of students that have only experienced traditional approaches (e.g., GTM and ALM), such as senior Japanese students, is a drastic change that can be difficult for learners. Therefore, Lee and VanPatten’s (2003) FonF approach provides a good balance of using plenty of

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

meaning focused activities while maintaining exposure to target linguistic forms; potentially reducing the shock older students may experience.

Motivation

Learner motivation is believed to be an essential ingredient for language acquisition success (Brown, 2014; Fujimoto, 2020). Therefore, it draws significant attention from educators and researchers. Moreover, even though most individuals intuitively understand the meaning of motivation, psychologists have long debated its definition and inner workings. Dörnyei and Ushioda (2011) stated that “[p]erhaps the only thing about motivation most researchers would agree on is that it, by definition, concerns the direction and magnitude of human behavior” (p. 4), and direction relates to the action taken and magnitude regards to the amount of effort taken. However, Williams et al. (2015) argued that motivation must be clearly defined before a treatment can be identified as motivational. Therefore, researchers should discern whether they believe motivation to be primarily an external or internal construct. This section will establish foundational terms in motivational research, discuss and contrast three popular motivational theories utilized in L2 education, and describe unique aspects of older learner motivation.

Intrinsic, Extrinsic, and Amotivation. Three key concepts are integral in motivational research: *intrinsic* motivation, *extrinsic* motivation, and *amotivation*. Intrinsic motivation is described by Dörnyei and Ushioda (2011) as “behaviour performed for its own sake in order to experience pleasure and satisfaction” (p. 23). When individuals are intrinsically motivated, the sheer engagement with a task is satisfying and rewarding. On the other hand, extrinsic motivation relates to external factors that influence an individual's motivation, such as external rewards and punishment. The proverbial “carrot and stick” encompasses the concept of extrinsic motivation in a nutshell. Lastly, Dörnyei and Ushioda (2011) explained that amotivation is “the relative absence of motivation that is not caused by a lack of initial interest but rather by the individual's experiencing feelings of incompetence and helplessness when faced with the activity” (p. 140). Amotivation may be confused with demotivation. However, demotivation “concerns various negative influences that cancel out existing motivation” (Dörnyei & Ushioda, 2011, p. 138). Therefore, amotivation is rooted in individuals' internal beliefs of helplessness. Meanwhile, demotivation is caused by a reduction in motivation by external factors called “demotivators.” Initially, the three concepts were thought to be mutually exclusive, “[e]xtrinsic motivation has traditionally been seen as something that can undermine intrinsic motivation” (Dörnyei & Ushioda, 2011, p. 24), thus creating a

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

dichotomy between intrinsic and extrinsic motivation. Motivation was initially perceived to be exclusively teacher controlled (extrinsic); however, over time, student-controlled (intrinsic) factors became central to many theories (Williams et al., 2015). Recently, various modern theories blended the role of intrinsic and extrinsic factors (Ryan & Deci, 2017). Thus, before deciding on a motivational model to frame the research, it is crucial to compare and contrast the main motivational theories.

L2 Motivational Self System (L2MSS). Dörnyei developed L2 motivational self systems to model motivational factors specific to L2 education, becoming the primary model used in language learning motivation (Williams et al., 2015). Williams et al. (2015) elaborated that within the L2MSS framework, motivation “accommodates contextual, personal, and temporal dynamics, and considers motivation as a part of self-realization, as a part of becoming the person we would like to be” (p. 114). Therefore, motivation is seen as a complex dynamic process that changes over time and is influenced by various factors.

L2MSS researchers theorize that motivation is comprised of three components: the ideal L2 self, the ought-to L2 self, and the L2 learning experience. Dörnyei and Ushioda (2011) defined the ideal L2 self and the ought-to L2 self as learners' future possible identities that compel individuals to act, either through inspiration to reach an ideal (former) or fear of realizing an undesirable outcome (latter). Meanwhile, the L2 learning experience relates to learners' past and present experiences learning the L2, including teachers, peers, curriculum, and examinations. Dörnyei (2005) explained the duality of present and future by stating that “there may be two potentially successful motivational routes for language learners, either fueled by the positive experiences of their learning reality or by their visions for the future” (p. 106). Hence, positive experiences tend to lead to intrinsically motivated learners, while learners who have bad experiences may be primarily motivated by future ideals and goals. Within L2MSS, the three main concepts are not defined as intrinsic or extrinsic motivation; instead, inspiration could be derived either from the individual (intrinsic) or generated from someone else (extrinsic) (Williams et al., 2015). Furthermore, motivation is seen as a dynamic process that changes over time. Therefore, an extrinsic source of motivation may become intrinsic at a different point in time or vice versa.

Nevertheless, L2MSS has its limitations. Dörnyei and Ushioda (2011) claimed that purely quantitative research methods might not sufficiently capture the dynamic relationship involved in motivation. Instead, they advocate for future studies to use mixed methods approaches to provide more holistic perspectives. Furthermore, Fujimoto (2020) highlighted that although numerous studies have been conducted on L2MSS, few have

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

focused on the effects of the L2 learning experience, an essential element of students' intrinsic motivation (Dörnyei, 2005). Thus, understanding learners' experiential motivation through mixed methods research may provide valuable new insights. Willingness to communicate is another popular motivational theory utilized in the field of L2 education, which will be explored next.

Willingness to Communicate (WTC). McCroskey originally developed willingness to communicate (WTC) to research how personality traits influence engagement in first language (L1) communication (MacIntyre et al., 1998). With the popularity of CLT on the rise, educators started to view L2 communication as essential to L2 acquisition. Hence, MacIntyre proposed utilizing WTC in L2 contexts to model the factors involved in L2 communication engagement (Yashima, 2002). MacIntyre's (1994) original model postulated that two main components directly influenced WTC in an L2: perceived communicative competence (positive factor) and communication anxiety (negative factor). Greater levels of perceived competence and lower levels of communication anxiety were believed to work in conjunction to increase WTC, thus leading to more frequent communication and practice. Within MacIntyre's (1994) original hypothesis, anomie, self-esteem, and introversion were believed to influence WTC indirectly.

As L2 WTC research progressed, unique factors influencing L2 engagement were identified. MacIntyre et al. (1998) created a pyramid model of WTC (Figure 1) composed of six layers and 12 components to more holistically describe the factors involved. The top three layers (I, II, and III) are viewed as variable and context-dependent (e.g., topic, means of communication, members). Meanwhile, the bottom three layers (IV, V, and VI) are perceived as stable elements such as personal goals, socio-cultural pressures, and personality. The WTC pyramid model is comprehensive and includes intrinsic (personal goal, personality) and extrinsic (socio-cultural pressures, contextual situation) elements.

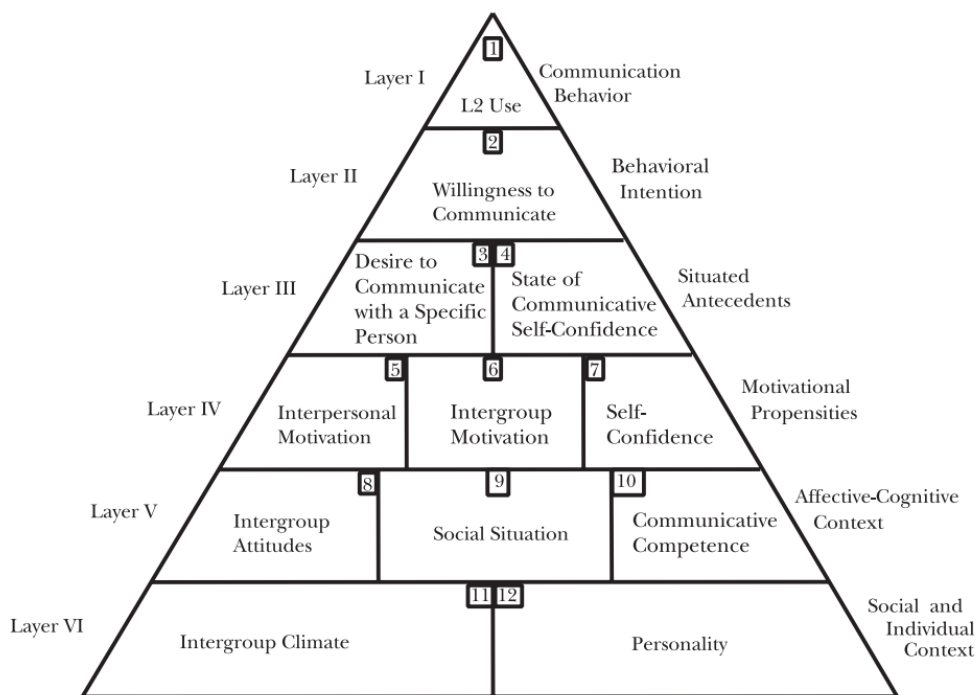
Although the WTC model may seem intimidating, Williams et al. (2015) advised that the pyramid is invaluable in raising instructors' awareness of the multitude of dynamic factors that affect learners' motivation. They recommended that teachers should act whenever possible to reduce learners' inhibition without becoming overwhelmed by its complexity.

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Figure 1

WTC pyramid model



Note. Heuristic Model of Variables Influencing WTC from P. D. MacIntyre, Z. Dörnyei, R. Clément, and K. A. Noels (1998).

Self-Determination Theory (SDT). First proposed by Ryan and Deci (2017), SDT has become a popular motivational theory in various fields such as health care, work, sports, and education. SDT bridges intrinsic and extrinsic motivation by redefining extrinsic motivation into four types (Figure 2): *external regulation*, *introjected regulation*, *identified regulation*, and *integrated regulation* (Takahashi & Im, 2020). Thus, motivation is perceived as a spectrum of extrinsic motivation that is entirely separate from the individual (external regulation) to fully internalized by the individual (integrated regulation). It is important to note that “fully internalized extrinsic motivation does not typically become intrinsic motivation” (Deci & Ryan, 2000, p. 237). At the same time, Williams et al. (2015) explained that such labelling is not static, instead varying on individuals and changing over time. Therefore, an activity may be externally regulated for one person but integrated for another. Furthermore, measured a year later, both individuals (or neither) may indicate that their motivation has become integrated. Dörnyei and Ushioda (2011) explained that “self-determination focuses attention on how motivation for externally defined goals and behaviours may be socialised and gradually

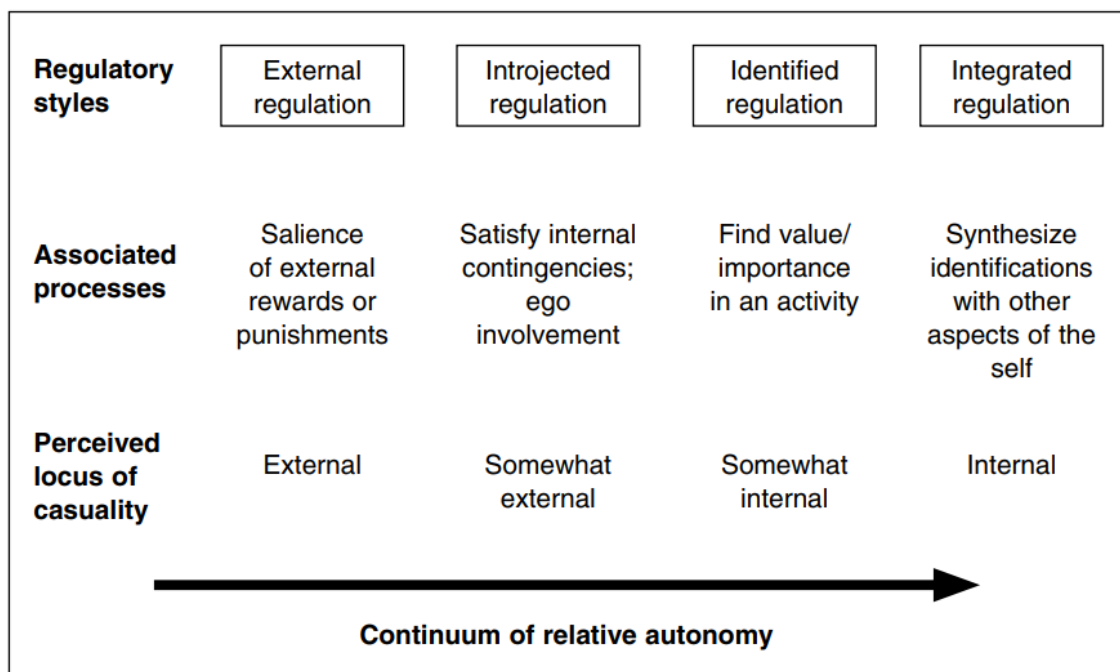
The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

internalised” (p. 25), making the discovery of factors that influence internalization of motivation integral to SDT.

Figure 2

Self-determination theory's regulatory style continuum



Note. The internalization continuum depicting the various types of extrinsic motivation posited within self-determination theory from C. P. Niemiec and R. M. Ryan (2009).

Deci and Ryan (2000) proposed that “people’s needs to feel competent and self-determined” (p. 233) may lead to internalization. Furthermore, motivation can experience shifts in either direction, becoming more intrinsic or extrinsic, depending on various factors. For example, in Deci’s (1971) study, he discovered that “monetary rewards undermined people’s intrinsic motivation leading to a level of post reward behavior that was below baseline” (Deci & Ryan, 1971, as cited in Deci & Ryan, 2000, p. 233). Ironically, introducing extrinsic rewards to an intrinsically motivational task reduced participants’ motivation instead of increasing it. The interest in internalizing motivation lies in the concept that “[i]ntrinsically motivated behaviors are, by definition, autonomous” (Ryan & Deci, 2007, p. 14), meaning that intrinsically motivated individuals are self-driven to act.

SDT’s basic needs. Similar to how the human body requires water, food, and air to survive, SDT proposes three basic psychological needs to sustain motivation: *autonomy, competence, and relatedness*. This idea parallels Maslow’s (1943) needs

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

hierarchy theory which hypothesizes that humans have basic physical and psychological needs that motivate individuals to act. However, Deci and Ryan (2014) explained that SDT differs in three crucial aspects:

1. SDT does not consider all of Maslow's needs essential (e.g., self-esteem and security are not needs, but instead, they stem from a lack of satisfaction in autonomy, competence, and relatedness)
2. SDT's basic needs are not organized hierarchically; therefore, needs do not to be satisfied in a particular order
3. in SDT one need is not believed to be more powerful than another; instead, the degree in which the needs are satisfied predicts the level of motivation.

Williams et al. (2015) summarized the three needs stating that “[people] make and sustain effort more successfully when they feel competent, when they feel in control of their actions, and when they feel valued by and connected to others” (p. 106). Therefore, the presence or lack of these elements will dictate whether motivational intensity grows, remains stable, or withers.

Autonomy. Ryan and Deci (2017) defined *autonomy* as “the need to self-regulate one's experiences and actions” (p. 10). Berghe et al. (2014) further clarified that “[t]he need for autonomy refers to a sense of volition and psychological freedom” (p. 409). However, autonomy should not be confused with self-reliance or being independent of others; instead, autonomy relates to self-endorsed behaviors aligned with one's interests and values. Ryan and Deci (2017) stated that “[w]hen acting with autonomy, behaviors are engaged wholeheartedly” (p. 10). Thus, autonomy is crucial to instill a sense of commitment in individuals that emerges from within. The importance of autonomy in developing intrinsic motivation is acknowledged by Zimmerman et al. (1996) through their statement that “the self-regulatory cycle gives students a sense of personal control that has been shown to be a major source of intrinsic motivation to continue learning on one's own” (p. 3). Hence, teachers should instill a sense of autonomy in students by providing them with choice and responsibility whenever the opportunity arises.

Competence. Ryan and Deci (2017) defined *competence* as “our basic need to feel effectance and mastery” (p. 11). Deci and Ryan (2000) also elaborated that “early experiments showed that positive feedback enhanced intrinsic motivation relative to no feedback (Boggiano & Ruble, 1979; Deci, 1971) and that negative feedback decreased intrinsic motivation relative to no feedback” (p. 234). Therefore, there is a positive

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

feedback loop between experiencing success and building motivation and vice versa. However, Ryan and Deci (2017) warned that “[c]ompetence is, however, readily thwarted. It wanes in contexts in which challenges are too difficult, negative feedback is pervasive, or feelings of mastery and effectiveness are diminished or undermined” (p. 11), indicating that competence is fragile, requiring effort to develop while being relatively easy to lose. Furthermore, competence is closely related to Bandura’s famous concept of self-efficacy. Zimmerman et al. (1996) summarized that “[s]elf-efficacy refers to self-perceptions or beliefs of capability to learn or perform tasks at designated levels (Bandura, 1986), such as getting a B on a test” (pp. 2-3). Competence has been considered a significant factor in influencing one’s motivational level through various theories and theoretical models.

Relatedness. Ryan and Deci (2017) described *relatedness* as “feeling socially connected. People feel relatedness most typically when they feel cared for by others. Yet relatedness is also about belonging and feeling significant among others” (p. 11). Relatedness is concerned with the social aspect of motivation, and the relationship one has with others and their surroundings (e.g., classmates, teacher, learning environment, curriculum). Ryan and Deci (2006) argued that “SDT has continually found that people feel most related to those who support their autonomy” (p. 1565), demonstrating the interrelation between relatedness and autonomy.

Relatedness may be particularly significant to older learners, especially as closed ones pass away, and physical limitations hinder their ability to build new relationships (Pikhart & Klimova, 2020; Singleton, 2018). However, research in relatedness-supportive teacher behavior (teachers’ actions to support students’ needs) is still lacking. This issue is emphasized by Sparks et al.’s (2016) statement: “[much research] has focused on autonomy-supportive teacher behaviors, with less attention devoted to support or competence, and in particular, relatedness” (p. 72). Ryan and Deci (2017) further elaborated that “behavioral outcomes are most easily changed by...altering the proximal features of social environments” (p. 7). Thus, exploring the effects of teacher actions and behaviors that support students’ relatedness needs (i.e., developing positive group dynamics and making students feel valued) may be of utmost importance for teachers, especially those educating third-age learners.

Third-Age Learner Motivation. Without the pressure of school examinations or work, third-age learners tend to be intrinsically motivated to continue learning for numerous reasons (e.g., interest in the subject, connecting with others, and mental health) (Gabryś-Barker, 2017). However, the decline in third-age learners' physical and mental capabilities causes their confidence and motivation to be negatively impacted

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

(Grognet, 1997; McNeill, 2019). This problem is exacerbated by the addition of technology, as many teachers and learners believe it may be too late for students to build their technological skills (Ware et al., 2017). However, this does not mean that third-age learning and technology always have bleak outcomes. Students may be encouraged to learn how to use new tools to learn languages and for other purposes (Oxford, 2017). Creating online learning environments that motivate and support third-age learners' relatedness needs may be a solution that facilitates third-age learners' access to education. Therefore, this study will utilize SDT as the foundation to understand senior learners' motivation and analyze how the three basic psychological needs affect TAL motivation. Finally, it is essential to have a deeper comprehension of the target learners.

Third-Age Learners

Life-long learners' education is a relatively new area of research. However, as the demand for older adult education rises, so does the need for research in this field (Pfenninger & Polz, 2018). Third-age learners (TALs) are often defined as healthy retirees, often 65 years or older, interested in continuing to learn (Gabryś-Barker, 2017). Matsumoto (2019) further elaborated that the third age is "an era for personal achievement and fulfilment after retirement" (p. 112) hence indicating that retirement may be the beginning of a new stage in life.

Challenges faced by TALs. Changes in third-age learners' mental state impair their working memory (Singleton, 2018), and their ability to process and remember new information (Ware et al., 2017) negatively affects their ability to learn. Furthermore, visual and auditory deterioration impacts learners' reading and listening skills (Bosisio, 2019). Changes in physical abilities and lifestyle patterns may also lead individuals to feel inept, reducing their self-confidence and motivation (Grognet, 1997). Therefore, teachers need to be conscious of TALs' challenges to serve them more effectively.

Strengths and Advantages of TALs. On the other hand, research in L2 learning has demonstrated various benefits for TALs. Antoniou et al. (2013) illustrated that L2 learning requires multiple skills, such as sound discrimination, working memory, inductive reasoning, and task switching. Their research demonstrated that learning an L2 stimulates the brain and helps maintain its plasticity, potentially avoiding or delaying dementia. Moreover, Pfenninger and Polz's (2018) study discovered that learning an L2 boosted learners' self-confidence and promoted social interaction and integration for third-age learners. Moreover, Pikhart and Klimova (2020) reported that while learning an L2, older learners indicated improvement in life quality, regardless of progress in their

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

language skills. Matsumoto (2019) claimed that learning an L2 benefits TALs' communicative, cognitive, and mental skills and well-being by "adding to their [TALs] sense of meaning in life" (p. 113). Hence, language learning provides benefits far beyond the development of linguistic skills.

Teaching TALs. Educators need to be mindful of the unique requirements and advantages TALs have. TALs expect teachers to use simple instructions, speak slowly and loudly, and be encouraging, funny, respectful, and friendly (Pfenninger & Polz, 2018). Furthermore, teachers need patience and may be required to repeat instructions multiple times before learners can perform the activities and TALs also display difficulty accepting and adapting to new learning styles (McNeill, 2019). Lastly, TALs are often unencumbered by external pressures to learn an L2, such as examinations or jobs (Matsumoto, 2019). 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). Furthermore, Kacetyl and Klímová (2021) recommended that teaching "should be student-centered and a communicative method should be implemented with a special focus on talking about familiar topics" (p. 6), reinforcing the suitability of the CLT approach.

In short, even though research in third-age learners is still in its infancy, its relevance will continue to grow as demands in third-age education continues to increase drastically over the following decades. Understanding TALs' motivational needs, practical teaching approaches, and how learning an L2 affects TALs' well-being are research topics gaining popularity over the last few years. Therefore, this study aims to reveal practical teaching and motivational approaches appropriate to TAL education.

Technology

As electronics 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 can 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 (e.g., video and audio recordings) allow students to decide the time, place, and sometimes method of practice (McCain, 2009). Modern technology enables us to be more connected than ever; tapping into this resource would allow learners to communicate with students they may not normally encounter in the traditional classroom setting, creating new exciting opportunities in teaching.

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Although technological tools offer many benefits in language learning, technology adoption 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 cannot 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, TALs may oppose changing their learning style (McNeill, 2019), possibly making adopting technology in language learning extra challenging.

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 an L2. Technology continues to become ubiquitous in our lives, so finding ways to introduce it in adult English education may be valuable for learning languages and helping learners adapt to our ever-changing world.

Summary

TALs have unique characteristics that should be taken into consideration by instructors. On the one hand, TALs tend to be highly intrinsically motivated to learn an L2; moreover, research indicates that education may provide emotional and psychological benefits to learners. However, due to changes in physical and psychological abilities, TALs may experience difficulty re-entering learning environments. Furthermore, TALs may resist online environments and the CLT approach due to a lack of familiarity and comfort. However, as previous research indicates, communicative activities and building relationships may be effective ways to overcome those challenges. Therefore, this study will analyze the effects of CLT and SDT on satisfying TALs' unique learning and motivational requirements.

Research Issues and Research Questions

This group is the same as last year; however, two students from last year dropped the course: one due to scheduling issues and another due to a conflict with a classmate. The current group is mainly comprised of third-age learners; four of the six students are over 65. Students are able to maintain simple conversations in English. Most have some fluency and are not afraid of making mistakes, though many lack accuracy. Moreover, students demonstrated knowledge of the grammatical structures when traditional

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

grammatical drilling was conducted. However, they struggle to apply their grammatical knowledge during conversations.

Lastly, students are participating for the second year online. Last year, students were trained in joining classes, recording, uploading their videos, and participating in focus on form activities. Some students still experience technical issues due to slow internet and outdated computers but continue to be eager to join the lessons.

Context

- Level: Beginners to intermediary
- Class size: Six (four third-age learners – two adults) (five Japanese / one Brazilian)
- Time: 60 minutes, once per week
- Textbook: No textbook. Course material will be developed based on students' needs and goals.

Research questions

1. How do focus on form activities affect third-age learners' communicative competence?
2. How important are the three components of self-determination theory (competence, relatedness, and autonomy) for third-age learners' motivation?
3. What are the effects of focus on form activities on third-age learners' self-determination needs?

Method

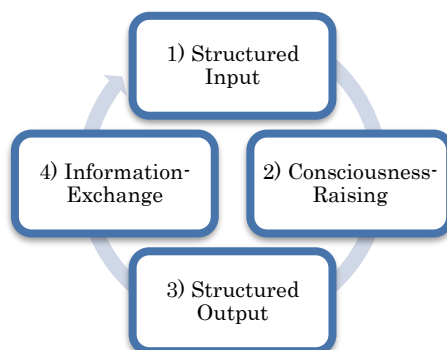
Classes were designed to follow a monthly flow (Figure 1). Each month, a topic was chosen by the students and a target grammatical form was selected based on the topic, and students' requests and needs. Each week, FonF activities based on Lee and VanPatten (2003) were utilized monthly: *structured input*, *consciousness-raising*, *structured output*, and *information exchange*. During information exchange days, students were provided three base questions to start their *five-minute discussions*. Their final conversations were recorded and posted on a private YouTube channel for the students to reflect on their performances.

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Figure 1

Lesson Design Flow



Data were collected in five ways:

1. Questionnaires
2. Self-reflections based on five-minute discussion recordings
3. Teachers' assessment of initial and final five-minute discussions
4. Interview at the end of the course
5. Conversation analysis of TALs' five-minute discussion recordings

Questionnaires. Questionnaires (Appendix B) were conducted at the beginning (May 2022) and middle (July 2022) of the course. Originally, they were intended to be conducted in December as well. However, since the midterm results provided similar answers to the initial questionnaire, the idea was cancelled in favor of an interview. The questionnaires were completed online via Google Forms and reduced to four sections: (1) Classroom Experience; (2) Technology; (3) Motivation; and (4) Comments. Except for the comments section, all others used six-point Likert scale items. A notable change to the questionnaire was the motivation section. The first questionnaire (May 2022) focused on Reeve and Sickenius' (1994) Activity-Feeling States (AFS) questions, gaining insight into learners' SDT beliefs. While the midterm questionnaire (July 2022) inquired into the effects of the main activities (Appendix C) on TALs' SDT needs (autonomy, competence, and relatedness).

Video recordings of five-minute discussions. The video recordings were recorded and uploaded to YouTube once a month. TALs reviewed the videos to answer their self-reflection questionnaires via Google Forms. The researcher and two volunteer teachers graded the September 2021, February, May, July, and December 2022 recordings. The first and last videos were also used to create transcript excerpts to explore TALs' CC

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

development in depth.

Self-Reflection Questionnaires. The self-reflection questionnaires (Appendix B), conducted through Google forms, collected students' self-evaluation based on McNeill's (2019) and Yamamoto's (2019) action research papers. Apart from students' comments, all other items used a six-point Likert scale to force students to take a position (agree/disagree). A simple comparative quantitative analysis was performed due to the limited number of students. After the midterm (July), three items were introduced based on Dr. Ottoson's (current advisor) recommendation:

1. I understand the target language.
2. The activities this month helped me understand the target language.
3. I can use the target language.

The target language was adjusted each month to match what students were learning.

Teacher's Assessments. The CC rubric (Appendix D) was created the previous year and used by two volunteer English teachers (a native speaker and a non-native speaker) and the researcher to evaluate TALs' CC. The rubric contained four components (vocabulary, grammar, CS, and fluency), each graded from a 0-10 scale. All raters were calibrated in the first year of the study (Misaka, 2021). Since raters remained the same as in last year's study, no calibration was required. However, a quick evaluation test was performed to ensure that all teachers were still calibrated. Teachers rated the initial (May), middle (June), and final (December) performances of each TAL.

Interviews. Individual semi-structured interviews (Richards, 2009) were performed at the end of the course. Based on Professor Sato's advice, all six students participated in the interviews, ranging from 15 to 30 minutes. Interview items were developed based on questionnaire responses. As recommended by Dr. Ottoson, questions were kept as open as possible to prevent leading responses. Moreover, Professor Sato and other instructors also provided ideas to improve the questions and the flow of the interview. The following seven items were asked:

1. What are the top three reasons that motivated you to join the lessons?
2. What topics/activities did you enjoy the most? Explain why.
3. What teacher or students' actions helped you in the lessons, and why?

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

4. Are there any challenges that made you unmotivated to participate in the lessons?
5. What areas have you improved the most over the course?
6. Do you agree with your self-reflection answers? If not, what areas do you think are different? (Self-reflection answers were provided ahead of the interview)
7. Do you have any comments about how to improve the online lessons?

The questions were provided ahead of time in Japanese, English, and Portuguese. Students were requested to answer the questions in their L1. A pilot was used with a Japanese English teacher in which the researcher practiced asking the questions in Japanese and tested the flow of the interview.

Transcription excerpts. Transcript data (Appendix E) was added to provide richer information in TALs' change in performance. TALs' five-minute discussions were observed by the researcher, and noteworthy excerpts were transcribed at the end of the course. Transcriptions followed a simplified version of Professor Kindt's (2020) guidelines, using vocal aspects without timestamps.

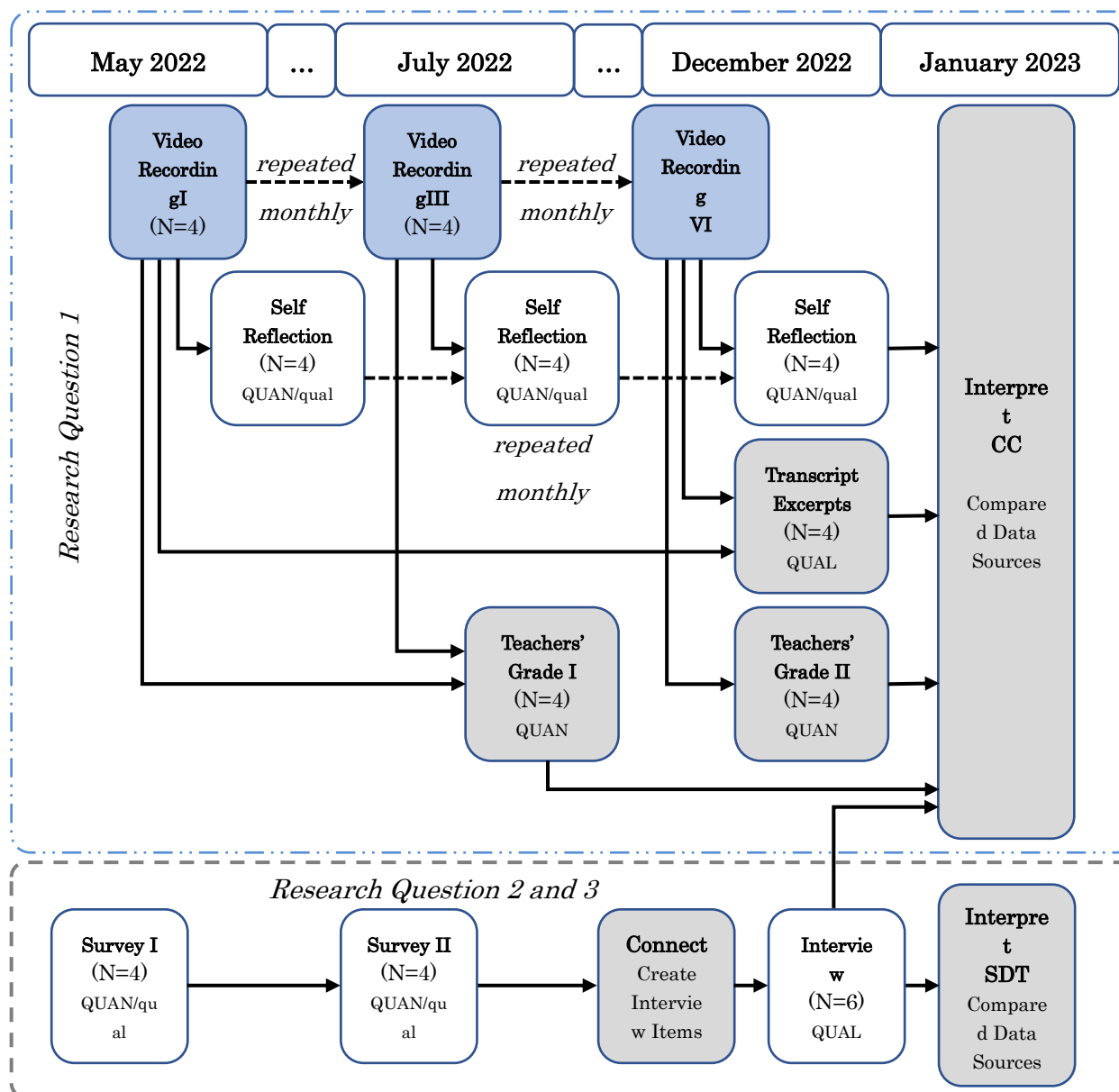
Data analysis. A mixed-methods research (Ivankova & Creswell, 2009) approach was used to answer the three research questions. Research question 1 was answered by triangulating data from students' self-reflection answers with three evaluators' grades. Furthermore, excerpts of conversations highlighted improvements in TALs' CC through conversation analysis. Meanwhile, research questions 2 and 3 were answered through an explanatory design. First, students answered initial and mid-term questionnaires, and seven interview items were formed based on the questionnaire answers. The interview was conducted at the end of the course, providing rich qualitative data. Figure 2 summarizes the research design flow.

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Figure 2

Research Design Flow



Results

Since the target students and treatment remained the same between the first-year study (Misaka, 2021) and this study, a longitudinal analysis was performed comparing data throughout the entire course.

Effects of Focus on Form on TALs' Communicative Competence

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Research question 1 inquired about the effects of focus on form activities on TALs' communicative competence. Three data tools were used to collect information to answer this question: (1) self-reflection questionnaires, (2) TALs' five-minute discussion grades, and (3) TALs' five-minute discussion transcripts. Each tool's findings will be described below.

Self-reflection data. The results from TALs' self-reflection are summarized in Figures 3 to 9. Even though self-reflections were conducted monthly, only the first and final reflections of every term will be displayed in the figures to reduce clutter and facilitate visualization of changes at the cost of some loss in detail. When comparing the initial self-reflection (September 2021) to the last (December 2022), TALs have indicated improvements in all other aspects of communication. However, not all improvements display steady linear growth. For example, item 2, "I could express myself in English easily" (Figure 4), declined in February 2022. Some fluctuations may have been related to the difficulty of the conversation topic, target language, and CS that month.

Figure 3

Self-Reflection Item 1 – I understood my partner's English easily (six-point Likert scale)

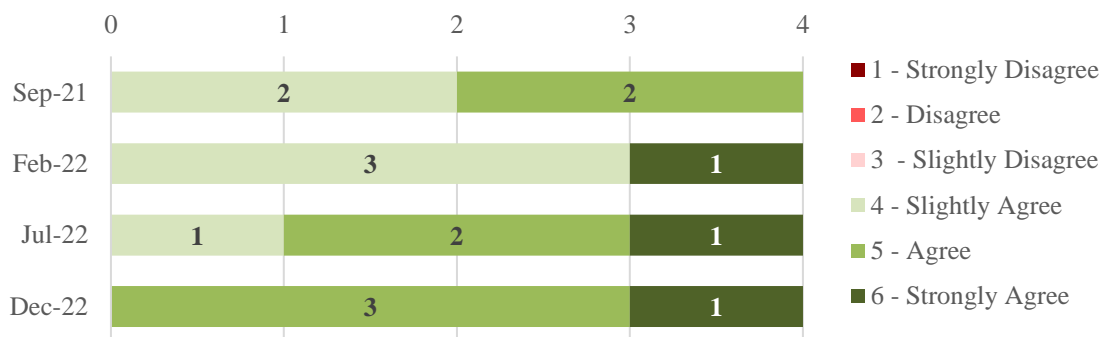


Figure 3 indicates that all TALs could understand their partner throughout the course. However, it should be noted that, at the beginning of the course, large portions of conversations were conducted in Japanese, potentially facilitating understanding. At the end of the course, TALs noticeably reduced the amount of Japanese used throughout conversations. Hence, TALs may have considerably improved their listening comprehension skills.

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Figure 4

Self-Reflection Item 2 – I could express myself in English easily (six-point Likert scale)

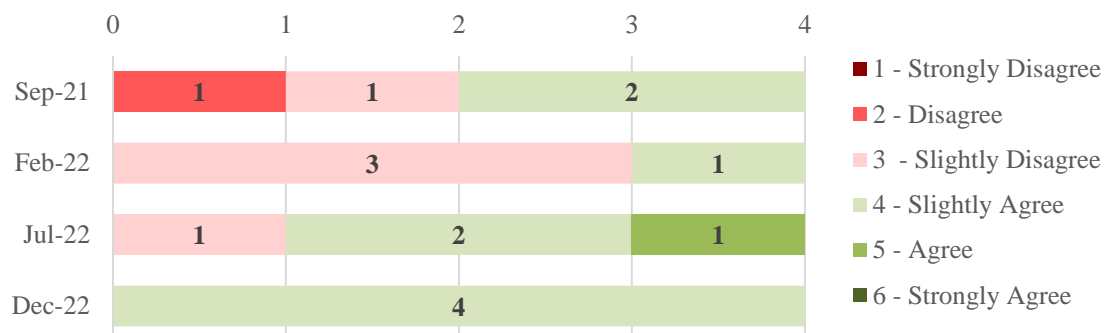
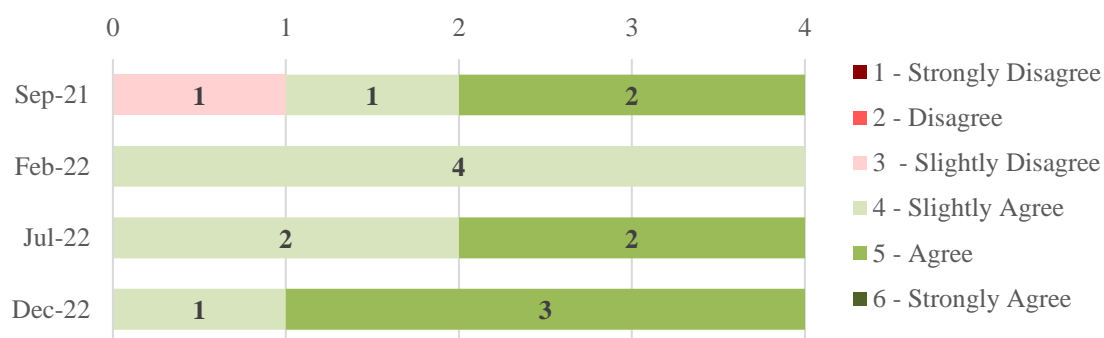


Figure 4 demonstrates that TALs improved their ability to express themselves in English. This improvement is likely related to a rise in grammatical mastery. Figures 10-12 and Excerpts 1-9 (below) support this data.

Figure 5

Self-Reflection Item 3 – I spoke mostly in English (six-point Likert scale)

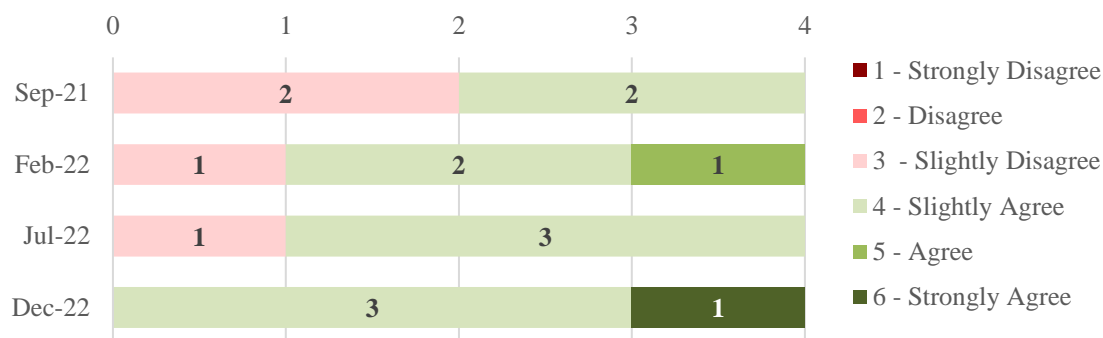


The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Figure 6

Self-Reflection Item 4 – I used communication strategies comfortably (six-point Likert scale)



At the start of the course, TALs had experience using basic CSs (openers, closers, rejoinders, interjections, and shadowing). By the end of the course, TALs could use more advanced CSs (follow-up questions, and circumlocution). Despite the increased complexity, students indicated a rise in comfortability employing CSs in their conversations (Figure 6).

Figure 7

Self-Reflection Item 5 – Communication strategies were useful in my conversation (six-point Likert scale)

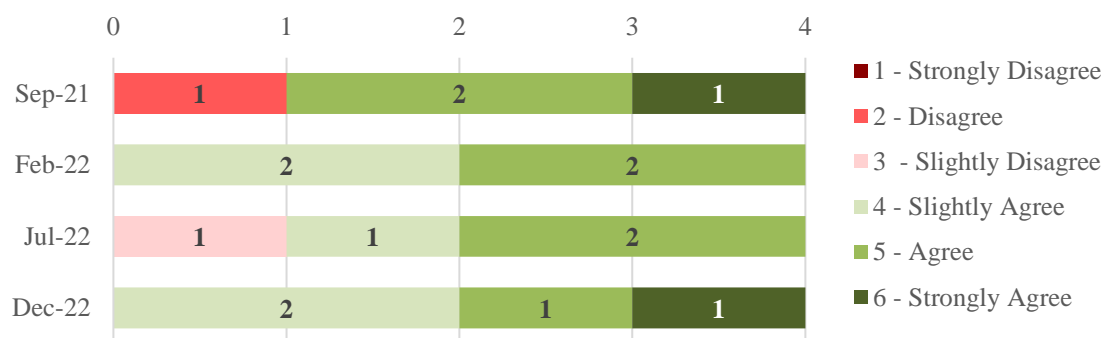


Figure 7 shows that the practicality of CSs did not improve by the end of the course, instead fluctuating throughout the course. This could have been related to the change of focus in CSs used over the study. However, it could be also linked to two students reporting that they used CSs to avoid learning vocabulary and grammar during

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

the interview.

Figure 8

Self-Reflection Item 6 – I could communicate with few short pauses (six-point Likert scale)

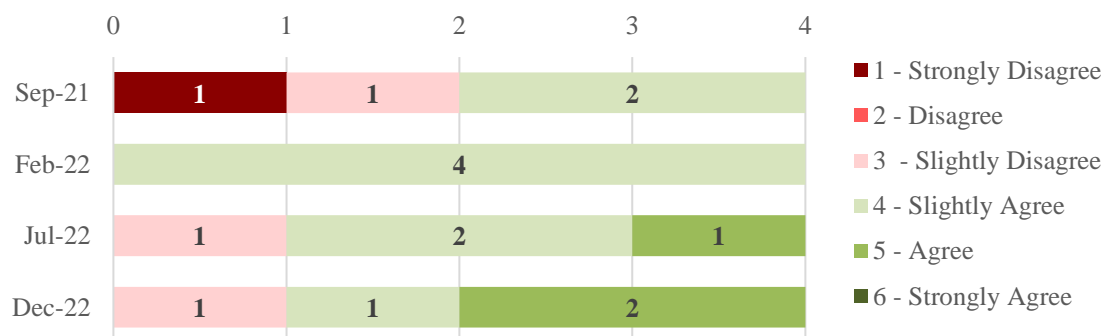
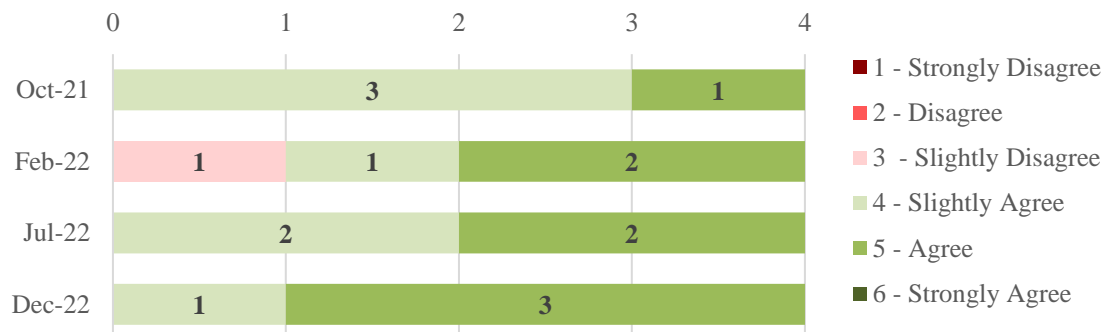


Figure 9

Self-Reflection Item 7 – I encouraged my partner to talk (six-point Likert scale)



Note. Item 7 was added in October 2022, after it was noticed that some students dominated the conversation.

Items 10 to 12 were introduced in July 2022 following Dr. Ottoson's advice. The items inquired into TALs' mastery of the target language taught that month through FonF activities. All answers were positive (slightly agree to strongly agree) and did not vary much throughout the term. Therefore, TALs consistently indicated perceiving FonF activities as beneficial for learning the target language.

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Figure 10

Self-Reflection Item 10 – I understand this month's target language well (six-point Likert scale)



Note. Item 10 was introduced in July 2022. Questions were adapted monthly, replacing “this month’s target language” with terms that students would understand.

Figure 11

Self-Reflection Item 11 – The activities this month helped me understand the target language (six-point Likert scale)



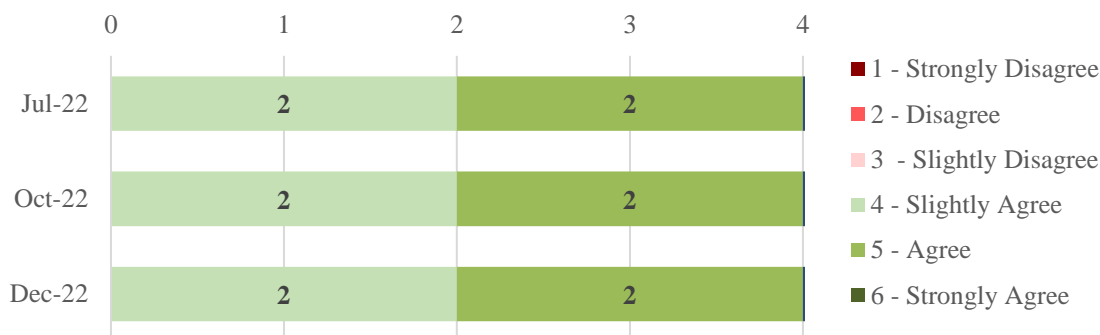
Note. Item 11 was introduced in July 2022 following. Questions were adapted monthly, replacing “the target language” with terms that students would understand.

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Figure 12

Self-Reflection Item 12 – I can use this month's target language (six-point Likert scale)



Note. Item 12 was introduced in July 2022 following. Questions were adapted monthly, replacing “this month’s target language” with terms that students would understand.

Five-minute discussions’ grades. A calibration process was implemented in last year’s study (Misaka, 2021) to ensure the data were reliable. Evaluators’ inter-rater reliability (IRR) (Jackson, 2009) was initially zero, meaning there was no agreement between raters’ grades. The teachers then evaluated five-minute discussions recorded during the middle of the term and co-created a CC rubric (Appendix D) to assess communicative competence. Teachers discussed why and how they assessed communicative competence, allowing the researcher to uncover four common themes. Participants then collaborated to create a detailed breakdown for each theme. The final rubric was comprised of four components (scale: 0-10): vocabulary, grammar, communication strategy, and fluency. The IRR improved to 0.31 after calibration for the evaluations conducted in September 2021 and February 2022, equivalent to two out of three teachers agreeing on the same grade. Meanwhile, an IRR of 0.51 was achieved during the evaluations conducted in May and July 2022, meaning sometimes all evaluators agreed on the grade. In December 2022, the final IRR was 0.56, indicating strong agreement between raters. Detailed grade information and IRR calculations are presented in Appendix D.

Figure 13 displays the average final scores summarized from Appendix D. Average grades were derived by first averaging each component; then averaging the four components together. By comparing students’ performance in September 2021 and December 2022, all students displayed some level of improvement (+0.4 to +2.2). The results reflect TALs’ self-reflection data. Some of the grades fluctuate in the middle;

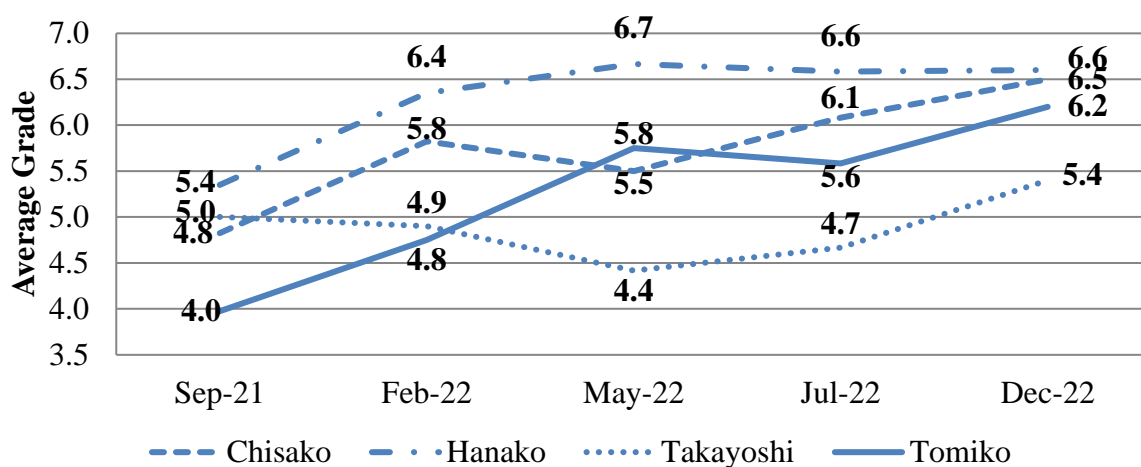
The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

however, they indicate an overall improvement in learners' ability to communicate. Evaluators' and students' data indicate that FonF activities positively affect TALs' communicative competence, though they are not a smooth linear improvement. Moreover, Yuri, one of the raters, advised that "in the future amount of English used should be added [to the rubric]. All students are using much more English, but the grades do not show that." This was an important comment to demonstrate one of the limitations of the CC rubric. To avoid future rubric issues, it is recommended to carefully observe the main areas which would significantly improve the desired skill (grammar, CC, essay writing) and introduce components based on those areas. For example, in the beginning of this study, students would express themselves in their L1 whenever they faced linguistic challenges, thus, amount of English used would have been a valuable component to learners' communication.

Figure 13

Students' Average Final Score (scale 0 - 10)



Note. N = 4; Students' performances were assessed on four components (vocabulary, grammar, CS usage, fluency) each graded from 0 to 10 and assigned equal weight. IRR = 0.31 (September 2021 and February 2022). IRR = 0.51 (May and July 2022). IRR = 0.56 (December 2022).

The following section will display changes in individual TALs' CC (Figures 14 to 17). It will also highlight any relevant notes observed by the researcher. Each TAL developed a different CC: Chisako improved her fluency and grammar skills, Hanako

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

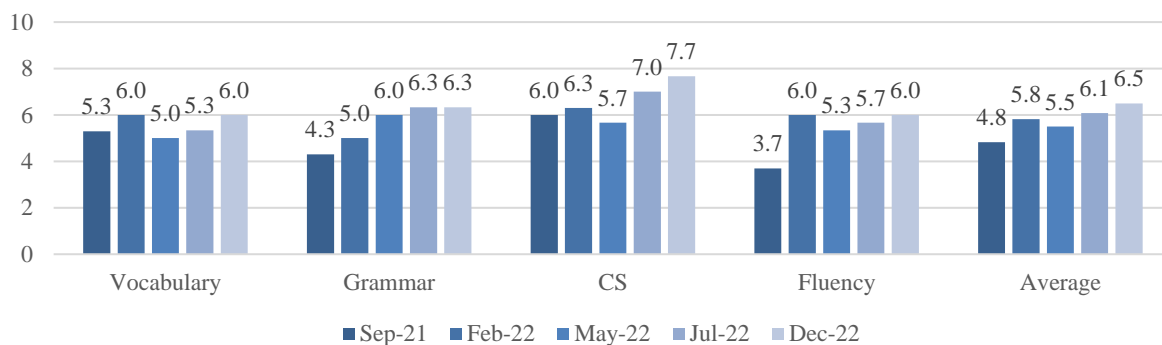
Gabriel Teruo Misaka (2022)

developed her CS usage, Takayoshi his grammatical and vocabulary knowledge, and Tomiko improved her grammar accuracy.

Chisako (Figure 14) improved all CC components (average +1.7), most notably her grammar (+2.0) and fluency (+2.3) skills. In July 2022, Chisako messaged the researcher, indicating that she realized that she would stop conversations if she did not understand a word. So, she wished to focus on getting better at understanding the general idea of her conversations. Her new goal noticeably improved her fluency and CS usage.

Figure 14

Chisako's Average Score Breakdown (scale 0 – 10)



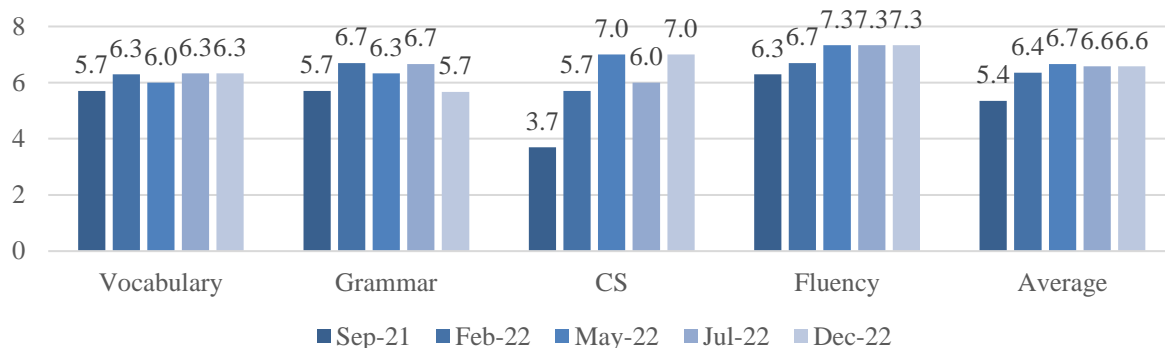
Hanako (Figure 15) improved most of her CC components (average +1.2), especially CS usage (+3.3) and fluency (+1.0). Meanwhile, her vocabulary (+0.6) and grammatical (+0.0) skills fluctuated depending on the topic of conversation and her partner. Her most notable improvement was her ability to deal with communication breakdowns. During the interview, she mentioned that, in the future, she wants to speak in shorter sentences to encourage her partners to talk and ask more questions.

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Figure 15

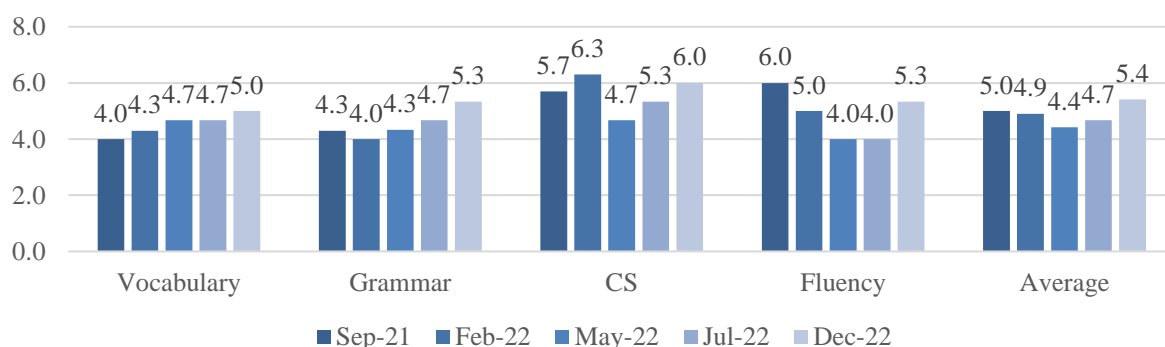
Hanako's Average Score Breakdown (scale 0 – 10)



As Figure 16 displays, Takayoshi was the only TAL to show limited improvement (average +0.4). He developed his vocabulary (+1.0) and grammatical skills (+1.0). However, his fluency and CS usage varied without discernable improvement. This fluctuation may be due to him trying to rely less on speaking in Japanese. The recordings in May, July, and December 2022 demonstrate that Takayoshi has been speaking mostly in English. Yuri, one of the volunteer evaluators, commented that Takayoshi demonstrated a great effort in communicating in English; however, it seemed to negatively affect both his fluency and CS usage (Figure 16). Therefore, the current rubric could not measure Takayoshi's improvement in communicating primarily in English.

Figure 16

Takayoshi's Average Score Breakdown (scale 0 – 10)



Tomiko (Figure 17) demonstrated the biggest improvement (average +2.2). She improved all CC components. Interestingly, in February 2022, she commented, "I hate

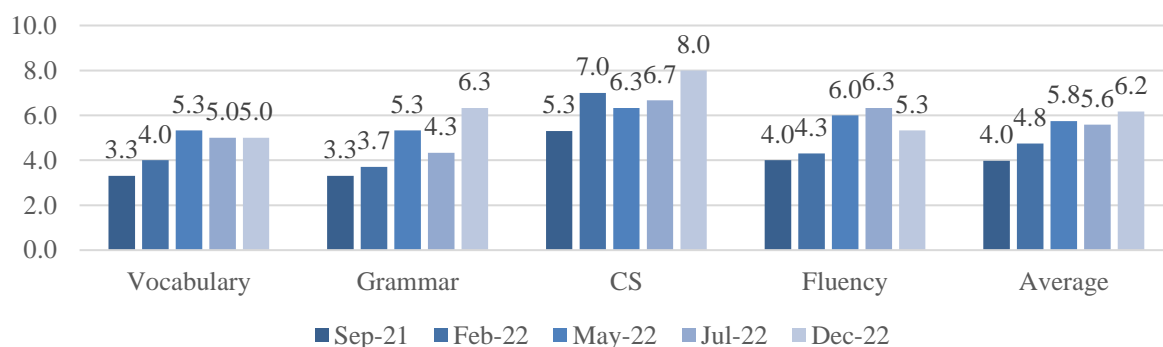
The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

grammar!” Despite that, in July 2022, she messaged the researcher, indicating that she wanted to improve her grammar. So, in the last term, she has carefully focused on speaking correctly in English. By the end of the term, grammar was the CC component she had improved the most (+3.0). However, focusing on grammar seems to have hindered her fluency. Between July and December 2022, her fluency score dropped by 1.0 points.

Figure 17

Tomiko's Average Score Breakdown (scale 0 – 10)



Conversation analysis of TALs' five-minute discussions. This section will analyze the first and last five-minute transcripts (Appendix E) of each TAL to display the various ways their CC developed.

Chisako's development. As indicated by Chisako's grades (Figure 14, p.34), Chisako's grammatical (+2.0) and fluency (+2.3) skills improved noticeably. Excerpt 1 illustrates Chisako's fluency and turn-taking skills at the beginning of the course. In line 10 of Excerpt 1, despite having prepared ahead of time, Chisako spoke in long soliloquies with many long pauses and little room for her partner to react or respond. Moreover, Line 12 of Excerpt 1 demonstrates Chisako's grammatical skills when speaking freely. She tried saying, "my husband was not home, so I needed to walk my dog." But instead, she said, "I was, my husband was absent at home, so I need to walk with the dog" (simplified). Two notable mistakes were: (1) the use of "absent" instead of the simpler "not," and (2) although she correctly used "was" in the past tense, she then said "need" instead of "needed."

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Excerpt 1

Chisako's fluency and grammatical skills at the beginning of the course (May 2021)

- 10 Chisako I (.) I live in (..) [[town name]] eh (..) region is
(..) WagoKita? hehe (...) you know. he (.) he I'm
working for hm: the [[station name]] together (...)
right? and (..) hm (..) Today (....) hm it was (.)
fine day
- 11 Hanako >really?<
- 12 Chisako so hm: (..) I I:: was (.) eh: (..) my husband was::
absent (...) tu:: eh absent at home so (.) hm (.) I
(.) I need needto (.) walk (.) walk (.) walk with
the(.) dog

Excerpt 2 displays Chisako's fluency skills development at the end of the course. She could unpreparedly congratulate her partner for reaching the last conversation of the year with shorter sentences and few brief pauses (Lines 1 and 3), a considerable improvement in her fluency skills. Thus, providing room for Takayoshi, her partner, to use shadowing and interjections, enabling him to display his engagement in the conversation.

Excerpt 2

Chisako's fluency at the end of the course (December 2022)

- 01 Chisako Congratulations for (.) eh you and me: he he he (.)
last conversation
- 02 Takayoshi last | conversation yeah
- 03 Chisako | in tweny twen twenty (.) 2022 he he he
- 04 Takayoshi 20(.)22 ah I see

Excerpt 3 exemplifies Chisako's grammatical improvement. While discussing her winter break plans, Chisako said, "after Christmas, my three children are coming to my house. Together, I'm going to stay at my house with my three children, partner, and their families" (Lines 10, 12, and 14, simplified). She was able to use the future tense correctly in multiple sentences without a script, demonstrating her grasp of grammatical forms. It should be noted that although not incorrect, it would be clearer if she had swapped "three children" and "partner."

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Excerpt 3

Chisako's grammatical ability at the end of the course (December 2022)

10 Chisako after Christmas
11 Takayoshi ah: after ne okay
12 Chisako my three eh: (.) children| (..) are coming | (..) to
my (.) house (.) my place so
13 Takayoshi |oh:: |oh::
14 Chisako and eh:: together (..) eh I'm going to stay (.) m at
my place with my eh three children and eh eh partner
and the their families (.) together

Hanako's development. Based on her grades (Figure 15, p. 35), Hanako's biggest improvement was her ability to effectively use CSs (+3.3). Lines 13, 15, and 17 of Excerpt 4 demonstrate Hanako's inability to take turns. Her self-introduction was closer to a speech than a conversation. Even though she responds to Chisako's follow-up question in Line 15, she quickly returns to presenting herself in Line 17. Moreover, during the entire conversation (Appendix E), she only used interjections "really?", "hm hm," and "I see." It should be noted that Hanako knew her partner well, therefore, potentially affecting her CS usage. Students that knew their partners were tasked with talking about their week, but the lack of clear instructions may have caused this mistake.

Excerpt 4

Hanako's CS skills at the beginning of the course (May 2021)

13 Hanako my name is Hanako [[last name]] (..) I live near the
(.) [[bank name]] a::nd hmhm there are two people in
my family (..) my husband and I (..) a::nd I havu: two
children and ah four grandkids a::nd
14 Chisako they are they are living near (.) eh:: <your (.)
house.>
15 Hanako yes (.) yes ah two of them (..) hmhm in [[town name]]
(..) they are (..) from uh:: Nagoya and ah from Osaka
(.) they hm:: ya
16 Chisako Ah
17 Hanako and then::: huh huh (.) my hobby (.) my hobby izu uh
walking and ah::: gardening and uh:: (..) traveling

Excerpt 5 highlights Hanako's CS development at the end of the course (December 2022). In Line 2, Hanako checked with her partner if she could start by asking a question, "Can I ask?" demonstrating awareness of turn-taking skills. When she realized her partner was confused, she tried to clarify her question by providing extra information

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

(Line 6). It should be noted that Hanako asked an original question, therefore causing her partner confusion. She then decided to answer her own question and then encouraged her partner to speak (Line 10). Finally, Chisako returned to the original question (Line 11), and Hanako gracefully accepted the change. Throughout Excerpt 5, Hanako displayed not only the ability to take turns but also the skills to effectively repair conversation breakdowns.

Excerpt 5

Hanako's CS skills at the end of the course (December 2022)

02 Hanako he:llo: can I ask? (.) can I? (.) okay?
03 Chisako okay
04 Hanako I uh are there any plan (.) to go (.) for a trip (.)
uh next spring? are there any plan| (.) to go for a
trip (.) next spring or next year?
05 Chisako |plan? hm where?
06 Hanako uh >no no< are you any plans? plan (.) it's okay
any(.)where any places
07 Chisako um::: eh (.) you (.) didn't de deci eh you: you have
(.) no plan? where you go (.) you will go?
08 Hanako me?
09 Chisako hm::
10 Hanako me:? oh I'm going to: go oh: (.) I'm going to visit my
um cousin's house (.) next spring ya I have a pla:n
how about you?
11 Chisako hm::: my eh (.) my plan? (.) during winter break?
12 Hanako okay

Takayoshi's development. Takayoshi's grades (Figure 16, p. 35) displayed noticeable development in his vocabulary (+1.0). Excerpt 6 displays Takayoshi's vocabulary skills at the beginning of the course. In this excerpt, Takayoshi talks about the plants he has in his garden. Throughout the conversation, he uses a great amount of Japanese. Moreover, at the beginning of the course, he heavily relied on using his electronic dictionary. However, since the use of a dictionary hindered communication, learners were only allowed to use the notes they had prepared in advance. Lines 32, 34, 36, and 38 display Takayoshi becoming stuck in his conversation, trying to remember the word ねぎ {*negi*, green onion} in English. He and his partner spent a large portion of the conversation trying to remember the word "green onion."

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Excerpt 6

Takayoshi's vocabulary at the beginning of the course (May 2021)

- 24 Takayoshi green pepper
25 Tomiko huh huh
26 Takayoshi あとなんだけ {atonandake, what else} hm ah さといも {satoimo, sweet potato} potahto
27 Tomiko huh huh
28 Takayoshi じゃがいも {jagaimo, potato}
29 Tomiko huh huh
30 Takayoshi じゃがいも {jagaimo, potato}
31 Tomiko huh huh
32 Takayoshi hm ねぎ なんじゃだけ? {negi najadake?, green onion what was it again?}
33 Tomiko ah::: ra
34 Takayoshi how do you say ねぎ {negi, green onion}
35 Tomiko Japanese |
36 Takayoshi | green: なんだけ {nandake, what was it again}
37 Tomiko Japanese: ah
38 Takayoshi ねぎ ねぎ {negi negi, green onion green onion}

At the end of the course, Takayoshi displayed much more flexibility in dealing with situations when he did not know a word. Excerpt 7 highlights three skills he used to overcome his lack of vocabulary: (1) code-switching, (2) word coinage, and (3) simplifications. In this section of the conversation, Takayoshi and Chisako discuss how their dogs live.

Instead of wasting time with a word or expression he did not know or remember, Takayoshi code switches to 勿体ない {*mottainai*, that's a waste} (Line 15). This code switching allows him to continue his conversation smoothly, unlike his first performance.

In Line 21, Takayoshi could not remember or did not know the word put. To overcome that challenge, he coins the word “sheet” as a verb. This indicates that he may understand that many nouns in English can be used as verbs. For example, water can be used as a noun in “I drink water every day,” or as a verb, “Did you water the plants?” To ensure his partner understands him, he also translates the word in Japanese. However, he continues to use his newly coined version.

Lastly, in Line 33, Takayoshi is able to help Chisako express ボロ {*boro*, old or worn} by using simplification. Similarly to his first conversation, Chisako becomes stuck on the word “old.” However, this time, Takayoshi thinks of a simpler word that properly describes the dog's blanket. Thus, allowing the conversation to continue.

Beginners tend to have a limited vocabulary. However, Takayoshi developed

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

techniques to overcome those limitations, allowing him to effectively express his ideas without the need for a dictionary. Excerpt 7 exemplifies Takayoshi's vocabulary development.

Excerpt 7

Takayoshi's vocabulary at the end of the course (December 2022)

- 15 Takayoshi eh kennel floor (.) ah:: なんていうあの(.)暖かい暖かい
{nantoiuano atakai atakai, what is it called warm
warm} war::mu sheet warmu
- 16 Chisako electricu?
- 17 Takayoshi no no no no そんなに勿体ない{sonnani mottainai, that's a
waste}
- 18 Chisako 勿体ない{mottainai} ((laughing))
- 19 Takayoshi ha ha ha ha ha ha mattu warmu: mattu
- 20 Chisako hm::
- 21 Takayoshi m every (.) every year (.) eh every winter (...) every
winter ah:: I si I sit the warm matt (.) I sit ひっくう
は{hikku, put/place} sheet でいいかな{deiikana, is okay,
right?} I sheet (.) warm matt
- 22 Chisako he he he he on the warm mat okay
- 23 Takayoshi he he he he yes yes yes
- 24 Chisako my: my hm::: (...) the case of my dog
- 25 Takayoshi hm::
- 26 Chisako um::: (..) on the ボロ毛布{boro moufu, old/wornout
blanket} boro blanket (..) only ha ha ha ha
- 27 Takayoshi ha ha ha ボロ?ボロ?
- 28 Chisako ボロ{boro, old} what (.) what (.) are you (.) can I
express he he (..) then?
- 29 Takayoshi ボロ{boro, old}
- 30 Chisako what can I express (.) ボロ毛布{boro moufu, old
blanket}
- 31 Takayoshi I see::: okay
- 32 Chisako broken? broken じゃない{janai, not that} lived? live?
(.) 破れた{yabureta, ripped}
- 33 Takayoshi broken (.) 破れた{yabureta, ripped} ah very oldo:::
blanketsu

Tomiko's development. Figure 17 (p. 36) shows significant improvement in Tomiko's CC (+2.2), most notably her grammatical (+3.0) skills. Ironically, during the first year, Tomiko stated, "I hate grammar." Despite her disliking grammar, she informed the researcher she wanted to improve it around July 2022. Excerpt 8 demonstrates Tomiko's grammatical skill at the start of the course (September 2021). Two limitations in her

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

grammatical skills can be observed: (1) single-word communication, and (2) inability to form complete sentences when speaking freely.

Lines 9 to 11 exemplify a case where Tomiko communicates with a single word. Tomiko started by inquiring about Takayoshi's day (Line 9). When Takayoshi responded about his night (Line 10), she clarified her question by saying, "no daytime daytime." This type of communication was usually employed by Tomiko in the beginning of the course. Even though she could effectively express herself in this situation, single-word or sentence fragment communication often limited her ability to communicate clearly.

Moreover, Lines 19 to 21 exhibit a moment when Tomiko's struggle to utter a complete sentence. She tried asking a follow-up question, "What are you growing in your garden?" by uttering, "growing your many things, growing gardening?" (Line 19, simplified for clarity). Takayoshi then clarified her question by saying, "plant?" (Line 20). It is unclear whether she could not remember the word "plant" or if she was trying to formulate the question. However, once she received the prompt "plant," she could ask a more accurate question, "What kind of plant[s do you] grow?" (Line 21). Although more intelligible, her question was still incomplete, missing the auxiliary "do" and subject "you."

Excerpt 8

Tomiko's grammatical skill at the beginning of the course (May 2021)

09 Tomiko hm:: what are you doing today? ((read the question))
10 Takayoshi today (....) hm ? drinking
11 Tomiko >he he he he he he< no daytime daytime
12 Takayoshi ha ha daytime? daytime? daytime?
13 Tomiko yes yes hm
14 Takayoshi I drink tea
15 Tomiko ha ha ha ha ha
16 Takayoshi I drank I drank
17 Tomiko ah::
18 Takayoshi green tea
19 Tomiko ah::: growing your ah::: many things eh:: (..) growing hm
gardening? (.....) you can
20 Takayoshi ah yeah plant?
21 Tomiko yes what what kind of plant grow
22 Takayoshi uh:: plant? uh cucumber eggplant

Excerpt 9 highlights Tomiko's grammatical progress at the end of the course (December 2022). In Line 3, Hitomi, an adult student, asks Tomiko about her winter

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

vacation plans. Tomiko responded, "I'm going to work but [from] December 29th until new year's [January] 5th, my family [is going to] come back" (Line 4, simplified). Even though her response was not entirely accurate, it was much more complex and with fewer mistakes than her performance at the start of the course. Moreover, she more consistently used the structure (subject + verb + object) and sometimes the appropriate auxiliary verb (e.g., *I'm going to work*). However, it should be noted that, not all her sentences were complete. For example, in Line 8 she stated, "11 person together so everyday busy busy busy" (simplified). This is not stated to undermine Tomiko's development, instead, it highlights Lightbown and Spada's (2013) claims that "Second language learning is not simply linear in its development....Rather, it involves processes of integrating new language forms and patterns into an existing interlanguage, readjusting and restructuring until all the pieces fit" (p. 207). Thus, language progress involves learners repeating past mistakes as they adjust new knowledge into previously existing information.

Excerpt 9

Tomiko's grammatical skill at the end of the course (December 2022)

03	Hitomi	hello are you going to do (...) in the winter vacation ((reading notes))
04	Tomiko	in the winter vacation I'm going to work but uh December 29 th until new years 5 th for (.) uh family come back to
05	Hitomi	ah:: ((nods and smiles))
06	Tomiko	every (...) every person co comes back (.) uh (.) together
07	Hitomi	ah
08	Tomiko	eh eleven (.) person (.) together so uh (.) everyday (.) busy busy busy

In conclusion, the CA of TALs' initial (September 2021) and final (December 2022) performances demonstrated TALs' development in CC, matching TALs' self-reflection data and grades. Therefore, for this class, all data indicates that Lee and VanPatten's (2003) FonF approach effectively improved TALs' CC.

SDT factors in TALs' motivation

Research question 2 inquired about how important TALs perceived the three basic psychological needs (competence, autonomy, and relatedness) to be. The initial

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

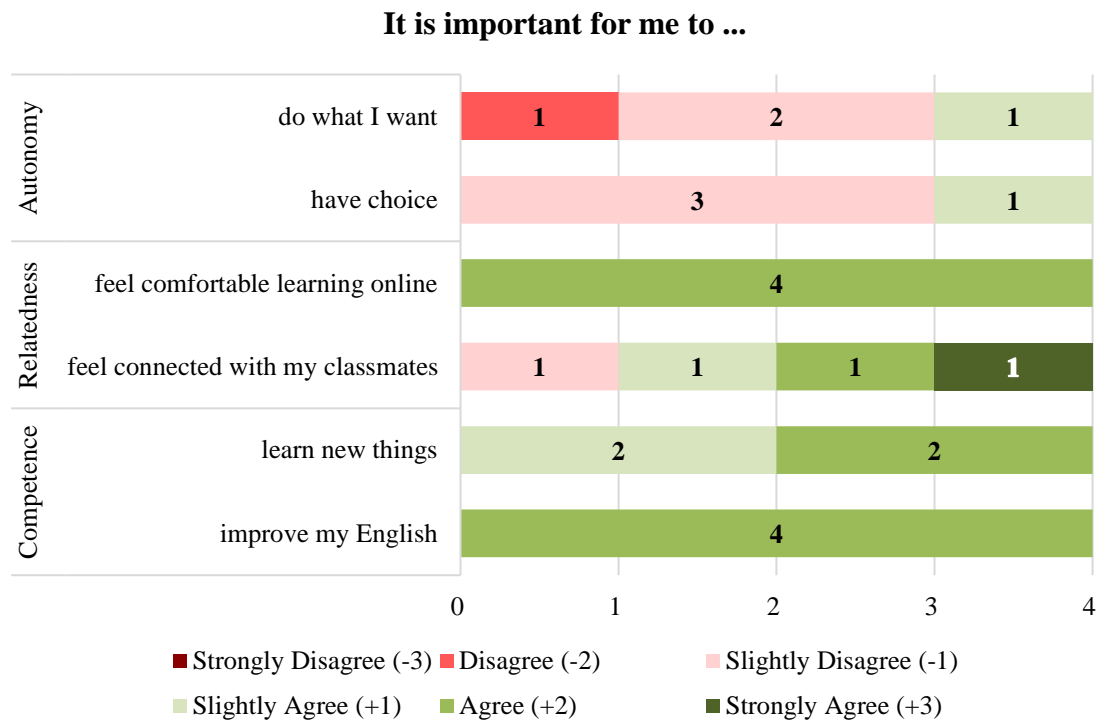
questionnaire (May 2022) was used to uncover this information, discussed below.

Initial questionnaire data. The initial questionnaire (May 2022) SDT items were based on Reeve and Sickenius' (1994) Activity-Feeling States (AFS) Scale questionnaire with questions modified to match the online environment. A total of six items were asked using a six-point Likert scale. Every two items covered an SDT component (autonomy, relatedness, and competence).

Figure 18 summarizes the results of the questionnaire. TALs indicated that competence and relatedness were essential for them. Both “improving my English” and “feeling comfortable learning online” were unanimously agreed to be important factors. Moreover, “learning new things” was rated as “important” or “slightly important” by all learners and “feeling connected with my classmates” was rated as a “slightly to strongly important” by three out of the four students. On the other hand, TALs were indifferent about having autonomy, “do what I want” and “have choice,” were considered unimportant by three out of four students.

Figure 18

SDT Survey Responses (Likert Scale -3 Strongly Disagree to +3 Strongly Agree)



Note. N = 4; the items were provided in a random order.

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Activities and Self-Determination Theory

Research question 3 searched to understand how the main classroom activities (Appendix C) satisfied TALs' SDT needs. The mid-term questionnaire (July 2022) provided quantitative information on TALs' experiences. Questionnaires' findings informed the interview questions, gaining a deeper understanding of the TALs' views.

Mid-term questionnaire data. The questionnaire conducted mid-term (July 2022) determined how the various activities were perceived by students based on the three SDT components; however, only half of the AFS six-point Likert items were used based on TALs' initial questionnaire (May 2022) answers. Students answered three questions for each activity:

1. The activity improved my English [*competence*].
2. The activity made me feel connected with my classmates [*relatedness*].
3. The activity gave me choice [*autonomy*].

The eight most frequently used activities (Appendix C) in the course were evaluated by the TALs. In the questionnaire, each activity included its title, a short explanation, and a link to a video to help learners remember it.

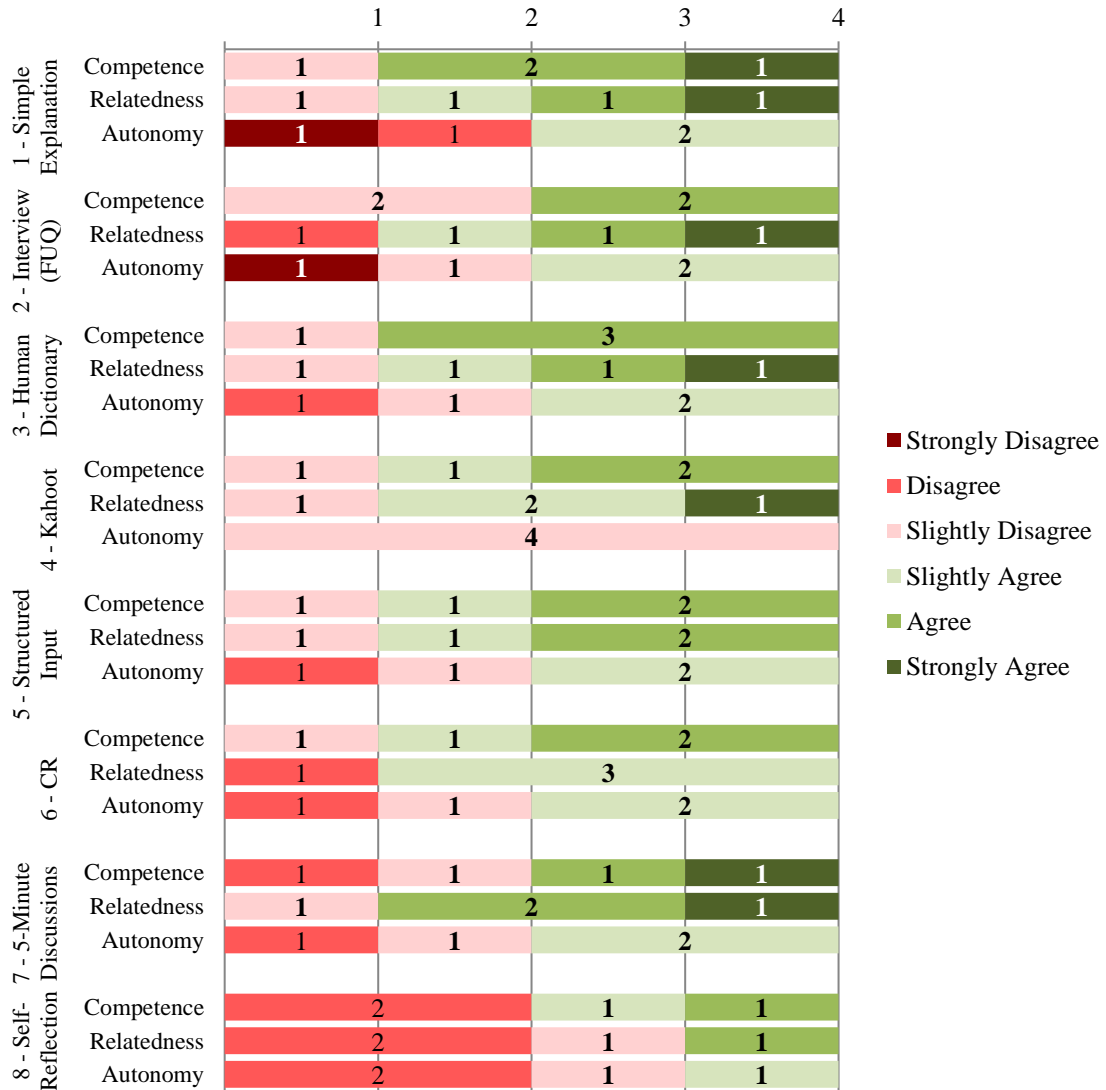
Figure 19 displays TALs' responses. Some notable results include: (1) the "self-reflection" activity was rated as mostly negative in all aspects of SDT, it provides little autonomy since students have no choice in which recording to view, and there is no opportunity for learners to interact (relatedness); (2) "simple explanation," "interview," "human dictionary," "structured input," and "five-minute discussion" activities were rated as providing relatedness (slightly to strongly agree) by three out of four learners; (3) "simple explanation," "human dictionary," "Kahoot," "structured input," and "consciousness raising" activities improved TALs' competence (slightly to strongly agree) by three out of four students; (4) Kahoot was unanimously rated as not providing autonomy, an expected result as Kahoot questions are developed before the lesson providing little to no choice; and (5) except for "self-reflection," all other activities were positively (slightly to strongly agree) rated by most students in terms of competence and relatedness.

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Figure 19

Individual Activities' Competence, Relatedness, and Autonomy Scores



Note. Likert scale from [-3] “Strongly Disagree” to [+3] “Strongly Agree.”

Interview data. The interview (Table 1) provided deeper information about how students felt about the course, their motivation, and which activities helped them learn. The comments were summarized and coded based on the three basic psychological needs. A total of 26 comments were related to competence, and 26 comments to relatedness, no comment was related to autonomy. This strongly matches TALs' answers regarding their priorities of the three psychological needs.

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Table 1

Interview Answers – Summary

Interview Question	Summarized Answers
<p>1. What are the top three reasons that motivated you to join the lessons? A[0] C[7] R[13]</p>	<ul style="list-style-type: none"> * To improve my English skills. [5] (<i>Competence</i>) * I was motivated by other classmates [4] (<i>Relatedness</i>) * To connect with others [3] (<i>Relatedness</i>) * The cultural experiences [2] (<i>Relatedness</i>) * To achieve my goals [2] (<i>Competence</i>) * The lessons/activities were fun [2] (<i>Relatedness</i>) * I like the teacher [1] (<i>Relatedness</i>) * To experience a new learning environment [1] (<i>Relatedness</i>)
<p>2. What topics/activities did you enjoy the most? Explain why. A[0] C[2] R[6]</p>	<ul style="list-style-type: none"> * Kahoot [3] It was fun (<i>Relatedness</i>) * Murder Mystery [2] It was fun (<i>Relatedness</i>) * Desert Island [1] I got to know my classmates (<i>Relatedness</i>) * Human Dictionary [1] I learned new words (<i>Competence</i>) * CR [1] I understood grammar mistakes (<i>Competence</i>)
<p>3. What teacher or students' actions helped you in the lessons, and why? A[0] C[1] R[5]</p>	<ul style="list-style-type: none"> * I learned about other students in free talks [1] (<i>Relatedness</i>) * When I didn't understand, the students/teacher helped me [3] (<i>Relatedness</i>) * Students are kind [1] (<i>Relatedness</i>) * I learned multiple ways of saying the same idea from other students [1] (<i>Competence</i>)
<p>4. Are there any challenges that made you unmotivated to participate in the lessons? A[0] C[6] R[1]</p>	<ul style="list-style-type: none"> * PC problems [4] (<i>Competence</i>) * When my classmates or I couldn't understand each other [1] (<i>Competence/Relatedness</i>) * Some grammar points were difficult [1] (<i>Competence</i>)
<p>5. What areas have you improved the most over the course? A [0] C [6] R[1]</p>	<ul style="list-style-type: none"> * My listening skills [4] (<i>Competence</i>) * Thinking more quickly [1] (<i>Competence</i>) * I feel less stressed talking to foreigners [1] (<i>Relatedness</i>) * Using simple words and explaining them [1] (<i>Competence</i>)
<p>6. Do you agree with your self-reflection answers? If not, what areas do you think are different? (Self-reflection answers were provided ahead of the interview)</p>	<ul style="list-style-type: none"> * Agree [6]. <p><i>Note.</i> Two students clarified that they rated self-reflection low because they did not like watching themselves, but they explained that they thought it was an important activity for them to notice their own problems.</p>
<p>7. Do you have any comments about how to improve the online lessons? A[0] C[4] R[0]</p>	<ul style="list-style-type: none"> * I'd like more chances to practice the grammatical point in class and for homework [1] (<i>Competence</i>) * Maybe set the grammatical level of the course. For example, 2nd grade in junior high. But keep it flexible like now [1] * The teacher should correct our mistakes [2] (<i>Competence</i>) * Provide clear rules for activities [1] * Spend more time teaching PC basics [1] (<i>Competence</i>) * Adjust activity time, sometimes I couldn't finish them [1]

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

To summarize the interview, learners reported caring about activities that help them improve their skills and provide opportunities to get to know each other. A fun and supportive classroom setting where learners are encouraged to help one another seems crucial for learner motivation. Interestingly, *Kahoot* was reported by 3 students to be their favorite activity. Hiromi, an adult student, best explained the reason by saying, “Kahoot and mini-games like that are useful because they allow for grammatical points to be practiced in fun, new ways without getting boring.” In the researcher’s experience, Kahoot activities were flexible; they could be used in structured input, consciousness-raising, and structured output activities.

Consciousness-raising and *human dictionary* activities were considered good for learning grammar and vocabulary, respectively. Designing them to be pair work activities was reported as especially effective. Carmen, an adult student, summarized the answers by stating, “Talking to other students during the activities helped me learn different ways to say the same thing. Both [students] were correct, but we expressed ourselves differently.” Therefore, providing opportunities for students to learn from each other may be a valuable teaching approach that builds positive relationships. It should be highlighted that students should be reminded to discuss their ideas in a positive and exploratory way. Otherwise, there is a possibility for conflicts to happen, especially in breakout rooms (Zoom).

Surprisingly, *desert island* and *murder mystery* were mentioned fondly by the students even though they were only used during the online training. Chisako, a TAL, described murder mystery as “hard to understand, at first, but it became a fun, interesting puzzle that helped me practice grammar by role-playing.” Meanwhile, Haruko exclaimed that “desert island allowed me to learn my classmates’ unique answers,” an unexpected comment since Haruko’s other answers focus heavily on competence. Hence, TALs demonstrated a strong interest in learning English through skill development and role-playing activities that help them know each other while practicing the target language, even when the activity was challenging.

Lastly, Carmen commented, “I use CSs as a crutch to avoid learning grammar. Until now, I could communicate without learning English properly, but the [FonF] activities forced me to learn grammar to express myself.” This may be the true value in FonF activities: the need to learn a target language to effectively exchange ideas.

Discussion

This section will analyze the data results and answer the three research questions.

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Focus on Form activities and TALs

The first research question asked, “How do focus on form activities affect third-age learners' communicative competence?”

A general improvement trend can be observed in TALs' CC, in both students' self-reflection feedback (Figures 3 to 12, pp. 27-32), and TALs' five-minute discussion grades (Figure 13, p. 33). However, despite careful design, quantitative data, such as rubrics and Likert questionnaires, may not encompass all facets of complex skills such as CC. Therefore, conversation analysis (Excerpts 1 to 9, pp. 37-43) of TALs' five-minute discussion transcripts (Appendix E) proved invaluable in providing concrete evidence of TALs' CC improvement. In conclusion, this study found that, in the course of two years, FonF activities can be effective in developing TALs' communicative abilities. Thus, reinforcing existing claims that TAL education should be communicative and student-centered (Kacetyl & Klímová, 2021).

TALs' perception of SDT's basic needs

The second research question inquired, “How important are the three components of self-determination theory (competence, relatedness, and autonomy) for third-age learners' motivation?”

TALs indicated that they perceive *competence* and *relatedness* as important factors in L2 learning (Figure 18, p. 44). Relatedness, in particular, is highlighted as a significant factor in both TAL L2 acquisition and well-being (Matsumoto, 2019; Pikhart & Klímová, 2020). Interestingly, and contrary to much research in SDT (Ryan & Deci, 2017), TALs reported *autonomy* as not being crucial to their motivation in L2 learning. This incongruity may stem from TALs' past learning experience in which classes were teacher-centered and little freedom was afforded to students. Additional research analyzing the effects of autonomy in TAL education may provide interesting explanations into whether this is a unique characteristic of TALs' motivation. Nevertheless, ensuring that lessons and activities meet the three pillars of SDT (competence, relatedness, and autonomy) is paramount in maintaining TALs' enthusiasm while learning an L2. However, due to the few number of TALs the results cannot be generalized. Future studies with a larger population of TALs could be conducted to gain a better perspective in TALs' motivational beliefs.

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Activities and SDT

The last question asked, "What are the effects of focus on form activities on third-age learners' self-determination needs?"

As demonstrated in research question 1, FonF activities enabled TALs to understand and practice specific target languages through meaning-focused activities (Lee & VanPatten, 2003). The mid-term questionnaire (Figure 19, p. 46) showed that activities such as *Kahoot*, *structured input*, *consciousness-raising*, and *five-minute discussion* (Appendix C) foster a sense of competence and relatedness in most TALs. Thus, reinforcing the idea that FonF activities may sustain TALs' motivation. Other activities, such as CS drills, (*simple explanation*, *interviews*, and *human dictionary*) (Figure 19, p. 46) primarily developed TALs' competence, and vocabulary practice. These types of activities can also nurture student connections (relatedness) when they are student-centered. Through classroom observations, the drills seemed to lead students to other topics of conversation, piquing their interest in each other. Moreover, while self-assessment is vital to help students understand their strengths and weaknesses, "self-reflections" did not satisfy TALs' SDT needs. During the interview TALs explained that they dislike observing their performances. However, they were aware of the benefits of self-reflection activities.

The interviews brought to light that TALs' enjoy skill development and role-playing activities (e.g., Kahoot quizzes, desert island, and murder mystery) that allow them to practice specific grammatical points. Furthermore, TALs also reported finding quizzes effective ways to teach. This was best expressed by a student's comment, "Kahoot is always fun and never gets boring." Lastly, paired work activities are also important for TALs. They encouraged students to work together and help each other, hence building stronger bonds and making TALs feel more comfortable. This reinforces Matsumoto (2019) and Pikhart and Klímová's (2020) claims that TALs benefit from student-centered lessons.

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Conclusion

As the results above indicate, FonF activities successfully improved TALs' CC over a two-year period. Student-centered FonF activities can be a practical way to TAL L2 education, sustaining motivation and skill development. Moreover, competence and relatedness are deemed important SDT factors in TAL motivation. Furthermore, TALs report that fun skill development and role-playing activities (such as Kahoot quizzes, desert island, and murder mystery) are their preferred way to build relationships while practicing the target language. Finally, self-reflections are viewed by TALs as important learning activities that helped them notice areas that need improvement; however, they disliked reviewing their performances. An important issue in this study is that due to the limited number of participants, the results of this study cannot be generalized to the broad field of TAL education. Further studies with more participants may clarify the role of CLT and SDT in TALs' communicative competence. Moreover, the discovery that TALs enjoy skill development and role-playing activities may open a new area for future studies that could inquire into the role of such activities in TAL education and effective educational activity design for TALs. Lastly, future studies could research TALs' views on autonomy in the classroom.

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

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Gabriel Teruo Misaka (2022)

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The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Appendix A

Lesson Plan Sample

Table A1

Sample Lesson Plan for June 28th, 2022

Time	Interaction T-Ss, S-S, S	Activity and Procedure
15	S-S	[Not class time] Students can join 15 minutes earlier to talk in pairs or groups and discuss about their lives. This helps them feel more relaxed using technology and also can help find any technological issues they are facing.
15 (2)	T-Ss	Greeting and CS Warm-up [Simple Explanation] → [FUQs] Teacher welcome students + explanation
(12)	S-S	Students warm up – Circumlocution – use simple explanation to practice compensating for words they don't know or can't remember. (5)x2 + (2) zoom delay
(1)	T-Ss	Students can ask questions they have encountered in warm up
15 (3)	T-Ss	CS Follow-up questions – [New Habits] Teacher presents about new life habits (3)
(5)	S-S	Students worked in pairs to ask follow-up questions (4) + (1) zoom delay
(7)	T-Ss	Teacher presents again and students ask the follow up questions they prepared to extend the conversation.
25 (2)	T-Ss,	Communication – Five-minute Discussions 1. Introduce Topic (New Life Habits) and 3 starting questions
(20)	S-S	2. Pair practice (5) x 3 + (5) for delay between breakout rooms
(3)	T-Ss	3. Provide time for students to ask questions or make comments
5 (5)	T-Ss	Conclusion 1. Provide time for students to ask questions or make comments to group and teacher. 2. Talk about next week's homework and goals.

Total time: 60 minutes

S-S: 29 minutes

T-Ss: 23 minutes

Zoom delay: 8 minutes

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Appendix B

Questionnaires

Questionnaires

All questions have been translated into Japanese with the help of a Japanese volunteer. Students received questions and directions in both English and Japanese.

This questionnaire will gather information in your current level of English, your wants, beliefs, and ideas. I hope it will help us measure your improvement in the class, and help me design better lessons for you.

A – Personal Information [biodata] (*data type*). – {Sept 2021}

This area will gather your personal information. I will keep this private and only use for research purposes. Your name will remain anonymous.

1. Name: (*open*)
2. Age: (*open*)
3. How many years have you studied English in the community classes? [Your best estimate in years] (*open*)
4. What are your learning goals? [You can write your answer in Japanese] (*open*)

B – Classroom Experience [CC] (*data type*) – {Sept 2021; Feb, May, and July 2022} *Not used in this paper to keep it brief.*

I would like to understand how you perceive the lessons currently. You will answer this again at the end of the year to check your progress

All questions (Likert scale 1 “strongly disagree” - 6 “strongly agree”).

1. I understand the teacher’s explanation. [**receptive skill**]
2. I can confidently communicate during pair activities. [**productive skill**]
3. I can express myself only using English. [**productive skill**]
4. I can understand others using only English. [**receptive skill**]
5. I use proper grammar during communicative activities. [**grammatical skill**]
6. I can use communication strategies comfortably. [**CS**]
7. I can communicate fluently (with few and short pauses). [**fluency**]

C - Technology [Learning Online] (*data type*) – {Sept 2021; Feb, May, and July 2022} *Not used in this paper.*

I would like to hear your opinions about learning online.

Unless specified, questions (Likert scale 1 “strongly disagree” - 6 “strongly agree”).

1. I am comfortable learning online.
2. I enjoy learning online.
3. In the future, I want to continue having online lessons.
4. I experience problems learning online.
5. If you experienced problems, what problems have you experienced? (*multiple choice*)
 - A) Using zoom
 - B) Computer/smartphone/iPad problems
 - C) Sound problems
 - D) Video problems
 - E) Internet problems
 - F) Others: (*open*)

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

D – Motivation [AFS & SDT needs] (*data type*) – {Feb 2022 only – items were randomized}

I would like to understand about what motivates you in class and what you find motivational. This will hopefully help to make next year more motivational for everyone.

It is important for me to ... [SDT Needs]

All questions (Likert scale 1 “strongly disagree” - 6 “strongly agree”).

6. improve my English [**competence**]
7. learning new things [**competence**]
8. have choice [**autonomy**]
9. do what I want [**autonomy**]
10. feel connected with my classmates [**relatedness**]
11. feel comfortable learning online [**relatedness**]

E – Activities Feedback [free answers] (*data type*) – {July 2022 only}

I would like to know your feelings about the eight most used activities this term. For each activity answer the three questions to the best of your ability.

Activity 1 – Simple Explanation [CS drill] – Using simple sentence to describe another word without saying it. ([Link to a sample video](#))

The activity ... [SDT Needs]

All questions (Likert scale 1 “strongly disagree” - 6 “strongly agree”).

12. improved my English [**competence**]
13. gave me choice [**autonomy**]
14. made me feel connected with my classmates [**relatedness**]

Activity 2 – Interview (FUQ) [CS drill] – One person is the interviewer and another, the interviewee. The interviewer asks about something good that happened and continues asking as many questions within 2 minutes. ([Link to a sample video](#))

The activity ... [SDT Needs]

All questions (Likert scale 1 “strongly disagree” - 6 “strongly agree”).

15. improved my English [**competence**]
16. gave me choice [**autonomy**]
17. made me feel connected with my classmates [**relatedness**]

Activity 3 – Human Dictionary [Vocabulary] – Learn 2 to 5 new words and teach them to your classmates. ([Link to a sample video](#))

The activity ... [SDT Needs]

All questions (Likert scale 1 “strongly disagree” - 6 “strongly agree”).

18. improved my English [**competence**]
19. gave me choice [**autonomy**]
20. made me feel connected with my classmates [**relatedness**]

Activity 4 – Kahoot [SI, CR, SO] – Online quizzes ([Link to a sample video](#))

The activity ... [SDT Needs]

All questions (Likert scale 1 “strongly disagree” - 6 “strongly agree”).

21. improved my English [**competence**]

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

22. gave me choice [**autonomy**]
23. made me feel connected with my classmates [**relatedness**]

Activity 5 – Give your Advice [SI] – Read different stories or listen to your partner's problems. And give them advice. ([Link to a sample video](#))

The activity ... [SDT Needs]

- All questions (Likert scale 1 “strongly disagree” - 6 “strongly agree”).
24. improved my English [**competence**]
 25. gave me choice [**autonomy**]
 26. made me feel connected with my classmates [**relatedness**]

Activity 6 – Correct the Sentences [CR] – Work together to find and correct the mistakes. ([Link to a sample video](#))

The activity ... [SDT Needs]

- All questions (Likert scale 1 “strongly disagree” - 6 “strongly agree”).
27. improved my English [**competence**]
 28. gave me choice [**autonomy**]
 29. made me feel connected with my classmates [**relatedness**]

Activity 7 – Five-Minute Discussion [IE] – Talk about a topic freely at the end of the month. ([Link to a sample video](#))

The activity ... [SDT Needs]

- All questions (Likert scale 1 “strongly disagree” - 6 “strongly agree”).
30. improved my English [**competence**]
 31. gave me choice [**autonomy**]
 32. made me feel connected with my classmates [**relatedness**]

Activity 8 – Self-Reflection – Watch the recording of a Five-Minute Discussion and reflect on your performance. ([Link to a sample reflection-form](#))

The activity ... [SDT Needs]

- All questions (Likert scale 1 “strongly disagree” - 6 “strongly agree”).
33. improved my English [**competence**]
 34. gave me choice [**autonomy**]
 35. made me feel connected with my classmates [**relatedness**]

F – Comments [open answers] (data type) – {Feb and July 2022}

Finally, I would like to hear any your ideas you have. You can answer in Japanese.

36. What did you enjoy in the online lessons? (*open*)
37. What did you not like about the lessons? (*open*)
38. Comments, ideas, and opinions. (*open*)

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Self-Reflection Questionnaires

Self-reflection questionnaires were conducted after five-minute discussion video recordings. Students received a link to each final recorded discussion and had a week to answer their self-reflection.

Self-Reflection Questionnaire Items [CC] {monthly} (scale 1 “strongly agree” – 6 “strongly disagree”):

1. I understood my partner's English easily. — パートナーの英語は簡単に理解できました。
2. I could express myself in English easily. — 意見や情報を英語で簡単に伝えることができました。
3. I spoke mostly in English. — 会話では、ほとんど英語で話しました。
4. I used communication strategies comfortably. — 楽にコミュニケーションストラテジーを使いました。(Explaining simply, Follow-up Questions, Opening and Closing a conversation) (簡単に説明すること、会話を繋げるための質問、会話の始め方締め方など)
5. Communication strategies were useful in my conversations. 会話では、コミュニケーションストラテジーが役に立ちました。
6. I could communicate with few short pauses. 会話では、あまりポーズ/間を取らずにコミュニケーションをとることが出来ました
7. I encouraged my partner to talk. 相手に話すように奨励しました
8. I understand the *target language*.
9. The activities this month helped me understand the *target language*.
10. I can use the *target language*.

Note. Items 8-10 had target language adjusted to match each month's grammatical point.

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Appendix C

Description of Activities

Table C1

List and Description of Activities

Activity [<i>Target</i>]	Description
1 – Simple Explanation [CS]	Goal: Students can describe words in English without a dictionary (circumlocution). Task: Students selected words to describe in simple English. They were not allowed to say the word. Partners were encouraged to ask questions and guess the word.
2 – Interview [CS]	Goal: Students can ask follow-up questions based on their partner's previous statements. Task: Student A takes the role of the interviewer; student B is the interviewee. The interviewer asks, "What good thing happened to you recently?" The interviewee responds. The interviewer asks as many FUQs as possible in two minutes.
3 – Human Dictionary [<i>Vocabulary</i>]	Goal: Students can exchange useful words and increase their vocabulary. Task: For homework, students choose three to five words they would like to learn, including their explanations and examples in English. During class, students share their new words with different pairs. They must choose three new words they learned from their pairs and would like to use in future conversations.
4 – Kahoot [<i>SI, Noticing, and SO</i>]	Goal: Student can test their knowledge. Task: Kahoot quizzes were used in various ways, allowing the target language to be introduced and checked through an interactive timed quiz.
5 – Structured Input [SI]	Goal: Students can comprehend the target language in context without the need to produce it. Task: A variety of tasks were used based on Lee and VanPatten's (2003) textbook.
6 – Consciousness Raising [<i>Noticing</i>]	Goal: Students can notice grammatical mistakes and correct them. Task: For homework, students correct a list of sentences containing errors taken from their previous conversations. In class, they work in pairs to check their corrections and discuss the meaning and grammatical structure of the sentences.
7 – Five-Minute Discussion [IE]	Goal: Students can freely discuss their ideas based on a topic. Task: For homework, students are provided three questions as a starting point for their conversation. During class, they have five minutes to openly discuss the topic and use any vocabulary, strategy, and grammatical knowledge they have learned.
8 – Self-Reflection [<i>Self-Assessment</i>]	Goal: Students can reflect on their performance during the five-minute discussions. Task: For homework, students receive a link to a video of their last five-minute discussion and a self-reflection questionnaire. They must review their performance and evaluate their CC.

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Appendix D

Rubric and Assessment Data

Table D1

Communicative Competence Rubric – Scale 0-10

Grade	Vocabulary	Grammar	CS	Fluency
0 <i>None</i>	<i>Range:</i> zero <i>Accuracy:</i> not relevant	<i>Range:</i> zero <i>Accuracy:</i> not relevant	<i>Range:</i> zero <i>Accuracy:</i> not relevant	<i>Pauses:</i> over 5 seconds <i>Fluidity:</i> not relevant
1-3 <i>Limited</i>	<i>Range:</i> few words used repeatedly <i>Level:</i> equivalent to a Japanese elementary school student <i>Accuracy:</i> words are frequently used in wrong contexts	<i>Range:</i> can use one or two target forms <i>Length:</i> short, fragmented sentences <i>Accuracy:</i> frequently used imprecisely and unawareness of mistakes made	<i>Range:</i> limited use of CSs (interjection, rejoinders, and fillers) <i>Accuracy:</i> CSs frequently used inappropriately and are unable to deal with breakdowns in communication	<i>Pauses:</i> often pauses for longer than 3 seconds <i>Fluidity:</i> frequent and/or long pauses that affect understanding
4-6 <i>Moderate</i>	<i>Range:</i> many simple words <i>Level:</i> equivalent to a Japanese junior high school student <i>Accuracy:</i> words are sometimes used in wrong contexts	<i>Range:</i> can use three or four target forms <i>Length:</i> short complete sentences <i>Accuracy:</i> target forms used with minor mistakes some awareness of mistakes but limited or no ability to correct them	<i>Range:</i> moderate use of CSs (code-switching, shadowing, asking to repeat...) <i>Accuracy:</i> simple CSs used appropriately, inaccurate use of complex CSs; can sometimes overcome communication breakdowns	<i>Pauses:</i> rarely pauses longer than 3 seconds <i>Fluidity:</i> pauses do not affect communication, however, slowdown the pace of the conversation
7-9 <i>Extensive</i>	<i>Range:</i> some complex words <i>Level:</i> equivalent to a Japanese high school student <i>Accuracy:</i> words are mostly used in appropriate context	<i>Range:</i> can use most target forms <i>Length:</i> complete and connected sentences <i>Accuracy:</i> mostly accurate, and ability to correct mistakes	<i>Range:</i> extensive use of CSs (circumlocution, FUQ, recasting...) <i>Accuracy:</i> appropriate use of CSs to overcome communication breakdowns	<i>Pauses:</i> pauses are always shorter than 2 seconds <i>Fluidity:</i> pauses do not affect communication or slowdown the pace of the conversation
10 <i>Strong</i>	<i>Range:</i> extensive and complex <i>Level:</i> equivalent to a Japanese university student or above <i>Accuracy:</i> words used accurately and appropriately to the situation	<i>Range:</i> can use all target forms <i>Length:</i> long, complex sentences <i>Accuracy:</i> accurate of usage of target forms, ability to use forms beyond the target language studied in class	<i>Range:</i> comfortably uses all CSs as needed <i>Accuracy:</i> effective and appropriate use of CSs to expand conversations and overcome communication breakdowns	<i>Pauses:</i> pauses shorter than 1 second <i>Fluidity:</i> pauses used to improve communication and facilitate comprehension

Source: modified rubric inspired from Bachman and Palmer (1996)

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Table D2

Evaluators' Grading – September 2021 and February 2022 (scale 0-10)

Student	Date	Component	Teacher			Agreement			Average Agreement
			Doug	Yuri	Gabe	D/Y	D/G	Y/G	
Chisako	September 2021	Vocabulary	5	5	6	1	0	0	0.33
		Grammar	5	4	4	0	0	1	0.33
		CS	6	6	6	1	1	1	1.00
		Fluency	4	4	3	1	0	0	0.33
	February 2022	Vocabulary	6	5	7	0	0	0	0
		Grammar	5	5	5	1	1	1	1.00
		CS	6	6	7	1	0	0	0.33
		Fluency	7	5	6	0	0	0	0
Hanako	September 2021	Vocabulary	6	5	6	0	1	0	0.33
		Grammar	6	5	6	0	1	0	0.33
		CS	4	4	3	1	0	0	0.33
		Fluency	7	6	6	0	0	1	0.33
	February 2022	Vocabulary	5	7	7	0	0	1	0.33
		Grammar	6	7	7	0	0	1	0.33
		CS	6	5	6	0	1	0	0.33
		Fluency	7	6	7	0	1	0	0.33
Takayoshi	September 2021	Vocabulary	5	3	4	0	0	0	0
		Grammar	5	3	5	0	1	0	0.33
		CS	6	5	6	0	1	0	0.33
		Fluency	7	6	5	0	0	0	0
	February 2022	Vocabulary	5	4	4	0	0	1	0.33
		Grammar	3	4	5	0	0	0	0
		CS	6	6	7	1	0	0	0.33
		Fluency	5	5	5	1	1	1	1.00
Tomiko	September 2021	Vocabulary	4	3	3	0	0	1	0.33
		Grammar	3	3	4	1	0	0	0.33
		CS	6	5	5	0	0	1	0.33
		Fluency	5	4	3	0	0	0	0
	February 2022	Vocabulary	5	3	4	0	0	0	0
		Grammar	3	4	4	0	0	1	0.33
		CS	7	8	6	0	0	0	0
		Fluency	5	4	4	0	0	1	0.33
IRR								0.31	

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Table D3

Evaluators' Grading – May and July 2022 (scale 0-10)

Student	Date	Component	Teacher			Agreement			Average Agreement
			Yuri	Doug	Gabe	Y/D	D/G	Y/G	
Chisako	May 2022	Vocabulary	5	5	5	1	1	1	1.00
		Grammar	6	6	6	1	1	1	1.00
		CS	6	6	5	1	0	0	0.33
		Fluency	5	6	5	0	0	1	0.33
	July 2022	Vocabulary	5	6	5	0	0	1	0.33
		Grammar	6	7	6	0	0	1	0.33
		CS	7	7	7	1	1	1	1.00
		Fluency	5	6	6	0	1	0	0.33
Hanako	May 2022	Vocabulary	6	6	6	1	1	1	1.00
		Grammar	6	7	6	0	0	1	0.33
		CS	7	7	7	1	1	1	1.00
		Fluency	7	8	7	0	0	1	0.33
	July 2022	Vocabulary	6	6	7	1	0	0	0.33
		Grammar	7	6	7	0	0	1	0.33
		CS	6	6	6	1	1	1	1.00
		Fluency	7	7	8	1	0	0	0.33
Takayoshi	May 2022	Vocabulary	5	5	4	1	0	0	0.33
		Grammar	5	4	4	0	1	0	0.33
		CS	5	5	4	1	0	0	0.33
		Fluency	4	4	4	1	1	1	1.00
	July 2022	Vocabulary	4	5	5	0	1	0	0.33
		Grammar	5	4	5	0	0	1	0.33
		CS	5	6	5	0	0	1	0.33
		Fluency	4	4	4	1	1	1	1.00
Tomiko	May 2022	Vocabulary	5	6	5	0	0	1	0.33
		Grammar	6	6	4	1	0	0	0.33
		CS	6	7	6	0	0	1	0.33
		Fluency	6	7	5	0	0	0	0.00
	July 2022	Vocabulary	5	5	5	1	1	1	1.00
		Grammar	5	4	4	0	1	0	0.33
		CS	7	6	7	0	0	1	0.33
		Fluency	6	7	6	0	0	1	0.33
IRR								0.51	

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Table D4

Evaluators' Grading – December 2022 (scale 0-10)

Student	Date	Component	Teacher			Agreement			Average Agreement
			Yuri	Doug	Gabe	Y/D	D/G	Y/G	
Chisako	December 2022	Vocabulary	6	6	6	1	1	1	1.00
		Grammar	6	7	6	0	0	1	0.33
		CS	7	8	8	0	1	0	0.33
		Fluency	6	6	6	1	1	1	1.00
Hanako	December 2022	Vocabulary	6	7	6	0	0	1	0.33
		Grammar	6	6	5	1	0	0	0.33
		CS	7	7	7	1	1	1	1.00
		Fluency	7	7	8	1	0	0	0.33
Takayoshi	December 2022	Vocabulary	5	5	5	1	1	1	1.00
		Grammar	6	5	5	0	1	0	0.33
		CS	6	6	6	1	1	1	1.00
		Fluency	5	5	6	1	0	0	0.33
Tomiko	December 2022	Vocabulary	5	5	5	1	1	1	1.00
		Grammar	6	6	7	1	0	0	0.33
		CS	7	8	9	0	0	0	0.00
		Fluency	5	6	5	0	0	1	0.33
							IRR	0.56	

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

Appendix E

Five-Minute Discussion Transcripts

Five-Minute Discussion (May 25th, 2021)

Conversation 1 [[Tomiko (low-level TAL) and Takayoshi (low-level TAL)]]

[[00:00]]

01 Tomiko a:: couple of days ago (.) thank you money for bringing to (..) my house and your eh: (.) your eh (....) husband he he じゃい{jantai, not husband} wife eh (..)

Sakurakai

02 Takayoshi ah Sakurakai

03 Tomiko thank you

04 Takayoshi ah yeah yes yes

05 Tomiko thank you very much and

06 Takayoshi you're welcome

07 Tomiko what do you do today?

08 Takayoshi today?

09 Tomiko hm:: what are you doing today? ((read the question))

10 Takayoshi today (....) hm ? drinking

11 Tomiko >he he he he he he< no day time day time

12 Takayoshi ha ha day time? day time? day time?

13 Tomiko yes yes hm

14 Takayoshi I drink tea

15 Tomiko ha ha ha ha ha

16 Takayoshi I drank I drank

17 Tomiko ah:::

18 Takayoshi green tea

19 Tomiko ah::: growing your ah::: many things

eh:: (..) growing hm gardening? (.....) you can

20 Takayoshi ah yeah plant?

21 Tomiko yes what what kind of plant grow

22 Takayoshi uh:: plant? uh cucumber eggplant

23 Tomiko huh huh

24 Takayoshi green pepper

25 Tomiko huh huh

26 Takayoshi あとなんだけ {atonandake, what else} hm ah さといも {satoimo, sweet potato} potahto

27 Tomiko huh huh

28 Takayoshi じゃがいも {jagaimo, potato}

29 Tomiko huh huh

30 Takayoshi じゃがいも {jagaimo, potato}

31 Tomiko huh huh

32 Takayoshi hm ねぎ なんじゃだけ? {negi najadake?, green onion what was it again?}

33 Tomiko ah::: ra

34 Takayoshi how do you say ねぎ {negi, green onion}

35 Tomiko Japanese |

36 Takayoshi | green: なんだけ {nandake, what was it again}

37 Tomiko Japanese: ah

38 Takayoshi ねぎ ねぎ {negi negi, green onion green onion}

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

- 39 Tomiko Japanezu
40 Takayoshi how do you say
41 Tomiko hm Japanese なんとか {nantoka, something something}
42 Takayoshi 書いてなかった {kaitenakatta, I didn't write it down}
43 Tomiko ん 書きちゃった {n kaichatta, yes I have it written}
44 Takayoshi how to say negi () in English he he he he
45 Tomiko Japanese なんとか {nantoka, something something} hmm
46 Takayoshi あとで聞いてみよう {atodekiitemiyou, let's ask later}
47 Tomiko huhuh
48 Takayoshi あと五十八秒 {ato gojuu hachi byou, we have 58 seconds
left} ((saw warning that zoom would close in 58 seconds))
49 Tomiko >he he he he he< ah::
50 Takayoshi today are you busy?
51 Tomiko walsh onion だって {datte, it says}
52 Takayoshi >eh<?
53 Tomiko W Welsh onion Welsh onion
54 Takayoshi onion?
55 Tomiko ん onion ()
56 Takayoshi werush onion
57 Tomiko そうだね {soudane, that's it}
58 Takayoshi ah onion か {ka, ?}
59 [[Audio glitches returning back to Line 34]]
60 Takayoshi how do you say ねぎ {negi, green onion}
61 Tomiko Japanese |
62 Takayoshi | green: なんだけ {nandake, what was it again?}
63 Tomiko Japanese: ah
64 Takayoshi ねぎ ねぎ {negi negi, green onion green onion}
65 Tomiko Japanezu
66 Takayoshi how do you say
67 Tomiko hm Japanese なんとか {nantoka, something something}
68 Takayoshi 書いてなかった {kaitenakatta, I didn't write it down}
69 Tomiko ん 書きちゃった {n kaichatta, I have it written}
70 Takayoshi how to say ねぎ {negi, green onion} () in English he he
he he
71 Tomiko Japanese なんとか {nantoka, something something} hmm
72 Takayoshi あとで聞いてみよう {atodekiitemiyou, let's ask later}
73 Tomiko huhuh
74 Takayoshi あと五十八秒 {ato gojuuhachibyau, we have 58 seconds left}
((saw warning that zoom would close in 58 seconds))
75 Tomiko >he he he he he< ah::
76 Takayoshi today are you busy?
77 Tomiko walsh walsh o:
78 Takayoshi >eh<?
79 Tomiko W Welsh onion Welsh onion ((looks at dictionary))
80 Takayoshi welsh?
81 Tomiko んん {n n, yes yes} ()
81 Takayoshi ah onion か {ka, ?} onion onion ah そうか 玉ねぎじゃなくて
{souka tamanegijanakute, is that so isn't it onion} ah
onion ne?
82 Tomiko and eh
83 Takayoshi あそうなんだ {asounanda, ah is that so}
84 Tomiko ん {n, yes} your free time is what are you doing () free
time
85 Takayoshi today?

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

- 86 Tomiko うんうん {unun, no no} no えフリータイムどうしてるですかいつも何を
している {e furi-taimu doushiterudeska itsumo
naniwoshiteiru, what are you doing in your free time what
do you usually do}?
- 87 Takayoshi いつものこと? {itsumonokoto, do you mean usually}
- 88 Tomiko そうそう {sousou, yes yes}
- 89 Takayoshi 何をしゃっているかなー ああそうだな {naniwo shiyatteirukana-
aasoudana, what am I doing I wonder oh I got it} I walk
wizu dogu or gardening
- 90 Tomiko oh nice!
- [[03:55]]

Conversation 2 [[Chisako (low-intermediate TAL) and Hanako (intermediate TAL)]]

[[00.00]]

- 01 Chisako hi Hanako (.) I'm Chisako
- 02 Hanako >ah< I'm Hanako he he lo::ng time no see he he he
- 03 Chisako he he (...) what to (.) talk (...) with (...) I'm not
sure
- 04 Hanako self-introduction self-introduction (...) introduction
- 05 Chisako (...) what to talk? what to talk?
- 06 Hanako introduction introduction
- 07 Chisako Introduce | me
- 08 Hanako | introduce yourself
- 09 Chisako me?
- 18 Hanako first first okay (.) this time the first
- 19 Chisako so my (..) name (..) my name? (..) your friend I'm
Chisako
- 20 Hanako hm hm
- 21 Chisako I (.) I live in (..) [[town name]] eh (..) region is
(..) WagoKita? hehe (...) you know. he (.) he I'm
working for hm: the [[station name]] together (...)
right? and (..) hm (..) Today (....) hm it was (.)
fine day
- 22 Hanako >really?<
- 23 Chisako so hm: (..) I I:: was (.) eh: (..) my husband was::
absent (...) tu:: eh absent at home so (.) hm (.) I
(.) I need needto (.) walk (.) walk (.) walk with
the(.) dog
- 24 Hanako sorry (.) sorry (.) sorry.
- 25 Chisako my dog | (.) eh my husband was was (.) absent
- 26 Hanako | ah dog I see I see
- 27 Chisako Because (.) hm he went tu:: hospital of in Nagoya from
yesterday? (.) for two days so I need tu:: walk
withu:: my dog | (.) early morning he he
- 28 Hanako | I see I see
- 29 Chisako s for long time(.) I I walkt (..) around my (.) my
place hm so andu:: this afternoon (...) he come back
(..) home so eh::: (...) soft food (..) you: you::
eh:: he needtu eat (...) hm sof (.) soft rice? soft
rice? おかゆ {okayu, Japanese porridge} and soup (.)
and so on several several cooking | (..) eh I need |
- 30 Hanako | okay | I

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

see I I understand
31 Chisako and you?
32 Hanako well let me introduce myself? okay? (.) okay?(..)
33 Chisako hm hm
34 Hanako nice to meet you じゃないね? {janaine, no right?} (..)
yah he he I:: know you well very well
35 Chisako hu hu hu hu hu
36 Hanako my name is Hanako [[last name]] (..) I live near the
(.) [[bank name]] a::nd hmhm there are two people in
my family (..) my husband and I (..) a::nd I havu: two
children and ah four grandkids a::nd
37 Chisako they are they are living near (.) eh:: <your (.)
house.>
38 Hanako yes (.) yes ah two of them (..) hmhm in [[town name]]
(..) they are (..) from uh:: Nagoya and ah from Osaka
(.) they hm:: ya
39 Chisako Ah
40 Hanako and then::: huh huh (.) my hobby (.) my hobby izu uh
walking and ah::: gardening and uh:: (..) traveling
41 Chisako I know I know eh I saw your (..) garden garden? hm:
they are (.) blooming? (...) full of flowers (.)
especially: roses pink roses
42 Hanako did you see?
43 Chisako hu hu hu
44 Hanako thank you
45 Chisako very good
[[05:43]]

Five-Minute Discussion (December 6th, 2022)

Conversation 3 [[Tomiko(low-level TAL) and Hitomi (low-level adult)]]

[[00.00]]
01 Hitomi hello
02 Tomiko hello
03 Hitomi hello are you going to do (...) | in the winter
vacation ((reading notes))
04 Tomiko | in the winter vacation
I'm going to work but uh December 29th until new years
5th for (.) uh family come back to ((stops reading and
looks at camera))
05 Hitomi ah:: ((nods and smiles))
06 Tomiko every (...) every person co| comes back (.) uh (.)
together
07 Hitomi | ah
08 Tomiko eh eleven (.) person (.) together so uh (.) everyday
(.) busy busy busy
09 Hitomi ah:? eh (.) what (.) eh what (.) do you hm: cooking?
10 Tomiko cooking?
11 Hitomi in:: お正月?{oshougatsu, new year's day?} hu hu hu
12 Tomiko hm e every year (.) uh:: improve じゃなかった{janakatta,
not that} ええと{eeto, well} (..) prepare おせち{osechi,
Japanese traditional dish}
13 Hitomi oh: it's good

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

- 14 Tomiko hm (..) na (.) nothing special mo (.) every year same
(.) u: same (..) osechi
- 15 Hitomi ah for example
- 16 Tomiko for example kuromame: tatsukuri: kazunoko:: [[Japanese
dishes]] and then (.) なんだけ {nandake, what else} (.)
一緒(.)全部{issho(.)zembu, all the same} same
- 17 Hitomi ha ha ha
- 18 Tomiko how about you?
- 19 Hitomi ah: this お正月? {oshougatsu?, new year's day} hm:: I::
- 20 Tomiko >uh?< (.) >eh?< wint winter break yo ((looks at sheet
and corrects partner))
- 21 Hitomi wint winter break? (.) ah my winter break is very
lo:ng (.) so (.) everyday winter ha ha
- 22 Tomiko >he he he he he he he<
- 23 Hitomi ha ha ha I'm going to eh I'm going to (.) cutting tree
(..) in winter so:: I:: I bought (.) eh chainsaw
- 24 Tomiko oh::?
- 25 Hitomi last month
- 26 Tomiko pl (.) uh plum じゃなかった {janakatta, not that} pie (.)
pine tree?
- 27 Hitomi no
- 28 Tomiko 松? {matsu, pine}
- 29 Hitomi ah? 何だろ うなんだろ う. {nandarou nandarou, what was it
what was it} I don't know name >de< tree ha ha ha ha
- 30 Tomiko he he he ah:: ja second neh next year (.) what is your
new year's revolution rezulation resolution
- 31 Hitomi ne:w yearz: resolution:::? ah:: one (.) eh I::: want
(.) sewing (.) my coat
- 32 Tomiko oh:: naisu [[nice]]
- 33 Hitomi used eh kimono?
- 34 Tomiko ah and goal for next year what will you do to (.) make
it come true? ((reading))
- 35 Hitomi wa? ha ha making coat ha ha and sewing coat ((while
laughing))
- 36 Tomiko okay ((laughing))
- 37 Hitomi 多分 {tabun, maybe} one year かかる {kakaru, take}
- 38 Tomiko oh: I think so (..) | what what
- 39 Hitomi | what what is your new year's
resolution?
- 40 Tomiko resolution? I'm going to study for my ((stops looking
at notes and looks at camera)) uh fluent (.) English
- 41 Hitomi oh:?
- 42 Tomiko hm あの {ano, well} so
- 43 Hitomi it's cool
- 44 Tomiko jah three neh (.) for future what will you do when you
become fluent in English? ((reading notes))
- 45 Hitomi ah::: so I: will go to::: (.) どこにしようかな
ー? {dokonishiyoukana-, where should I choose?} use
English country ah::: hm Canada ha ha ha
- 46 Tomiko >he he he he he< really?
- 47 Hitomi what will you do: when you become fluent in English?
((reading notes))
- 48 Tomiko I will ((stops looking at notes and looks at partner))
enjoy English conversation he he he he he

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

49 Hitomi ha ha ha who eh together (..) uh who:: together?
50 Tomiko uh hm (.) who together? ah あの{ano, well} (.) you will
go (.) you will do:? (.) 辞めちゃうの本当に{yamechauno
hontouni, will you really quit} you will will uh?
you:: will are going じゃないね{janaine, not that,
right?} you will will do it だよな? {dayone, will you?}
51 Hitomi uh?
52 Tomiko やめ (.) あの (.) 本当にあの (.) 来年辞めちゃうの? {rainen
yamechauno?, are you going to quit next year?}
53 Hitomi ah:
54 Tomiko you are going to: (..) uh:: stopped stop と言わないか?
{to iwanaika, we don't say stop?}
55 Hitomi so:: hm hm ((nods)) (.) maybe
56 Tomiko eh?
[[5:08]]

Conversation 4 [[Chisako (low-intermediate TAL) and Takayoshi (low-level TAL)]]

[[00.00]]

01 Chisako Congratulations for (.) eh you and me: he he he (.)
last conversation
02 Takayoshi last | conversation yeah
03 Chisako | in tweny twen twenty (.) 2022 he he he
04 Takayoshi 20(.)22 ah I see
05 Chisako last last pair he he
06 Takayoshi last pair congratulations yeah yeah yeah yeah ja I
asku (.) you answer me? (.) okay?
07 Chisako Okay
08 Takayoshi え何しようかなー{enanishiyou kana-, what should we talk
about?} number one で行く? {de iku, should we do number
1}
09 Chisako yes yes
34 Takayoshi number one? | in the future
35 Chisako | at first
36 Takayoshi what are you going to do in the winter break? ((read
question))
37 Chisako yes
38 Takayoshi what
39 Chisako Ah me?
40 Takayoshi you you you
41 Chisako the (.) uh same topic (.) okay?
42 Takayoshi same topic okay okay okay
43 Chisako he he he after Christmas
44 Takayoshi >uh?< Chris|
45 Chisako |after Christmas
46 Takayoshi after Christmas
47 Chisako after Christmas
48 Takayoshi ah: after ne okay
49 Chisako my three eh: (.) children| (..) are coming | (..) to
my (.) house (.) my place so
50 Takayoshi |oh:: |oh::
51 Chisako and eh:: together (..) eh I'm going to stay (.) m at
my place with my eh three children and eh eh partner

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

- and the their families (.) together
52 Takayoshi from Tokyo? from Tokyo?
53 Chisako from Tou Tokyo and Konan-shi he he he
54 Takayoshi Ko Konan Aichi かね? {kane, isn't it?}
55 Chisako Aichi prefecture
56 Takayoshi Aichi prefer?
57 Chisako Aichi prefecture
58 Takayoshi ah Aichi prefecture ah 良いね {iine, that's nice} hm
okay okay okay
59 Chisako hm and you?
60 Takayoshi I uh uh I: I am not plan I have not plan uh:::
61 Chisako are you:: are you (.) drinking | (.) much? He he he
62 Takayoshi | he he he I see maybe I
stay ho:me eh in: こたつ {kotatsu, a Japanese heated
table} ha ha ha
63 Chisako he he he こたつみかん? {kotatsu mikan, table and
tangerines?}
64 Takayoshi こたつみかん {kotatsu mikan, table and tangerines} yes
with my dog だよ {dayo, I tell you}
65 Chisako and you're happy (.) you're happy
66 Takayoshi Maybe
67 Chisako to stay
68 Takayoshi yes yes (.) I: I'm happy in winter break
69 Chisako during then and (.) how (.) eh are you (.) will you
(.) will your dog (..) stay?
70 Takayoshi when? when? when?
71 Chisako out of your dog (.) and out of your house? (..) all
day?
72 Takayoshi yes yes yes yes out out dog
73 Chisako out out
74 Takayoshi out dog yes (..) outdoor そとそと {soto soto, outside
outside}
75 Chisako his his kennel in his kennel
76 Takayoshi yes yes yes
77 Chisako hm:: hm ((nods))
78 Takayoshi eh kennel floor (.) ah:: なんていうあの (.) 暖かい暖かい
{nantoiuano atakai atakai, what is it called warm
warm} war::mu sheet warmu
79 Chisako electricu?
80 Takayoshi no no no no そんなに勿体ない {sonnani mottainai, not that
wasteful}
81 Chisako 勿体ない {mottainai} ((laughing))
82 Takayoshi ha ha ha ha ha ha mattu warmu: mattu
83 Chisako hm::
84 Takayoshi m every (.) every year (.) eh every winter (...) every
winter ah:: I si I sit the warm matt (.) I sit ひっくう
は {hikku, put/place} sheet でいいかな {deiikana, is okay,
right?} I sit (.) warm matt
85 Chisako he he he he on the warm mat okay
86 Takayoshi he he he he yes yes yes
87 Chisako my: my hm::: (...) the case of my dog
88 Takayoshi hm::
89 Chisako um::: (..) on the ボロ毛布 {borou moufuu, old/wornout
blanket} boro blanket (..) only ha ha ha ha

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

90 Takayoshi ha ha ha ボロ?ボロ?
91 Chisako ボロ{boro, old} what (.) what (.) are you (.) can I
express he he (..) then?
92 Takayoshi ボロ{boro, old}
93 Chisako what can I express (.) ボロ毛布{boro moufu, old
blanket}
94 Takayoshi I see:: okay
95 Chisako broken? broken じゃない{janai, not that} lived? live?
(.) 破れた{yabureta, ripped}
96 Takayoshi broken (.) 破れた{yabureta, ripped} ah very oldo::
blanketsu
97 Chisako oldo 古くなった{furukunatta, became old} blanket he he
he he but he izu pleased them
98 Takayoshi ha ha ha but my doggu (.) liku (.) col coldo (.) andu
snow

[[5:29]]

Conversation 5 [[Hanako (intermediate TAL) and Chisako (low-intermediate TAL)]]

[[00.00]]

01 Chisako hello? hu hu
02 Hanako he:llo: can I ask? (.) can I? (.) okay?
03 Chisako okay
04 Hanako I uh are there any plan (.) to go (.) for a trip (.)
uh next spring? are there any plan| (.) to go for a
trip (.) next spring or next year?
05 Chisako |plan? hm where?
06 Hanako uh >no no< are you any plans? plan (.) it's okay
any(.)where any places
07 Chisako um::: eh (.) you (.) didn't de deci eh you: you have
(.) no plan? where you go (.) you will go?
08 Hanako me?
09 Chisako hm::
13 Hanako me:? oh I'm going to: go oh: (.) I'm going to visit my
um cousin's house (.) next spring ya I have a pla:n
how about you?
14 Chisako hm::: my eh (.) my plan? (.) during winter break?
15 Hanako okay
16 Chisako A after Christmas (.) my three children ah coming to
my place
17 Hanako uh hm uh hm
18 Chisako and and to stay go I'm going to stay at home with my
three children and their families
19 Hanako oh: big family: oh:
20 Chisako grandchild and and one gra granddaughter andu grandson
and baby (.) one baby
21 Hanako uh hm how many uh: people to get gather in your house
your place?
22 Chisako 二四六(.)八九{ni shi roku hachi kyuu, two four six eight
nine} eleven
23 Hanako oh eleven oh::: many many oh::: you uh you're it's very
tough to uh (.) yeah
24 Chisako he he he めちやくちや{mechakucha, super} big mix

The Effects of Focus on Form on Third-Age Learners' Communicative Competence and Motivation

Gabriel Teruo Misaka (2022)

25 Hanako you have to uh:: cook? many many| many many
26 Chisako | yes yes
27 Hanako oh it's hard
28 Chisako it's hard to hard to work
29 Hanako yeah hard work but your daughter helps you?
30 Chisako hm::: (..) and then (.) next year (.) what is your (.)
goal? ((reads question))
31 Hanako ah me?
32 Chisako uh new year's resolution
33 Hanako ah new year's resolution ya ah: my resolution ah to
read a newspaper everyday| (.) now izu|
34 Chisako |hm |in English? ha ha
ha
35 Hanako no no no Japanese ((laughing))
36 Chisako ha ha ha
37 Hanako ah: I: rea::d I usual I read uh ah a newspaper in the
evening? and day time so uh evening is I think uh I
slept uh I fall asleep I fall asleep I fell aslee:p
38 Chisako he he he
39 Hanako so but so next year my resolution to read every|
40 Chisako |is it your
goal? ha ha ha
41 Hanako yeah ha ha it's my goal (..) if it is goal I (.) to
read books (.) uh hm once or more (.) in a month
42 Chisako the boo:k how how kind of the book
43 Hanako uh a:ny any book is okay magazines okay and historical
hm okay uh hm anything is okay (..) but my ah I have a
problem (.) my eyes are very uh uh hm::: tired? if I:
read
44 Chisako ah me too me too
45 Hanako really? uh hm
46 Chisako my eyes is dorai dry eye so
47 Hanako so same as you
48 Chisako and uh shut the window of my eyes is uh (.) easy
((gestures closing eye lids with fingers)) he he
49 Hanako especially when I watch uh smartphone is not so good
50 Chisako yeah
51 Hanako it's a very damage for me (.) smartphone
52 Chisako yes: me too
53 Hanako what's your new year's resolution?
54 Chisako ha ha ha it is to: improve my English
55 Hanako uh uh
56 Chisako ha ha but this year (.) like last year he he
57 Hanako ah I don't think so you I think you made ah very uh
hm:::
58 Chisako it's your English perfect so

[[5:45]]