CLT and Self-Determination Theory in Third-Age Learners' L2 Education.

Senior education is gaining popularity as the world's retired population rises. Meanwhile, research into senior education is still in its infancy; with most current studies focusing on the health benefits of educating seniors, little is yet understood about practical teaching approaches and motivational techniques to help older students succeed in learning a second language. The first goal of this AR study is to explore the effects of focus on form activities on senior students' communicative competence. The second goal is to understand teachers' relatedness-supportive actions that support student motivation in an online learning environment. To achieve this goal, focus on form activities had to be adjusted to meet the students' needs and the online environment such as (1) activities had to be extended to overcome delays due to internet and PC issues; (2) extra time was provided at the beginning of lessons to help students feel at ease and build relationships; (3) the teacher had to be flexible to students' feedback and modify activities as needed during lessons. This study uncovered that despite students reporting limited improvement, independent evaluators identified that focus on form activities might improve students' communicative competence. Additionally, the study identified the importance of relatedness and competence in senior students' motivational needs. Five teacher behaviors were revealed as important, including: (1) helping learners build relationships with peers and the teacher; (2) building a comfortable learning environment; (3) providing fun activities; (4) communicating clearly and simply; (5) understanding learners' goals and displaying learners' progress. As previous research claims, older students are often faced with physical and psychological challenges that negatively affect their learning (Bosisio, 2019; Singleton, 2018; Ware et al., 2017). Furthermore, online lessons can be daunting learning environments for adult learners with limited technological expertise (Ware et al., 2017). Therefore, a CLT approach that emphasizes building student relationships through focus on form tasks may improve senior learners' success.

Literature Review

This section will establish and define key concepts, summarize existing research, and explain important aspects of various elements in this research. It provides a brief overview of communicative language teaching, focusing on pre-planned focus on form

activities. It later elaborates theories on motivation, specifically self-determination theory, a popular empirical approach to motivation gaining ground in L2 education. It then defines third-age learners and explains the unique features of the participants in this study. Lastly, it brings to light some elements of technology and its challenges in adult education.

Communicative Language Teaching

Communicative language teaching (CLT) is a language teaching approach that theorizes students learn a second language (L2) through communication and meaning exchange rather than the traditional practice of isolated grammatical forms (Lightbown & Spada, 2013). Savignon (2002) summarized that the "central theoretical concept in communicative language teaching is 'communicative competence.'" (p. 1) Savignon's (1972) study increased CLT's popularity by demonstrating the positive effects of providing students opportunities to practice communicating in the L2. Meanwhile, Willis and Willis (2007) advocated that CLT improves students' confidence by giving ample opportunities for learners to use the L2 in a safe environment where they feel comfortable making mistakes. "Once they [students] have a stock of words they can begin to communicate. And, once they begin to communicate, we can help them shape their language so it becomes more complex and more grammatical" (Willis & Willis, 2007, p. 2). Therefore, to improve students' L2 skills, teachers need to provide learners with ample opportunities to communicate.

Communicative Competence. A key concept in CLT is communicative competence (CC). Savignon (2002) defined CC as the "*expression*, *interpretation*, and *negotiation* of meaning … [in] both psycholinguistic and sociocultural perspectives" (p. 1), stating CC as the driving force of CLT. Canale and Swain (1980) sought to unify the role of grammar in communication. They theorized that CC was composed of three main components: (1) *grammatical competence*, the "knowledge of lexical items and of rules of morphology" (p. 29); (2) *sociolinguistic competence* that 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 competence* and *discourse competence* (Savignon, 2002, p. 8). Each component is integral in CC and works in conjunction to enable learners to communicate effectively.

Focus on Form. Since the inception of CLT, a plethora of teaching approaches have been developed. Within this development, the role of grammar has been seen with much contention; with some researchers and educators arguing that grammar is best learned implicitly with a focus on meaning (Krashen & Terrell, 1983, p. 55), while others advocating that L2 learning should involve "drawing attention to linguistic elements … in context" (Long, 1998, p. 40), defined as focus on form (FonF). Lee and VanPatten (2003) further suggested, "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 pre-planned FonF activities aimed at developing learners' linguistic abilities through meaning-focused tasks: *structured input*, *structured output*, and *information exchange* activities. Meanwhile, Ellis (2018) argued for *consciousness-raising* (CR) tasks, tools designed to develop learners' metacognitive understanding of linguistic features. The CR tasks can naturally complement Lee and VanPatten's proposed teaching approach.

Structured Input. 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 structured input activities is that learners are not expected to produce the target language but instead produce something new (spoken, written, drawn) based on the input provided.

Consciousness-Raising. 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-centric activities in which learners collaborate to gain insights into linguistic forms.

Structured Output. After developing form-meaning connections and becoming 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 form, consequently developing comprehension and fluency.

Information-Exchange. 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.

CLT has expanded into a wide range of teaching approaches with diverging views of the role and placement of grammar within L2 education. This paper explores the effectiveness of planned FonF on TALs' CC. It combines previously established ideas (communication strategies, structured input, consciousness-raising, structured output, information-exchange, and timed discussions tasks), creating a cyclical flow of linguistic-focused activities (Figure 2), input to understanding then output.

Motivation

Even though most individuals can intuitively understand the general meaning of motivation, psychologists have long debated its definition as it is approached and theorized

from different perspectives. 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) where direction relates to the action taken and magnitude concerns to the amount of effort taken.

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). Thus amotivation is caused by individuals' internal beliefs of helplessness, while demotivation is the reduction of 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 dichotomy between intrinsic and extrinsic motivation.

Self-Determination Theory. Self-determination theory bridges intrinsic and extrinsic motivation by redefining extrinsic motivation into four types: external regulation, introjected regulation, identified regulation, and integrated regulation. 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). Dörnyei and Ushioda (2011) explained that "self-determination focuses attention on how motivation for externally defined goals and behaviours may be socialised and gradually internalised" (p. 25), making the research of factors that influence the internalization of motivation a key concept in SDT.

Deci and Ryan (2000) proposed that this internalization of motivation may be caused by "people's needs to feel competent and self-determined" (p. 233). 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*. The presence or lack of these elements will dictate whether motivational intensity grows, remains stable, or withers.

Autonomy. Autonomy is defined by Ryan and Deci (2017) 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 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 how "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). There is a positive feedback loop between experiencing success and building motivation and vice versa. 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 throughout various motivational 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. 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.

Motivation is a topic of much interest in L2 teaching. STD theorizes that motivation lies within a continuum ranging from amotivation to intrinsic motivation with three basic psychological needs: autonomy, competence, and relatedness (Dincer & Yesilyurt, 2017, p. 4). Relatedness may be crucial for third-age 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 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 (i.e., developing positive group dynamics, making students feel valued) that support students' relatedness needs may be of utmost importance for teachers, especially

those educating third-age learners.

Third-Age Learners

Life-long learners' education is a relatively new area of research. However, as the demand for older adults' education rises, so does the need for research in this field (Pfenninger & Polz, 2018). Third-age learners (TALs) are often defined as healthy retired adults interested in continuing to learn (Gabryś-Barker, 2018). Matsumoto (2019) further elaborated that the third age is "an era for personal achievement and fulfilment [*sic*] 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). 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. Pfenninger and Polz's (2018) study discovered that learning an L2 also 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 improved quality of life, regardless of progress in their language skills. Matsumoto (2019) claimed that although teaching an L2 to third-age learners poses many challenges, research indicates that learning an L2 benefits communicative and cognitive skills while also improving their mental well-being as well as being rewarding by "adding to their [TALs] sense of meaning in life" (p. 113) indicating that language learning provides benefits 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, be encouraging, funny, respectful, and friendly (Pfenninger and Polz, 2018). Furthermore, teachers need patience and may be required to repeat instructions multiple times before learners can perform the activities (McNeill, 2019). 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, p. 112). 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, Kacetl and Klímová (2021) recommended that teaching "should be student-centred 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.

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 growing in popularity over the last few years.

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 (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.

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, adult students may oppose changing their learning style (McNeill, 2019), possibly making it more challenging to adopt technology in language learning.

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

Due to changes in physical and psychological abilities, TALs may experience unique challenges and motivational needs in learning an L2. Learning in an online environment with limited technological know-how may introduce new obstacles that could aggravate these challenges. CLT and SDT may offer valuable solutions to overcome TALs' unique requirements in language learning.

Research Issues, Teaching Context, and Research Questions

Context

Level: Beginners to intermediary

Class size: 8 (4 third-age learners – 4 adults) (7 Japanese / 1 Brazilian)

Time: 60 minutes, 1/week

Textbook: No textbook. The course material was developed based on students' needs, goals, and requests.

The current situation

This group is composed mainly of third-age learners; four of the eight students are over 65. They are highly motivated and able to communicate in simple English. Most have some fluency and are not afraid of making mistakes, though many lack linguistic

accuracy. When typical grammatical drills have been conducted during orientation, students have demonstrated knowledge of the grammatical structures. However, students struggle to apply their grammatical knowledge during timed conversations indicating a potential lack of form-meaning connection (Lee & VanPatten, 2003). Moreover, students are participating in their first online course. Between May to August, students have been trained in how to join classes, record, upload their videos, and experience using FonF activities. Most students report experiencing technical issues due to slow internet and outdated computers but remain eager to join the lessons.

Challenge

This group was comprised of primarily third-age learners of various levels and with different learning goals. Though TALs tend to be highly motivated, they are often not driven to learn English for tests or work purposes. Instead, they display a genuine interest in improving their English communication skills. Some students have been taking English lessons for over 20 years, and most can maintain paired conversations for over five minutes. However, many lack accuracy during free communication activities, and some of them tend to revert to using Japanese when conversation topics prove to be challenging or engaging. Moreover, TALs also require more time and a careful approach to ensure that they feel adequately supported (such as more time to process information). The classes were conducted online (Zoom), requiring special care to acclimatize learners to the new learning environment. During an initial orientation lesson, six students indicated having low proficiency using technology, and all eight students were taking an online course for the first time. During this course, students were introduced to communication strategies (CSs), focus on form (FonF) activities, and 5-minute timed discussions developed to improve grammatical accuracy, fluency, and overcome communication breakdowns. Finally, students confirmed that they were not accustomed to CLT or FonF tasks. Therefore they required time and careful explanation to ensure their success in a non-traditional approach to language teaching.

Research Questions

(1) How does focus on form activities affect third age learners' communicative competence?

(2) What relatedness-supportive teacher behaviors positively influence third-age learners' relatedness needs in an online learning environment?

Method

Purpose of the Study

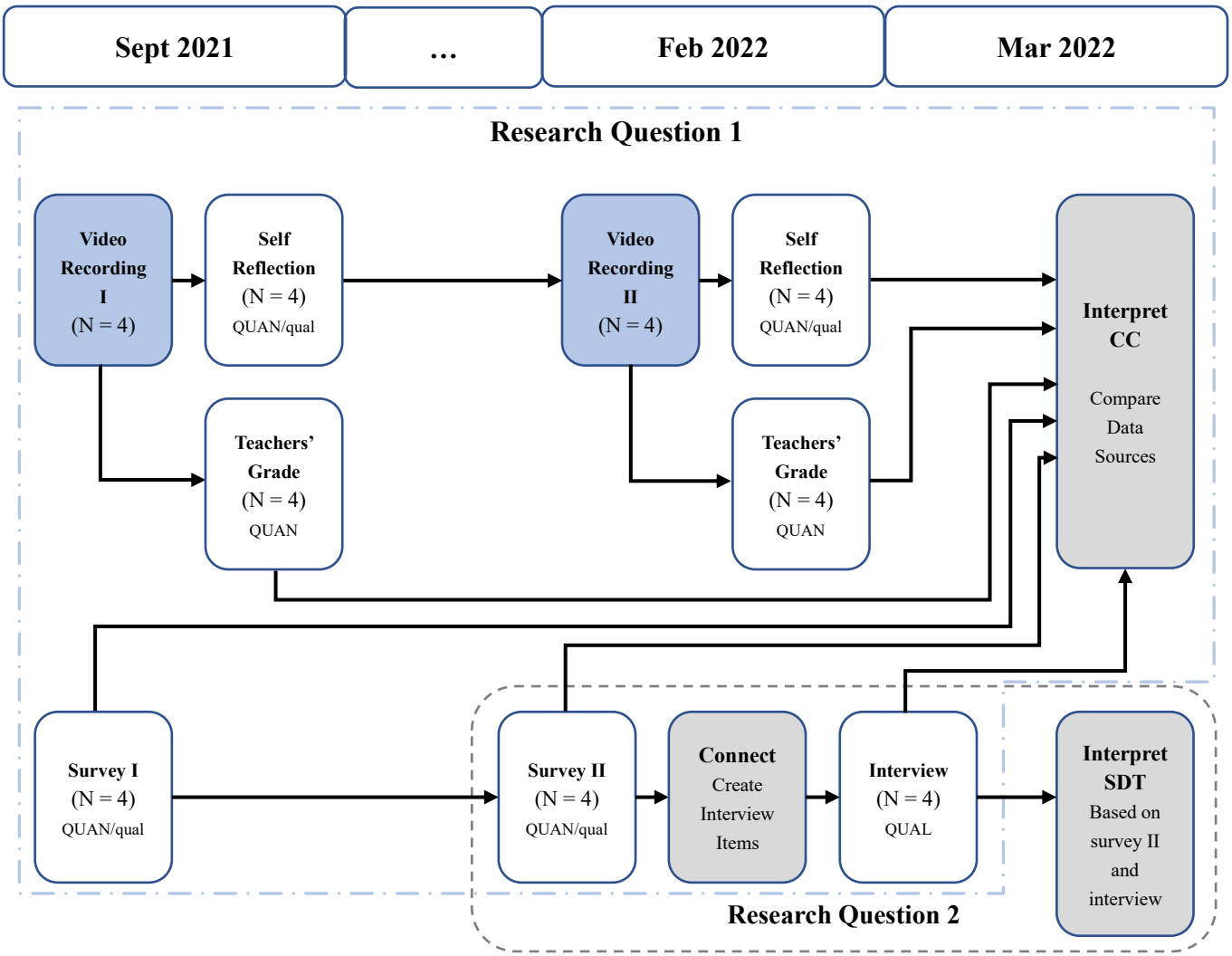
This study aims to investigate the effects of the CLT approach on a group of TALs learning in an online environment. Its main goal is to determine how FonF and CS activities influence TALs' communicative competence. Moreover, due to the challenges of learning an L2 online, this study also explored TALs' motivation from an SDT perspective. Its secondary aim is to discover supportive needs behaviors that can improve TALs experience in an online learning environment.

Research Design

A mixed-methods research approach was selected in order to answer the research questions stated above. A triangulation design was chosen to answer the first question, allowing students' perspectives to be compared to three teachers' assessments of TALs' communicative competence. The second question uses an explanatory approach. The first stage was to conduct an SDT questionnaire, developed to understand students' motivational experiences and opinions. The second stage utilized questionnaire responses to develop interview questions to gain a deeper understanding of students' perspectives of factors that help build relatedness amongst the students and teacher.

Figure 1

Research Design Flow



Participants

Even though eight students participated in the lessons, only four participants (male = 1, female = 3) could be categorized as TALs. At the beginning of the research (September 2021), the four TAL participants' ages were 67, 67, 70, and 72. They participated in their English conversation community lessons between 6 and 15 years (average = 10.25). Although students' purpose for learning English varied (for fun, travel, and guiding tourists), they indicate similar goals in improving their spoken communication skills. Learners' levels range from false beginners to low-intermediate. To create a sense of inclusiveness, data was collected from all participants; however, only data collected from

TALs will be reported in this study.

Materials and Procedures

This study used various data collection tools: questionnaires, video recordings, self-reflection questionnaires, teachers' assessments, and interviews. Questionnaires, video recordings, self-reflection questionnaires, and teachers' grades were used to gain information about TALs' communicative competence. Questionnaires and interviews were conducted to understand TALs' motivational perceptions and needs.

Questionnaires. Questionnaire (Appendix D) were conducted at the beginning (September 2021) and end of the course (February 2022). The questionnaires were completed online via Google Forms and included the sections: (1) "Personal Information" provided biodata about participants (first questionnaire); (2) "Classroom Experience" collected students' perceived communicative competence questions were adapted from McNeill's (2019) and Yamamoto's (2019) questionnaires (both questionnaires); (3) "Technology" provided insight in students' experience learning English online (both questionnaires); (4) "Motivation" collected STD data based on Reeve and Sickenius' (1994) Activity-Feeling States (AFS) Scale and adapted from Sparks et al.'s (2016) relatedness-supportive behavior questionnaire (last only); (5) "Comments" provided an opportunity for students to write comments freely (both).

5-minute discussions. During the information exchange phase of the lessons, students were provided three questions related to the topic of the month ahead of time. Students were encouraged to prepare as they wished. These conversations developed based on Nation and Newton's (2009) 5/4/3 technique to develop fluency and McNeill's (2009) research design. Their model had students develop fluency through repeated paired conversations with reduced time. This study takes the element of repetition and limited time; however, due to the delay students experienced joining breakout rooms in Zoom and their interest to overcome communication breakdowns, the time of the conversations was fixed at 5 minutes. With students' written authorization, all classes were recorded and posted on a private YouTube channel, allowing students to review the lessons at their convenience. Furthermore, students' final 5-minute discussions were edited and posted separately on the YouTube channel allowing students to rewatch their performance and complete their self-reflection questionnaires as well as for independent teachers to assess

students' first and last performance.

Self-Reflection Questionnaires. Self-reflection questionnaires (Appendix E) were conducted soon after each 5-minute discussion lesson. Students were sent links to their last recorded 5-minute discussions (YouTube) and the self-reflection questionnaire (Google Forms). Learners were requested to review the video and answer the self-reflection questionnaire. The questionnaire was designed to raise students' awareness in their communication while also gathering data on students' perceived CC. Items were based on McNeill's (2019) and Yamamoto's (2019) action research papers.

Teacher's Assessments. The first official 5-minute discussion videos (September 2021) and the last discussion videos (February 2022) were evaluated and graded by three English teachers. The three teachers, two native English speakers, and a Japanese English teacher volunteered to participate in the study to help prevent researcher bias from affecting the results.

Calibration and Inter-rater Reliability. Lee and VanPatten (2003) defined inter-rater reliability as "the desire to have all raters evaluate a test the same way" (p. 107). To improve inter-rater reliability (IRR), a calibration session was performed as advised by Professor Heigham and Professor Kindt. The calibration process was divided into three phases: pre-calibration, calibration, and post-calibration. During the pre-calibration phase, participant teachers individually evaluated two videos recorded during the middle of the course with the request to assess students' CC. The calibration phase had teachers compare and discuss their grades; jointly develop a rubric (

Appendix A) to measure CC; verify calibration by evaluating two other videos. Post-calibration, the final phase involved teachers individually grading TALs' 5-minute discussions (recorded in September 2021 and February 2022) based on the CC rubric. Calculation of IRR between the three teachers was based on Jackson's (2009) book (p. 69).

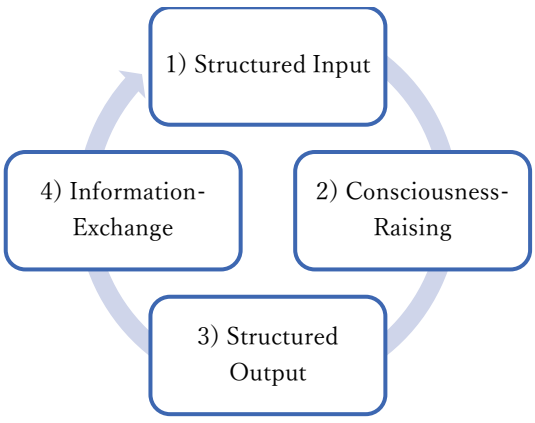
Interview. The interviews (Appendix F) were developed based on the replies from the final questionnaires. A semi-structured design was chosen for the interviews (Richards, 2009, pp. 185-186), thus ensuring key points would be covered while allowing more profound exploration of unexpected areas. All four TALs participated in the recorded interviews, ranging from 10 to 15 minutes. The questions were provided ahead of time, and participants were encouraged to think about their answers. Answers could be supplied in English or Japanese. Unfortunately, due to time constraints, the interviews could not be piloted.

Treatment

As stated by Kacetl and Klímová (2021), due to TALs' reduced cognitive abilities and visual and auditory impairment, TALs prefer activities "they know very well from their past experience" (p. 315) and "a slower speed of learning" (p. 316). To meet TALs' learning needs, each element of FonF (structured input, consciousness-raising, structured output, and information exchange) became the central aspect of an entire lesson and was cycled monthly, providing enough time for TALs to adjust to the new activities successfully.

Figure 2

Monthly Lesson Structure



Structured Input. The target grammatical form was introduced both in isolated

sentences and within the context of a story through writing and listening. Students were required to understand the target form but not requested to produce them. The input was used to perform a task often involving pair work.

Consciousness-Raising. During consciousness-raising lessons, students worked in pairs to correct examples of mistakes uttered in previous classes. All errors were kept anonymous. At the end of the class, students discussed the target grammatical form.

Structured Output. Structured output days had students perform tasks requiring them to produce the target language. The activities prepared students for the final stage.

Information Exchange. Students were provided three questions related to a topic as homework. The topic and questions were then used for the 5-minute recorded discussions. After completing a couple of warm-up CSs activities, students were paired and asked to discuss the topics and encouraged to use the answers they prepared in advance.

The following month's topic was decided with the help of the students, while the grammatical form came from students' requests or most common errors. Table 1 summarizes the lesson plan schedule.

Table 1

Lesson Plan Schedule

Date	**Topic**	**Target**	**Description**
May 2021 – August 2021	Self-Introduction	Zoom Training	Students learned how to join online classes and got acquainted with FonF activities.
September 2021	My Week	Simple Past (regular verbs)	Structured Input **[data A1]**
			Consciousness-Raising
			Structured Output
			Information Exchange **[data B]**
October 2021	Favorite Memories	Simple Past (verb to be)	Structured Input
			Consciousness-Raising
			Structured Output
			Information Exchange **[data B]**
November 2021	Sharing our History	Simple Past (both regular and verb to be)	Structured Input
			Structured Input
			Consciousness-Raising
			Structured Output

			Information Exchange **[data B]**
December 2022	Festivals	Passive Form	Structured Input
			Online Christmas Party
January 2022	New Year's Resolution	Passive Form	Structured Input & CR
			Structured Output
			Information Exchange **[data B]**
February 2022	International Dishes	To be versus to have	Structured Input
			Consciousness-Raising
			Structured Output
			Information Exchange **[data B]**
March 2022	N/A	N/A	Course Debriefing **[data A2]**
			Interviews **[data C]**

Note: Data A1 - First questionnaire; A2 - Final questionnaire; data B - 5-minute discussion video recording; data C - Interviews.

Analysis

Triangulation Analysis. In order to measure TALs' improvement in communication skills, the following data from September 2021 and February 2022 will be analyzed and compared: (1) students' perceived communicative competence; (2) students' 5-minute discussion self-reflection; (3) teachers' assessment of the 5-minute discussion. Based on Kacetl and Klímová's (2021) study on effective approaches to TAL language teaching, they argued that TAL teaching "should be student-centred and a communicative method should be implemented with a special focus on talking about familiar topics. … [and that] teachers should exploit activities that third-age language learners usually like doing, such as drilling exercises" (p. 315). With the exception of drilling exercises, the teaching approach in this course meets the other criteria; therefore, it is expected that TALs' CC performance will enhance by the end of the course.

Explanatory Analysis. An explanatory approach was taken to understand how relatedness-supportive behaviors and competence affect TALs' motivation. The first step was to conduct a questionnaire at the end of the course collecting TAL's "Motivation." This section of the questionnaire used items from Reeve and Sickenius' (1994) Activity-Feeling States (AFS) Scale and Sparks et al.'s (2016) relatedness-supportive behavior questionnaire. Item questions were modified to match the TALs' online learning

environment, and the number of items was reduced to prevent exhaustion. The questionnaire was conducted online through Google Forms.

Questionnaire responses were used to create three interview questions: (1) What are your biggest reasons to take this course? [Opener]; (2) How do you feel about the course? [Relatedness]; (3) How does being in this class make you feel about your English skills? [Competence]. The interviews followed a semi-structured format (Richards, 2009) and were conducted online (Zoom) and recorded by the researcher.

All interviews were transcribed, skimmed for common themes, and a codebook following Saldaňa's (2013) protocols was created. The codebook contained four codes: *affective*, *relatedness*, *competence*, and *teacher behavior*. Each code was later differentiated into positive or negative items. Details about the codebook are provided below (

Table **2**). A frequency chart was developed based on the codebook, and some examples of quotes were drawn out from the interview scripts. It is important to note that codes that contained the same sentence uttered by a participant were only counted once.

Table 2

Interview Codebook – February 2022

Code	Description	Importance	Examples [sic]
Affective	Words or phrases that provide insight into the interviewee's feelings.	Understanding learners' feelings may help identify effective and ineffective behaviors or activities.	"It's fun." [+] "I hate grammar." [-]
Relatedness	Words or phrases that indicate connections to classmates, teacher, and learning environment.	Relatedness is a crucial psychological need in SDT and may explain learners' motivation regarding their peers and teachers.	"I can learn with everyone." [+] "[Working in pairs] is a bit hard." [-]
Competence	Words or phrases	This is another important	"I'm getting a little

	that display perceived competence or ability.	concept in SDT that could inform about TALs' motivation regarding competence.	bit used to [the teacher's speaking] speed." [+] "I'm not so improved so." [-]
Teacher Behavior	Words or phrases highlight the teacher's actions in the lesson.	This may help illuminate positive and detrimental teacher behaviors that affect TALs motivation.	"Gabe [the teacher's] speaking is easy English." [+] "You [the teacher] don't notice." [-]

Results

Classroom Experience (CC) Questionnaire – September 2021 and February 2022

The Classroom Experience section of the questionnaire was designed to gather students' perceived CC level within the class as a whole. Items included receptive skills, productive skills, grammatical skills, CS, and fluency.

Classroom Experience Questionnaire Items:

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]**

Table 3 below summarizes students' responses and perceived change in CC between the start of the course and the end.

Table 3

Questionnaire - Classroom Experience (scale 1 "Strongly Disagree"-6 "Strongly Agree")

Item	Chisako			Hanako			Takayoshi			Tomiko		
	Sept	**Feb**	**Δ**	**Sept**	**Feb**	**Δ**	**Sept**	**Feb**	**Δ**	**Sept**	**Feb**	**Δ**
1	5	5	**0**	3	3	**0**	5	5	**0**	5	4	**-1**
2	4	4	**0**	3	3	**0**	4	4	**0**	5	4	**-1**
3	2	3	**1**	3	3	**0**	3	4	**1**	3	5	**2**
4	2	3	**1**	3	2	**-1**	4	4	**0**	3	5	**2**
5	3	3	**0**	3	2	**-1**	3	3	**0**	3	3	**0**
6	3	3	**0**	4	2	**-2**	3	4	**1**	3	3	**0**
7	2	3	**1**	3	4	**1**	3	3	**0**	4	3	**-1**
		ΣΔ	**+3**		**ΣΔ**	**-3**		**ΣΔ**	**+2**		**ΣΔ**	**+1**

As Table 3 displays, three out of the four students indicated feeling a slight improvement in their overall CC. Hanako reported feeling a slight reduction in her CC. It must be noted that all perceived changes are relatively small.

Self-reflection Questionnaires

The self-reflection questionnaires used similar questions to the Classroom Experience questionnaire. However, it was used in tandem with students' recorded 5-minute discussions. This served the purpose to raise students' awareness of their performance while providing data for this study. Table 4 displays students' perception of their first and last performance as well as change in CC.

Self-Reflection Questionnaire Items:

1. I understood my partner's English easily. ー 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. ー 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. ー 会話では、ほとんど英語で話しました。
4. I used communication strategies comfortably. ー 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. 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。

Table 4

Questionnaire - Self-Reflection – First and Last Video Reflection (scale 1-6)

Item	Chisako			Hanako			Takayoshi			Tomiko		
	Sept	**Feb**	**Δ**	**Sept**	**Feb**	**Δ**	**Sept**	**Feb**	**Δ**	**Sept**	**Feb**	**Δ**
1	5	6	**+1**	4	4	**0**	5	4	**-1**	4	4	**0**
2	2	3	**+1**	3	3	**0**	4	4	**0**	4	3	**-1**
3	5	4	**-1**	5	4	**-1**	4	4	**0**	3	4	**+1**
4	3	5	**+2**	4	3	**-1**	3	4	**+1**	4	4	**0**
5	1	4	**+3**	3	4	**+1**	4	4	**0**	4	4	**0**
		ΣΔ	**+6**		**ΣΔ**	**-1**		**ΣΔ**	**0**		**ΣΔ**	**0**

Regarding their 5-minute discussions, most TALs reported feeling little to no change in their overall performance. Chisako reported improvements in her use of CSs (+2) and fluency (+3).

Teachers' Grades

Initially, three teachers (two native English speakers, one Japanese-English speaker) had volunteered for the study. However, a native English teacher had to cancel halfway through the calibration process due to unexpected circumstances. Gabe, the researcher, joined the grading process to maintain the original number of evaluators. Detailed evidence of the calibration process is provided in Appendix B.

After volunteer teachers were calibrated, they were provided links to the 5-minute discussion videos recorded in September 2021 and February 2022 and asked to evaluate TALs' performance according to the communicative competence rubric (

Appendix A)

An IRR of 31 percent (Appendix B) was achieved during the third calibration phase, equivalent to two out of the three raters agreeing on a grade to nearly every component. To compare students' initial and final performance, the rates provided by each teacher were averaged and input into

Table **5**. The three grades were then averaged, and the initial and final grades were contrasted.

Moreover, raters commented that TALs improved grammatical accuracy but found it challenging to grade grammatical improvement since the dynamic of the discussions in September and February led to different grammar structures. Yuri, the Japanese English teacher, stated, "I was surprised to see how Tomiko has a low grammar, but she can communicate very well." Tomiko is a low-level English speaker, but by using a variety of CSs, she was able to overcome to overcome communication breakdowns effectively.

Table 5

Teachers' Average Assessment (scale 0-10)

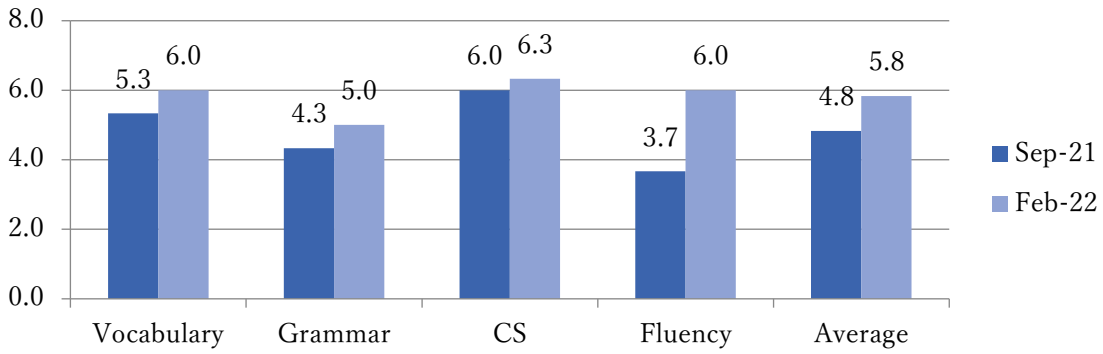
Student	September 2021				February 2022				Change
	Doug	Yuri	Gabe	Avg	Doug	Yuri	Gabe	Avg	
Chisako	5.0	4.8	4.8	**4.9**	6.0	5.3	6.3	**5.9**	**+1.0**
Hanako	5.8	5.0	5.3	**5.4**	6.0	6.3	6.8	**6.4**	**+1.0**
Takayoshi	5.8	4.3	5.0	**5.0**	4.8	4.8	5.3	**5.0**	**0**
Tomiko	4.5	3.8	3.8	**4.0**	5.0	4.8	4.5	**4.8**	**+0.8**
							Avg Change		**+0.7**

As

Table **5** indicates, three of the four TALs improved their communicative competence by 0.8 to 1.0-grade points (max = 10). The graphs below provide details about students' 5-minute discussions.

Figure 3

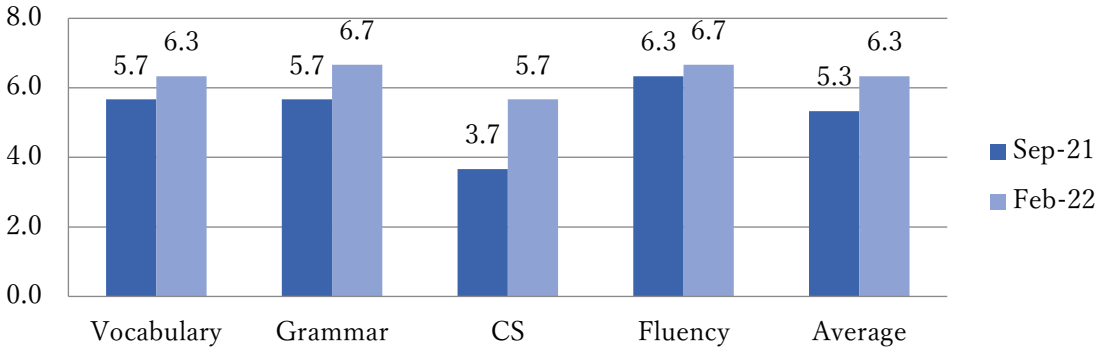
Chisako's Average Grade – First and Last 5-minute Discussions (scale 0-10)



Chisako demonstrated a level of improvement in all her CC components. She most notably boosted her fluency (+2.3 points).

Figure 4

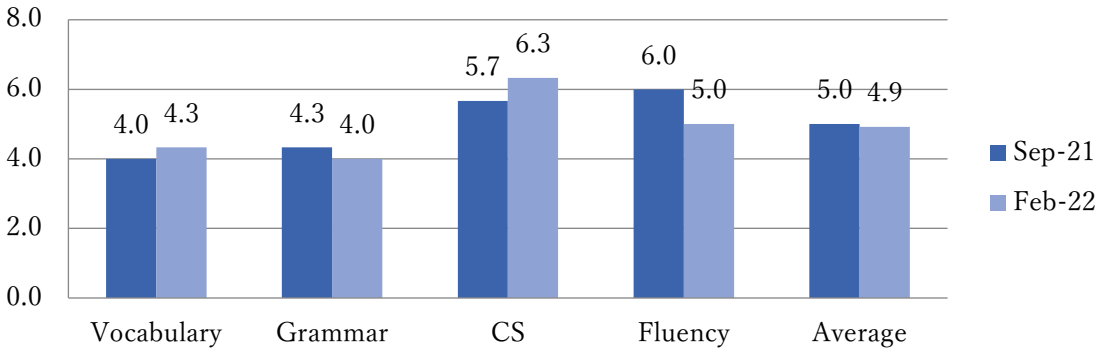
Hanako's Average Grade – First and Last 5-minute Discussions (scale 0-10)



Hanako also improved all components in her conversation, especially her CS usage (+ 2.0 points) and grammatical skills (+1.0 points).

Figure 5

Takayoshi's Average Grade – First and Last 5-minute Discussions (scale 0-10)



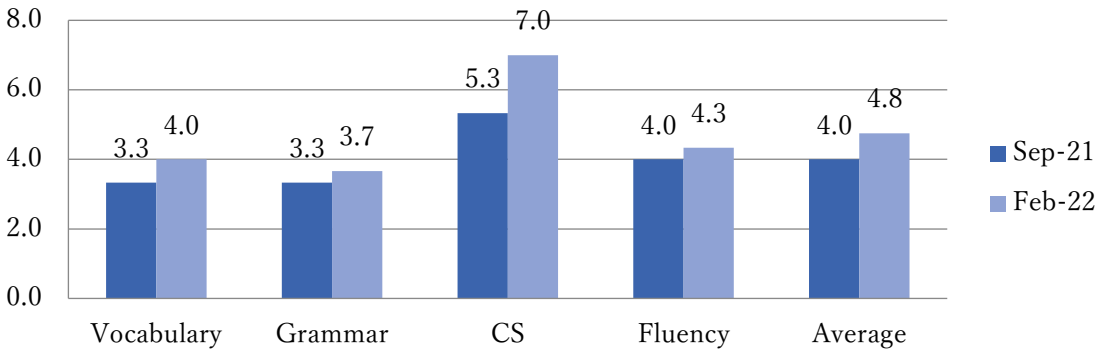
Note:

Table **5** displays February's average as 5.0; the discrepancy is due to rounding errors.

Takayoshi improved his vocabulary (+0.3 points) and CSs (+0.6 points) usage. However, his more limited use of grammar (-0.3 points) and reduction in fluency (-1.0 points) led to a reduction in those components. Both evaluators (Yuri and Doug) commented that it seemed his notes were in Japanese instead of the usual English, which may have hindered his fluency.

Figure 6

Tomiko's Average Grade – First and Last 5-minute Discussions (scale 0-10)



Tomiko showed improvement in all areas of her CC, most notably her use of CSs (+1.7 points). Compared to her first 5-minute discussion, she decided not to use any notes in her last discussion. However, this did not seem to have reduced her fluency. Yuri, one of the evaluators, commented, "I'm surprised that Tomiko has low English level, but she can communicate very well." Yuri's comment reinforced the power of CSs to help overcome communication breakdowns in conversations.

Finally, a general comment by Yuri and Doug, the evaluators, was that the final topic of discussion (International Dishes) may have limited the grammatical usage of the students. Doug stated that "the [last] topic seemed to restrict the type of grammar used. This prevented me from seeing the full potential of the students' grammatical and vocabulary skills." Yuri reinforced by claiming, "it was hard to measure vocabulary change." Therefore, more care in topic and discussion questions should be taken when planning lessons for data collection. Also, the role of the vocabulary component was brought into question as the course did not focus on expanding learners' vocabulary.

Research Question 1 – Triangulation Analysis

In order to answer research question 1 "How does focus on form activities affect third age learners' communicative competence?" students' CC perceptions were measured at the beginning and end of the course and triangulated with three teachers' grades of their first and final 5-minute discussion performances.

Table 3Table 4 reports TALs' perceived CC at the beginning and end of the course.

With the exception of Chisako's self-reflection, most students perceived minor changes in their CC skills. Interestingly, teachers' grades (

Table **5**, Figure **3**,

Figure 4, Figure **5**, and

Figure 6) suggested that most students improved in all four components of CC (average +0.7), a significant improvement.

This disparity may be due to students becoming more critical of their CC as they reflected on their performance over the course. Hanako and Takayoshi reported disliking the self-reflection activity because it required reviewing their performances, which made them aware of their flaws. Moreover, Hanako indicated in her interview that she wants to improve her grammar skills and felt she made little to no improvement. This mismatch in students' and teachers' goals may also have influenced the different results.

Questionnaires – SDT Items

The order of the questionnaire items in

Table ***6*** and Table 7 was randomized to prevent grouping the three STD needs. The AFS set of questions was aimed to understand how students felt during the lessons regarding the three psychological needs: competence, autonomy, and relatedness. A heavier weight was applied to relatedness as it may be of most importance to TALs' motivational needs (Kacetl & Klímová, 2021; Matsumoto, 2019; Pfenninger & Polz, 2018).

Table 6

Questionnaire – Activity Feeling State (scale 1 "Strongly Disagree" – 6 "Strongly Agree")

SDT	Joining the online lessons made me feel…	Chisako	Hanako	Takayoshi	Tomiko
Competence	1. Capable	4	1	3	3
	2. My skills are improving	4	2	4	5
	3. Competent	5	4	4	5
	Competence – Average [3.7]	**4.3**	**2.3**	**3.7**	**4.3**
Autonomy	4. Free	5	4	5	4
	5. I'm doing what I want to be doing	6	5	4	4
	6. Free to decide for myself what to do	6	5	5	3
	Autonomy – Average [4.7]	**5.7**	**4.7**	**4.7**	**3.7**
Relatedness	7. The teacher asks me about what is happening in my life	1	1	2	4
	8. The teacher respects my opinion	6	5	5	5
	9. My classmates often work together	6	4	5	5
	10. I belong and the people care about me	5	4	5	4
	11. Connected with my classmates	5	4	5	5
	12. Emotionally close to people around me	5	4	5	5
	13. The teacher encourages me	5	5	5	5
	14. It is easy for me to ask questions to the teacher	5	4	5	4
	Relatedness – Average [4.5]	**4.8**	**3.9**	**4.6**	**4.6**

Note: A score of 3.5 represents ambivalence.

As

Table ***6*** displays, the AFS items indicate that TALs feel a sense of autonomy (average = 4.7) and relatedness (average = 4.5). Note that a score of 4 means "slightly agree" while a score of 5 means "agree". However, they report indifference regarding their feeling of competence (average = 3.7), a score of 3 means "slightly disagree" so a 3.5 would represent "undecided".

The TALs' SDT needs items in Table 7 were aimed to measure the importance of each psychological need (competence, autonomy, and relatedness).

Table 7

Questionnaire – TALs' SDT Needs (scale 1 "Strongly Disagree" – 6 "Strongly Agree")

SDT	It is important for me to …	Chisako	Hanako	Takayoshi	Tomiko
Competence	15. Improve my English	6	6	4	5
	16. Learn new things	6	5	4	5
	Competence – Average [5.1]	**6**	**5.5**	**4**	**5**
Autonomy	17. Have choice	3	5	4	4
	18. Do what I want	3	3	4	3
	Autonomy – Average [3.6]	**3**	**4**	**4**	**3.5**
Relatedness	19. Feel connected with my classmates	6	4	4	5
	20. Feel comfortable learning online	6	4	5	5
	Relatedness – Average [4.9]	**6**	**4**	**4.5**	**5**

Note: A score of 3.5 represents ambivalence.

According to TAL's SDT needs questionnaire, TALs reported that competence (average = 5.1) and relatedness (average = 4.9) were important needs. Competence was revealed as slightly more important than relatedness. However, they felt indifferent about having autonomy (average = 3.6). The importance of competence and indifference to autonomy may have been influenced by TALs' previous learning experience in a traditional teacher-centered learning approach where grammatical accuracy was of utmost importance.

Interview

Although students were allowed to speak in Japanese during the interviews, all students chose to answer questions in English, occasionally providing Japanese explanations. The questions were open-ended and written so that students could interpret their answers as desired, preventing leading questions. The three main questions were:

1) What are your biggest reasons to take this course online? [**Opener**]
2) How do you feel about this course? **[Relatedness/Affective]**
3) How does being in this class make you feel about your English skills? **[Competence]**

Table 8 summarizes the frequency that the codes were used and their references.

Table 8

Interview Frequency Chart based on Codebook

Code	Positive [details]	Negative [details]
Affective [17]	**11** [4 fun, 3 enjoy, 1 love, 1 carefree, 1 feel good, 1 comfortable]	**6** [3 difficult/hard, 1 boring, 1 hate grammar, 1 feel bad]
Relatedness [13]	**12** [6 teacher, 5 students, 1 environment]	**1** [1 students]
Competence [11]	**4** [1 listen, 2 improved, 1 use zoom]	**7** [2 can't listen, 1 can't speak, 1 no ability, 1 can't understand, 1 didn't improve, 1 broken English]
Teacher Behavior [6]	**3** [1 good teaching, 1 simple English, 1 easy to understand]	**3** [2 speak too fast, 1 don't notice]

Table *9* highlights excerpts related to each code in the codebook.

Table 9

Interview Excerpts

	Code	Excerpt [sic]
Positive	**Affective**	Chisako - "I don't have time a lot to talk with my friends in my daily life. Moreover, it's fun to talk hard with each other's "crippled" English." Takayoshi - "I feel to learn fun and carefree with everyone." Tomiko - "I think really love this class. I feel good."
	Relatedness	Chisako - "I enjoy having conversations with classmates and teacher." [classmates/teacher] Takayoshi - "It's good atmosphere. Not nervous." Tomiko - "I have known the teacher, Gabe, for a long time."
	Competence	Chisako – "A year later, now I feel like I'm getting a little bit used to speed." Takayoshi – "[The teacher] help me, so I can learn English skill." Tomiko – "So at first, very nervous, but I happy I now Zoom use."
	Teacher Behavior	Takayoshi – "Gabe taught alright in speaking." Tomiko – "I was very fun and enjoyed, because little bit easy, fun and games."
Negative	**Affective**	Hanako – "Wonderful lessons, but sometimes it is difficult for me to understand another word." Tomiko – "[The class] fun but my PC is not good. I feel bad when my PC [has problems]." Tomiko – "I need grammar, but I hate grammar. <laugh> And (0.5) but finally I have to get over it. Too hard for me, but I will try."
	Relatedness	Hanako - "I don't understand what other classmates ask, so [when they ask] many questions [it is] boring."
	Competence	Takayoshi - "I cannot speak English, but I study with very fun because Gabe is teacher." Hanako – "I'm sorry. I'm not so improved so." Hanako – "At first, I think it [the explanation] is okay … then I start [the activity]… [and I realize] I often misunderstand [the explanation]."
	Teacher Behavior	Hanako - "I think Gabe cannot focus on each member (0.3) class member. I think you don't notice." [During Zoom breakout rooms] Chisako – "At first, I couldn't keep up with the story at all because of speaking too fast" [Regarding teacher's speaking speed] Takayoshi – "I would like [the teacher] to talk slowly and simple English."

Unexpectedly, about half of the negative responses (8 out of 17) came from a single student, Hanako. She replied that her reason to learn English was pragmatic, to work and travel. Therefore, her answers were focused on improving the lessons, including the classroom activities and her need for more grammar feedback. Her focus on grammar reinforced the plausible mismatch between the course's goal (to improve communicative competence) and her goal, potentially explaining some of the negative bias in her answers.

The three other TALs mentioned affective and relatedness reasons for joining the course. Their answers were mostly positive with occasional advice about how to help them better understand the course.

The theme brought up by all four students was a lack of competence in listening, improving, or speaking. The most common negative affective response included difficulty in understanding or listening, one dislike of grammar, and another at feeling guilty for disrupting the lesson when computer problems occurred.

Research Question 2 – Explanatory Analysis

Research question 2 asked, "What relatedness-supportive teacher behaviors positively influence third-age learners' relatedness needs in an online learning environment?" To understand this research, question an explanatory design approach was taken. A questionnaire gathering TALs' perception of SDT's psychological needs was conducted at the end of the course. Based on students' responses, interview questions were developed and applied to the semi-structured interview session.

The AFS items (

*Table **6***) revealed that TALs felt a sense of autonomy (average 4.7) and relatedness in the course (average 4.5), however, they felt ambivalent about their sense of competence (average 3.7) which is aligned with their "classroom experience" (Table 3) and "self-reflection" (Table 4) answers.

TALs' STD needs (Table 7) identified the importance of each psychological need. TALs reported competence (average 5.1) and relatedness (average 4.9) as important psychological needs. On the other hand, learners were impartial about having autonomy (average 3.6). Thus, the SDT questionnaire highlighted some incongruence between the course's performance and learners' needs regarding autonomy and competence. As mentioned in the research question 1 section, the low levels of competence could be related to a mismatch in learners' and the teacher's goals.

Surprisingly, during the interview process (Table *8*Table 9) three out of four students' answers were heavily focused on their feelings of relatedness (12 incidents) to the teacher (6 incidents) and students (5 incidents) as well as positive feelings (11 incidents) in the class. Tomiko expressed feeling competent about learning how to use zoom, hence strengthening TALs' goals to learn more than just language (Pikhart & Klimova, 2020). Conversely, most students revealed some difficulty understanding the teacher, requesting for the teacher to speak more slowly.

Even though TALs responded competence and relatedness to be important needs in their SDT needs questionnaire (Table 7). Their interviews seemed to indicate relatedness to be the most important need, backing up Pfenninger and Polz's (2018) claims for TALs' need for social interaction. However, it is important to note that the interview was conducted by the teacher; therefore, it is possible that students' responses may have been affected by their relationship to the teacher.

Regarding research question 2, five main themes emerged from the interviews. Teachers must (1) help students feel connected to their teacher and classmates; (2) create a comfortable classroom atmosphere; (3) use fun and engaging activities; (4) communicate clearly and simply; (5) understand students' goals and display learners their progress.

Discussion

The data suggests that teachers' and TALs' perception on CC improvement may

diverge. In this study, the independent evaluators agreed that most TALs demonstrated noticeable development in their CC abilities, supporting Kacetl and Klímová's (2021) claims that a student-centered CLT approach may be effective for TALs. On the other, TALs themselves reported little to no improvement to their skill. As students stated during the interviews, their focus may have been on the acquisition of grammatical skills instead of CC. Moreover, it is possible that TALs' review and self-reflection of their 5-minute performance may have made them more critical of their abilities.

It must be stated that TALs reported competence and relatedness as important STD needs. Their interviews highlighted relatedness as a strong motivator for them to continue studying online, reinforcing Pfenninger and Polz's (2018) assertion of the importance of social interaction for TALs. Competence was also mentioned often, however, mostly negatively. Asserting the importance to make TALs feel competent and providing some feedback to the teacher to speak slowly and to check students comprehended the activities.

The results of this study are not generalizable due to the small number of participants. However, they provide a deeper understanding of the effects of FonF education to TALs displaying potential improvements in their CC (according to evaluators) while also reinforcing the importance of relatedness.

Further research is needed to establish the reasons for the misalignment between TALs' and teachers' perspectives on CC. Longer and more in-depth interviews could be conducted to gain insights into learners' views on their performance. Moreover, future studies could further probe into TALs' SDT needs, exploring the role of autonomy in TALs' motivational needs.

Conclusion

Third-age learner (TAL) L2 education continues to gain popularity as the senior population continues to grow. Research in senior education is relatively new and not much is understood about effective teaching approaches or fostering their motivation. Therefore, understanding effective teaching approaches and motivational techniques may facilitate senior learners' entry or return to studying an L2. This study uncovered that focus on form activities seemed to have a positively influence in TAL communicative competence as judged by independent evaluators, though learners themselves reported feeling little to no

improvement. Moreover, TALs indicated that feeling competent and related are important motivational needs, autonomy was not deemed as important. The study identified five teacher behaviors considered important for TALs motivation. According to students, teachers should (1) help students get to know their peers and the teacher; (2) establish a comfortable learning atmosphere; (3) develop fun activities; (4) communicate clearly and simply; (5) understand learners' goals and display learners' progress. Providing TALs CLT approaches while ensuring that their SDT needs are met may help welcome TALs back into learning and improve their chances of success even in online learning environments.

References

Antoniou, M., Gunasekera, G. M., & Wong, P. C. M. (2013). Foreign language training as cognitive therapy for age-related cognitive decline: A hypothesis for future research. Neuroscience and Biobehavioral Reviews, 37(10), 2689–2698. DOI: https://doi.org/10.1016/j.neubiorev.2013.09.004

Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice: Designing and developing useful language tests*. Oxford University Press.

Berghe, L. V., Soenens, B., Aelterman, N., Cardon, G., Tallir, I. B., & Haerens L. (2014). Within-person profiles of teachers' motivation to teach: Associations with need satisfaction at work, need-supportive teaching, and burnout. *Psychology of Sport and Exercise, 15*, 407-417.

Bosisio, N. (2019). Language learning in the third age. *Geopolitical, Social Security and Freedom Journal, 2*(1), 21-36. Doi: 10.2478/gssfj-2019-0003

Canale, M. A., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1*, 1-47.

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goals pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*(4), 227-268.

Dincer, A., & Yesilyurt, S. (2017). Motivation to speak English: A self-determination theory perspective. *PASAA, 53*, 1-25.

Dörnyei, Z., & Ushioda, E. (2011). *Teaching & researching motivation (2nd ed.).* Pearson.

Ellis, R. (2001). *Task-based language teaching and learning.* Oxford University Press.

Ellis, R. (2018). *Reflections on task-based language teaching.* Multilingual Matters.

Ellis, R., Skehan, P., Li, S., Shintani, N., & Lambert, C. (2020). *Task-based language teaching: Theory and practice.* Cambridge University Press.

Gabrys-Barker, D. (Ed.) (2018). *Third age learners of foreign languages.* Bristol: Multilingual Matters.

Glen, S. (2016, July 17). Inter-rater reliability IRR: Definition, calculation. StatisticsHowTo.com: Elementary Statistics for the rest of us! https://www.statisticshowto.com/inter-rater-reliability/

Grognet, A. G. (1997). *Elderly refugees and language learning.* Center for Applied Linguistics.

Hanson-Smith, E. (2001). Computer-assisted language learning. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages.* (pp. 107-113). Cambridge University Press.

Jackson, S. L. (2009). *Research methods and statistics: A critical thinking approach (3rd ed.)*. Wadsworth, Cengage Learning.

Kacetl, J., & Klímová, B. (2021). Third-age learners and approaches to language teaching. *Education Sciences, 11*(7), 310-318. DOI: https://doi.org/10.3390/educsci11070310

Krashen, S., & Terrell, T. (1983). *The natural approach: Language acquisition in the classroom.* Alemany Press.

Lee, J. F., & VanPatten, B. (2003). Making communicative language teaching happen (2nd ed.). McGraw-Hill Companies.

Lightbown, P., & Spada, N. (2013). How languages are learned (4th ed.). Oxford University Press.

Long, M. H. (1998). Focus on form in task-based language teaching. *University of Hawai'i Working Papers in ESL, 16*(2), 35-49.

McCain, M. (2009). The power of technology to transform adult learning: Expanding access to adult education & workforce skills through distance learning. *Council for advancement of adult literacy*. Retrieved August 26, 2021, from: http://www.caalusa.org/POWER_OF_TECH.pdf.

McClanahan, L. (2014). Training using technology in the adult ESL classroom. *Journal of Adult Education, 43*(1), 22-27.

Matsumoto, D. (2019). Exploring third-age foreign language learning from the well-being perspective: Work in progress. *SiSAL Journal, 10*(1), 111-116.

McNeill, S. (2019). *Developing learners' speaking skills with communicative strategies and timed conversations* (Action research project, Nagoya University of Foreign Studies). Retrieved from https://www.nufs.ac.jp/media/Satsuki.pdf

Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking.* Routledge.

Nunan, D. (2013). *Learned-centered English language education: The selected works of David Nunan.* Routledge.

Pfenninger, S. E. and Polz, S. (2018). Foreign language learning in the third age: A pilot feasibility study on cognitive, socio-affective and linguistic drivers and benefits in relation to previous bilingualism of the learner. *Journal of the European Second Language Association, 2*(1), 1–13. DOI: https://doi.org/10.22599/jesla.36

Pikhart, M., & Klimova, B. (2020). Maintaining and supporting seniors' wellbeing through foreign language learning: Psycholinguistics of second language acquisition in older age. *International Journal of Environmental Research and Public Health, 17*(21), 1-15. DOI: doi:10.3390/ijerph17218038

Ryan, R. M., & Deci, E. L. *(2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness.* Guilford Press.

Reeve, J., & Sickenius, B. (1994). Development and validation of a brief measure of the three psychological needs underlying intrinsic motivation: The AFS scales. *Education and Psychological Measurement, 54*, 506-515.

Richards, K. (2009). Interviews. In J. Heigham, & R. A. Crocker (Eds.), *Qualitative research in applied linguistics: A practical introduction.* Palgrave Macmillan.

Saldaňa, J. M. (2013). *The coding manual for qualitative researchers (2nd ed.).* SAGE Publications.

Savignon, S. J. (2002). *Interpreting communicative language teaching: Contexts and concerns in teaching education.* Yale University Press.

Singleton, D. (2018). Really late learners: Some research contexts and some practical hints. In D. Gabryś-Barker (Ed.), *Third age learners of foreign languages* (pp. 46-57). Multilingual Matters.

Sparks, C., Dimmock, J., Lonsdale, C., & Jackson, B. (2016). Modeling indicators and outcomes of students' perceived teacher relatedness support in high school physical education. *Psychology of Sport and Exercise, 26*, 71-82. DOI: http://dx.doi.org/10.1016/j.psychsport.2016.06.004

VanPatten, B., & Cadierno, T. (1993). Input processing and second language acquisition: A role for instruction. *The Modern Language Journal, 77* (1). 45-57.

Ware, C., Damnee, S., Djabelkhir, L., Cristancho, V., Wu, Y.-H., et al. (2017). Maintaining cognitive functioning in healthy seniors with a technologybased foreign language program: A pilot feasibility study. *Frontiers in Aging Neuroscience, 9*(42), 1–10. DOI: https://doi.org/10.3389/fnagi.2017.00042

Warschauer, M. (2001). On-line communication. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 107-113). Cambridge University Press.

Willis, D., & Willis, J. (2007). *Doing task-based teaching.* Oxford University Press.

Yamamoto, S. (2019). *Integration of Language Skills in Communication English I* (Action research project, Nagoya University of Foreign Studies). Retrieved from https://www.nufs.ac.jp/media/Saeko.pdf

Zimmerman, B. J., Bonner, S., & Kovach, R. (1996). *Developing self-regulated learners: Beyond achievement to self-efficacy.* American Psychological Association.

Appendix A

Communicative Competence Rubric

Knowledge of vocabulary

Scale: 0 – 10

Definition: evidence of accurate use of a variety of vocabulary items in correct context (including pronunciation)

Levels of ability	Description
0 Zero	*No evidence of knowledge of vocabulary* Level: zero Range: zero Accuracy: not relevant
1-3 Limited	*Limited knowledge of vocabulary* Range: small Level: equivalent words to a Japanese elementary school student Accuracy: vocabulary items frequently used imprecisely
4-6 Moderate	*Moderate knowledge of vocabulary* Range: moderate Level: equivalent words to a Japanese junior high school student Accuracy: vocabulary items are sometimes used imprecisely
7-9 Extensive	*Extensive knowledge of vocabulary* Range: large Level: equivalent words to a Japanese high school student Accuracy: vocabulary items seldom used imprecisely
10 Complete	*Evidence of complete knowledge of vocabulary* Range: evidence of complete range of vocabulary Level: equivalent to a Japanese university student or above Accuracy: evidence of complete accuracy of usage

Knowledge of grammar

Scale: 0 – 10

Definition: evidence of accurate use of simple past and present form in correct context

Levels of ability	**Description**
0 Zero	*No evidence of knowledge of grammar* Range: zero Accuracy: not relevant
1-3 Limited	*Limited knowledge of grammar* Range: limited grammar (one or two forms used repeatedly) Length: can speak only using short, broken sentences Accuracy: target linguistic forms are frequently used imprecisely and unawareness of mistakes made
4-6 Moderate	*Moderate knowledge of grammar* Range: moderate grammar (can use a few simple present and past forms) Length: can speak using complete short and mid-length sentences Accuracy: target linguistic forms frequently used with minor mistakes some awareness of mistakes but limited or no ability to correct them
7-9 Extensive	*Extensive knowledge of grammar* Range: extensive grammar (can use most simple past and present forms) Length: can speak using complete sentences mid and long sentences Accuracy: target linguist forms seldom used imprecisely, and good awareness of mistakes made and ability to correct mistakes
10 Complete	*Evidence of complete knowledge of grammar* Range: evidence of complete range of linguistic form Length: can speak using extensive sentences Accuracy: evidence of complete accuracy of usage of target forms, knowledge and ability to use forms beyond the target language studied in class

Knowledge of communication strategies

Scale: 0 – 10

Definition: evidence of ability to communicate effectively and overcome challenges in communication problems, including non-linguistic actions such as gestures and facial expression

Levels of ability	**Description**
0 Zero	*No evidence of ability to communicate* Range: zero Accuracy: not relevant
1-3 Limited	*Limited knowledge of communication strategies* Range: limited use of CSs (interjection, rejoinders, fillers) Accuracy: CSs frequently used inappropriately and are unable to deal with breakdowns in communication
4-6 Moderate	*Moderate knowledge of communication strategies* Range: moderate use of CSs (code-switching, shadowing, asking to repeat) Accuracy: simple CSs used appropriately, inaccurate use of complex CSs, and some ability to recover from breakdowns in communication
7-9 Extensive	*Extensive knowledge of communication strategies* Range: extensive use of CSs (circumlocution, follow up questions, checking understanding) Accuracy: most linguistic forms are seldom used imprecisely and frequently able to overcome breakdowns in communication
10 Complete	*Evidence of complete knowledge of CSs* Range: evidence of complete ability to use CSs Accuracy: evidence of complete accuracy in using and being able to overcome breakdowns in communication

Fluency

Scale: 0 – 10

Definition: evidence of ability to communicate with few, short pauses

Levels of ability	**Description**
0 Zero	*No communication* Pauses between sentences: extremely long Fluidity in uttered sentences: not relevant
1-3 Limited	*Frequent and long pauses* Pauses between sentences: often pauses for longer than 3 seconds Fluidity in uttered sentences: awkward, long pauses that affect understanding and communication
4-6 Moderate	*Limited long pauses* Pauses between sentences: rarely pauses longer than 3 seconds Fluidity in uttered sentences: pauses do not affect communication, however, slowdown the pace of the conversation
7-9 Extensive	*Frequent short pauses* Pauses between sentences: pauses are always shorter than 3 seconds Fluidity in uttered sentences: pauses do not affect communication or slowdown the pace of the conversation
10 Complete	*Strategic pauses* Pauses between sentences: pauses shorter than 1 second Fluidity in uttered sentences: pauses used to improve communication and facilitate comprehension

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

Appendix B

Inter-Rater Reliability Calibration Data

Table 10

Phase 1: Teachers' CC grades based on two videos taken in the middle of the course

Student	**Teacher (scale)**			
	Linda (1-5)	**Doug (0-10)**	**Yuri (0-10)**	**Gabe (0-10)**
Chisako	Fluency: 3 Pronunciation: 3.5 Vocabulary: 3 ***Average: 3.1**	**7**	Grammar: 5 Vocabulary: 7 Questioning: 8 Response: 3 Describing: 3 **Average: 5.2**	Vocabulary: 5 Grammar: 6 CS: 6 Fluency: 8 **Average: 6.25**
Takayoshi	Fluency: 2 Pronunciation: 3 Vocabulary: 3 ***Average: 2.7**	**5**	Grammar: 2 Vocabulary: 2 Questioning: 1 Response: 1 Describing: 2 **Average: 1.6**	Vocabulary: 3 Grammar: 4 CS: 4 Fluency: 4 **Average: 3.8**
Tomiko	Fluency: 2.5 Pronunciation: 3 Vocabulary: 3 ***Average: 2.8**	**7**	Grammar: 5 Vocabulary: 3 Questioning: 7 Response: 6 Describing: 2 **Average: 4.6**	Vocabulary: 3 Grammar: 3 CS: 6 Fluency: 5 **Average: 4.25**
Hanako	Fluency: 3.5 Pronunciation: 3.5 Vocabulary: 3.5 *** Average: 3.5**	**8**	Grammar: 9 Vocabulary: 7 Questioning: 3 Response: 8 Describing: 9 **Average: 6.6**	Vocabulary: 7 Grammar: 7 CS: 4 Fluency: 5 **Average: 5.8**

Note: Linda's averages are not equivalent to other teachers since her scale was different.

Table 11

Phase 1: Inter-rater Reliability before Calibration (scale 0-10)

Student	Teacher			Teacher Agreement			Agreement
	Doug	Yuri	Gabe	D/Y	D/G	Y/G	
Chisako	7	5	6	0	0	0	**0**
Takayoshi	5	2	4	0	0	0	**0**
Tomiko	7	5	4	0	0	0	**0**
Hanako	8	7	6	0	0	0	**0**
						IRR	**0**

Note: Grades were rounded to the closest whole number for comparison purposes. IRR was calculated according to Glen's (2016) protocol.

Table 12

Phase 2: Inter-rater Reliability after Calibration (scale 0-10)

Student	Component	Teacher			Teacher Agreement			Agreement
		Doug	Yuri	Gabe	D/Y	D/G	Y/G	
Hayami	Vocabulary	4	5	4	0	1	0	**0.33**
	Grammar	5	5	4	1	0	0	**0.33**
	CS	6	5	7	0	0	0	**0**
	Fluency	5	4	5	0	1	0	**0.33**
Tomiko	Vocabulary	4	4	5	1	0	0	**0.33**
	Grammar	4	4	4	1	1	1	**1**
	CS	6	4	7	0	0	0	**0**
	Fluency	5	5	3	1	0	0	**0.33**
							IRR	**0.33**

Note: IRR was calculated according to Glen's (2016) protocol.

Table 13

Phase 2: Holistic Average Grade after Calibration (scale 0-10)

Student	Doug	Yuri	Gabe
Hayami	5	4.8	5
Tomiko	4.8	4.3	4.8

Table 14

Phase 3: Teacher's Grading (scale 0-10)

Student	Date	Component	Teacher			Agreement			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**

Appendix C

Sample Lesson

Lesson Plan for February 15th, 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 talk about their lives. Japanese is allowed; however, English is encouraged. This helps them feel more relaxed using technology and also can help find any technical issues they are facing.
15 (2) (12) (1)	 T-Ss S-S T-Ss	**Greeting and warm-up -** [*CS – Circumlocution*] Teacher welcome students + explanation Students warm up – "Simple Explanation" - use simple explanations to practice compensating for words they don't know or can't remember. (5)x2 + (2) zoom delay. Students are free to choose their own words related to their information exchange activity. Students can ask questions they have encountered during the warm-up
15 (3) (5) (7)	 T-Ss S-S T-Ss	**CS Practice – [***Follow Up Questions***]** The teacher presents his favorite foreign dishes. Students worked in pairs to come up with questions related to my presentation (4) + (1) zoom delay I presented again and students used the follow-up questions they prepared to extend the conversation.
25 (2) (20) (3)	 T-Ss, S-S T-Ss	**Information Exchange – 5-minute Discussions [***to be and to have***]** 1. Introduce Topic (favorite foreign dishes) Ss prepared the following three questions for homework and are free to discuss freely, but may use the three questions as a guide. A. What is your favorite dish? Can you describe it? B. What are the main ingredients? C. When/Where did you first try it? 2. Pair practice (5) x 3 + (5) for the delay between breakout rooms 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 the 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

Food 1 - Coxinha

Teacher's Demonstration [target language in **bold**]

This **is** one of my favorite dishes. It comes from Brazil. Its name **is** coxinha. It **is** a savory (salty) dish. It **has** a shape of a teardrop [show picture of a tear drop]. It **has** many ingredients, and it **is** so good. It **has** the texture of a croquette, but I think it **is** better than a croquette.

A volunteer asks: "What are the main ingredients?"

The main ingredients **are** pulled chicken, potatoes, and herbs. Coxinhas **have** a breaded coating [point to it on the picture] and **are** usually deep-fried. Many stores in Japan **have** the ingredients, but it **is** a lot of work to make them.

Another volunteer asks: "When/Where did you first try it?"

I first tried it when I **was** a kid in Brazil. I **had** a friend, and she **was** a great cook. She made them for me. I **was** in love with it the first time I tried it.

Appendix D

Questionnaires

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

First (September 2021) and Final (February 2022) Questionnaire

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 only}

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 and Feb}

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"**)**.

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

C - Technology [Learning Online] (*data type*) – {Sept and Feb – Not used for this paper}

I would like to hear your opinions about learning online.

Unless specified, questions **(**Likert scale 1 "strongly disagree"- 6 "strongly agree"**)**.

12. I am comfortable learning online.
13. I enjoy learning online.
14. In the future, I want to continue having online lessons.
15. I experience problems learning online.
16. 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*)

D - Motivation [AFS & SDT needs] (*data type*) – {Feb 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.

Joining the online lessons made me feel ... **[AFS]**

All questions **(**Likert scale 1 "strongly disagree"- 6 "strongly agree"**)**.

17. capable **[competence]**
18. my skills are improving **[competence]**
19. competent **[competence]**
20. free **[autonomy]**
21. I'm doing what I want to be doing **[autonomy]**
22. free to decide for myself what to do **[autonomy]**
23. the teacher asks me about what is happening in my life **[relatedness]**
24. the teacher respects my opinions **[relatedness]**
25. my classmates work together **[relatedness]**
26. I belong and the people care about me **[relatedness]**
27. connected with my classmates **[relatedness]**
28. emotionally close to people around me **[relatedness]**
29. the teacher encourages me **[relatedness]**

30. it is easy for me to ask questions to the teacher **[relatedness]**

Joining the online lessons made me feel ... **[*SDT Needs*]**

All questions **(**Likert scale 1 "strongly disagree"- 6 "strongly agree"**)**.

31. improve my English **[competence]**
32. learning new things **[competence]**
33. have choice **[autonomy]**
34. do what I want **[autonomy]**
35. feel connected with my classmates **[relatedness]**
36. feel comfortable learning online **[relatedness]**

E - Comments [free answers] (*data type*) – {Sept and Feb}

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

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

Thank you so much for your help!

Your answers are invaluable for the research. I hope I can use the answers to help make better lessons for you and to show your improvement over the next year.

Appendix E

Self-Reflection Questionnaires

Self-reflection questionnaires were conducted after 5-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. ー 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. ー 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. ー 会話では、ほとんど英語で話しました。
4. I used communication strategies comfortably. ー 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. 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。

Appendix F

Semi-Structured Interviews

The interview questions below were developed from AFS and SDT needs items. All questions were interviewed to prevent TALs from feeling singled out. Interviews were between 10 – 15 minutes each.

Questions were developed to prevent leading students towards particular answers, though item 2 and 3 probed students' relatedness and competence.

1) What are your biggest reasons to take this course online? **[Opener]**
2) How do you feel about this course? **[Relatedness/Affective]**
3) How does being in this class make you feel about your English skills? **[Competence]**