

Developing Third-Age Learners' Communicative Competence Using Communicative Language Teaching

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A third-age learner (TAL) is defined as a healthy retiree interested in learning (Gabrys-Barker, 2018). Although demands for TAL education continue to rise, research on practical teaching approaches designed for TALs remains. This paper addresses two studies investigating the effects of communicative language teaching on TALs and exploring the impact of planned focus on form, communication strategy, and timed conversation activities on TALs' communicative competence while considering the characteristics of TALs. The studies were from voluntary community classes, one held in person and the other conducted online. A mixed-methods approach was used in both studies, comparing learners' self-reflections, video performances, and in one study, independent evaluators' assessments. Most TALs demonstrated improvement in their ability to communicate, providing some evidence of the efficacy of a communicative approach. The purpose of this paper is to provide teachers of TALs with examples of activities that can benefit their students' communicative ability.

サードエイジ学習者 (TAL) とは、健康で学習に興味を持つ退職後の学習者と定義される (Gabrys-Barker, 2018)。TAL 教育への需要は高まっているが、TAL 向けの実践的教授法の研究は未だ残されたままである。本稿では、TAL のコミュニケーションプランニング教育の効果を調査した2つの研究を取り上げ、フォーカス・オン・フォーム、コミュニケーション・ストラテジー、時間制限会話活動が、TAL のコミュニケーション能力に与える影響を調査する。研究は有志のコミュニティークラスで行われ、対面、ならびにオンラインで実施した。両研究ともミックスメソッド法を使用し学習者の自己評価、ビデオ会話収録は共通して、また、ひと

つの研究では個別評価によって得たデータを比較分析した。ほとんどのTALはコミュニケーション能力の向上を示し、コミュニケーションアプローチの有効性が明示された。本稿は、TAL教育において学習者のコミュニケーション能力向上に有益な活動例を提供することを目的としている。

Third age learners (TALs) are often highly motivated students (Matsumoto, 2019) self-driven to achieve a learning goal; however, they may face physical and psychological learning challenges (Birdsong, 2006, as cited in Castañeda, 2017) that lower their self-confidence (Derenowski, 2018). Moreover, research into TAL L2 education remains scarce, raising questions about how to effectively teach TALs (Pfenninger & Polz, 2018; Ramírez Gómez & Sanz, 2017). Kacatl and Klímová (2021) proposed that a “student-centered and a communicative method should be implemented” (p. 7). Anecdotal evidence shows that in their youth, these elder learners studied foreign languages in teacher-centered classrooms with drill-focused lessons, so they are unaccustomed to communicative methods and can struggle adapting to the modern classroom. The purposes of this paper are to explore how communicative language teaching affects TALs' L2 communicative ability and contribute to the TAL L2 education research pool.

This paper is divided into two studies, study A and B. Both were designed to deepen the understanding of the roles of focus on form activities, communication strategy drills, and timed conversations on TALs' ability to communicate during paired conversation activities. However, each study had a different focus: McNeill conducted study A, with an emphasis on the role of communication strategies and timed conversation. Meanwhile, Misaka conducted study B, which focused on planned focus on form tasks. The researchers collaborated to improve their respective studies. Misaka drew ideas from McNeill's (2019) study, expanding on the role of focus on form activities. The paper introduces some relevant background literature and is then arranged in chronological order of research (study A, then B). We describe each study's methodology and results and discuss its findings. At the end, we present implications for both studies before providing a joint conclusion.

Background

Communicative Language Teaching

Communicative language teaching (CLT) is a language teaching approach in which it is theorized that students learn an L2 through communication and meaning exchange rather than the traditional drilling of isolated grammatical forms (Lightbown & Spada, 2013). Canale and Swain (1980) explained the importance of both grammatical and strategic competences to enable learners to communicate effectively, and Savignon (2002) emphasized that negotiation of meaning was the key to communicative competence (CC). She also stressed the importance of communication, which she defined as the “expression, interpretation, and negotiation of meaning” (Savignon, 1997, p. 223) through the integrated use of those competences.

Focus on Form

Since the inception of CLT, various teaching approaches have been developed. Within this development, the role of grammar has been greatly contested. Some researchers and educators argue that grammar is best learned implicitly with a focus on meaning (Krashen & Terrell, 1983). Others advocate that L2 learning should involve “drawing attention to linguistic elements...in context” (Long & Robinson, 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 [teachers] ask them to produce them” (p. 90). They proposed a series of planned FonF activities aimed at developing learners’ linguistic abilities through meaning-focused tasks: structured input, structured output, and information exchange activities.

Communication Strategies

A *communication strategy* (CS) is a technique designed to help learners overcome communication challenges and improve strategic competence (Canale & Swain, 1980). CSs include common expressions used to maintain the flow of a conversation, such as indicating a lack of understanding. Once learners acquire these expressions, they can become better communicators and more fluent in their discourses (McCarthy, 2004). Dörnyei (1995) demonstrated that CSs can aid students’ interactions, explaining that “rather than giving up their message, learners may decide to try and remain in the conversation and achieve their communicative goal” (p. 80), highlighting a fundamental purpose of CSs.

Fluency

Brown (2007) defined fluency as the natural flow of language production without the pressure of speaking accurately. Nation and Newton (2009) proposed the 4/3/2 technique to develop learners’ fluency, a recursive approach to practicing speaking in which learners form new pairs in successive rounds and the time limit is reduced at each iteration: The first round lasts 4 minutes; in the second round, students speak for 3 minutes; while in the final round students have 2 minutes to speak. Repeating conversations with a time constraint pushes learners to develop fluency, a key point of timed conversation (Kenny, 1997). Nation and Newton suggested four main criteria for 4/3/2: The message must be meaning-focused, the topic must be easy and familiar, the time must be limited, and the volume should be quantified.

Third-Age Learners

A third-age learner (TAL) is often defined as a healthy retired adult interested in continuing to learn (Gabrys-Barker, 2018). TALs have unique characteristics which must be carefully considered when designing and teaching classes. For instance, they tend to have higher social inhibition, lower self-confidence, and more self-defeating attitudes (Derenowski, 2018) than younger learners. Moreover, TALs may experience declining physical abilities, such as reduced hearing capacity (Birdsong, 2006, as cited in Castañeda, 2017) and visual acumen, limiting their performance in lessons. In addition, instructors may have negative attitudes towards TALs, which might be derived from instructors’ age-related bias (Ramírez Gómez, 2014). These stereotypes hinder the learning potential of TALs and unfavorably influence their sense of competence and confidence.

Despite the challenges teaching TALs, recent research on cognition has found that the brain maintains plasticity throughout one’s life (Singleton, 2018), providing evidence that the elderly remain able to learn. Pfenninger and Polz (2018) discovered that L2 learning boosted TALs’ self-confidence and promoted social interaction amongst them. Lastly, Pikhart and Klimova (2020) reported that while learning an L2, older learners indicated an improved quality of life, regardless of progress in their language skills, demonstrating that language learning provides benefits beyond the development of linguistic competence.

Study A

This section will describe Study A. This study explored how TALs respond to training in the use of CSs through timed conversations, including training in the use of openers and closers, rejoinders, and follow-up questions.

Research Questions

This investigation was guided by the following two research questions:

- RQ1. How does the TALs' use of CSs change over time in timed conversation practice?
- RQ2. To what extent are TALs aware of their use of CSs?

Methodology

Participants and Context

The research was conducted in an in-person travel English class during the 2019-2020 academic year. The class was held once a week for 75 minutes at a local community center in a large city in central Japan. The center offers a variety of courses, including those in foreign languages. Fourteen adult students (10 women and four men), aged 60 to 85 years old, participated in the study. Those students can be described as TALs (Mackey & Sachs, 2012) as they were L1 Japanese speakers and lifelong learners of English who had new goals in retirement, including wishing to communicate in English on overseas trips. There is no placement test or proficiency test in the community center language classes; therefore, students' levels, as judged by the researcher, varied: Two students were absolute beginners (about CEFR A1), six were upper beginners (about CEFR A2), and six were low-intermediate learners (about CEFR B1). Consent for this study was given by both the institution and participants.

Procedures and Instruments

As supplemental material, familiar topics for timed conversations were provided, with CS target phrases and possible follow-up questions introduced in 2-week cycles. These CSs were practiced in timed conversations that were used as extension speaking activities (see Kenny, 1997, regarding the use of timed conversation). Following the 4/3/2 method of recursive practice, the first 4-minute practice was repeated, with the time being shortened each round of practice, with five paired practices in total. Data were collected three times during the 1-year course, in the first, third, and eleventh months. The survey asked students to self-evaluate their progress and performance in class (see Appendix for the survey). Quantitative data for this study were obtained from the survey questions, each of which had its own descriptors. Qualitative data were obtained from an open-ended response space following each quantitative question for students to freely comment. The responses were grouped according to similarity as judged by the researcher using keywords, with the data reported as simple numerical counts due to the small number of participants.

Results

Select types of CSs were targeted for examination, namely *openers/closers* and *rejoinders*, as well as the use of the *follow-up questions* that were taught in class (Dörnyei, 1995). In each case, both the quantitative and qualitative data showed that students had improved in both their use of these CSs as well as awareness of their use in conversation.

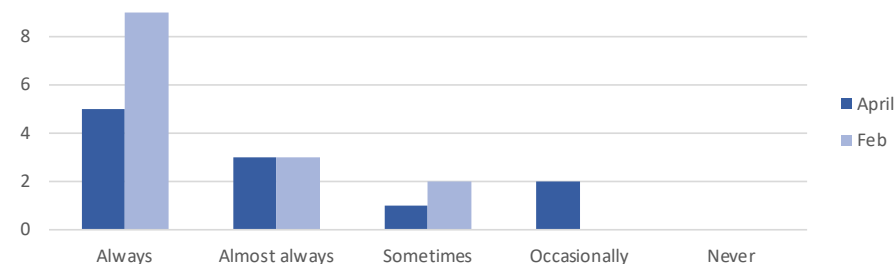
Regarding RQ1, 12 of 14 students reported being able to use openers/closers at the end of the course in February, compared with eight at the beginning in April (see Figure 1). For rejoinders, compared to the first survey in April, when seven students reported being able to use three or four kinds of rejoinders, in February, all 14 students reported being able to do so. This includes two students reporting that they could use more than seven to eight kinds and six students reporting more than five kinds (see Figure 2).

As for follow-up questions, on the second survey, more students reported that they were able to use a greater variety compared to the first survey (see Figure 3). Initially, only one student reported being able to use three or four kinds of follow-up questions; however, by the end of the course in February, 11 of the 14 students reported being able to do so. Further, 11 of the 14 students reported being able to ask follow-up questions on the second survey compared to only two students on the first survey (see Figure 4).

Finally, with respect to the survey questions on timed conversation, students reported an increase in the length of their conversations (see Figure 5). In April, only two students reported being able to speak for more than 2 minutes, either smoothly or with pauses, but by February that number had increased to all 14 students, with 11 of those 14 students reporting being able to speak for more than 3 to 4 minutes, either smoothly or with some pauses.

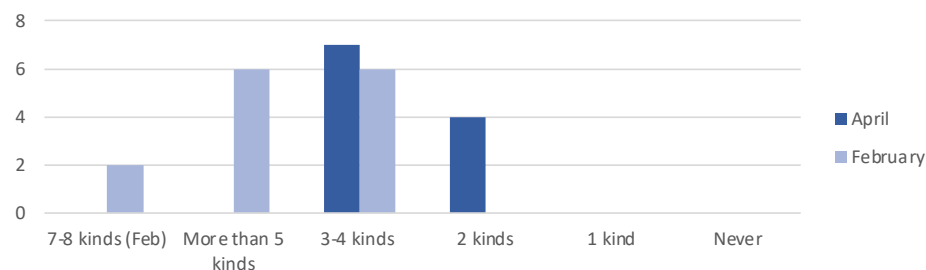
Figure 1

Participants' Reported Frequency of Being Able to Use CSs (Openers/Closers)



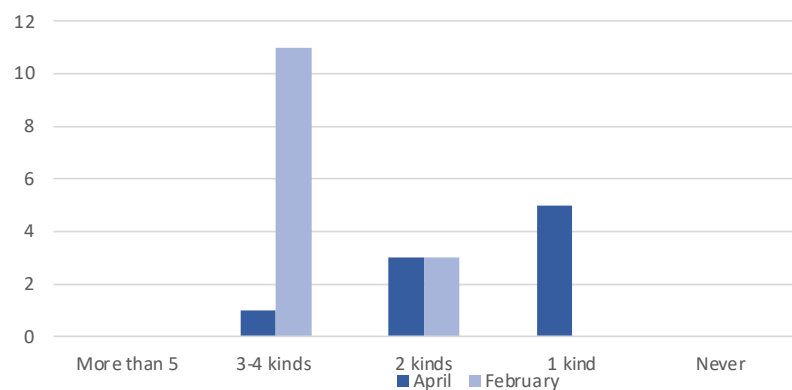
Note. n = 14.

Figure 2
Number of CSs Participants Were Able to Use (Rejoinders)



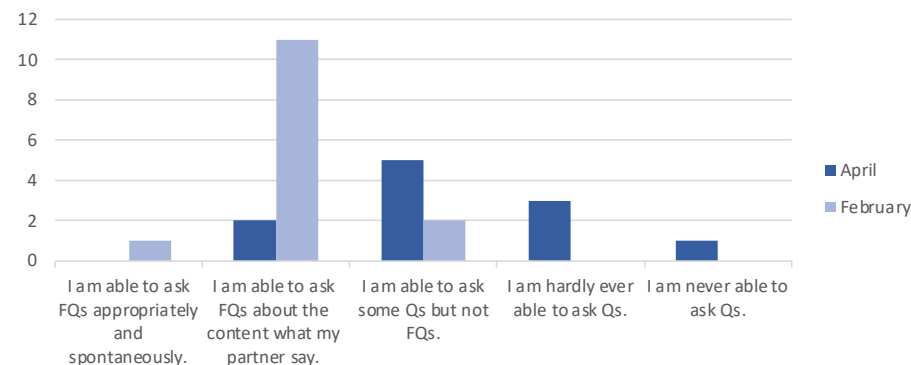
Note. $n = 14$.

Figure 3
Number of Follow-up Questions Participants Were Able to Use



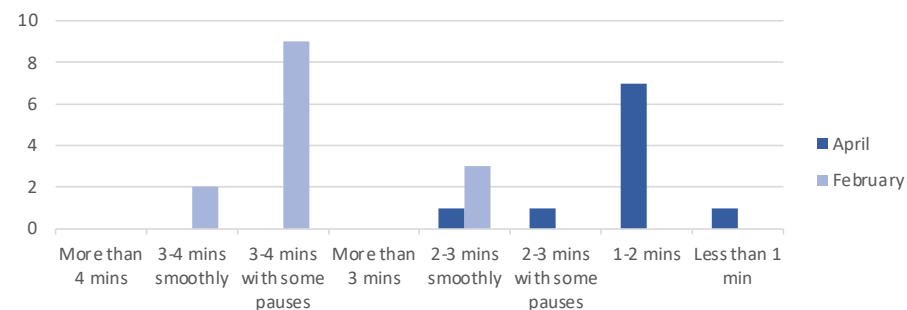
Note. $n = 14$.

Figure 4
Participants' Reported Ability With Follow-up Questions



Note. $n = 14$.

Figure 5
Length of Time Participants Reported Being Able to Speak During Timed Conversation



Note. $n = 14$.

Regarding RQ2, Table 1 contains the qualitative results from the July and February student surveys, which shows students' awareness towards the use of CSs in their performance. In July, five students reported that they had become able to use CSs; this increased to 13 in February. Also, in July, six students reported that they wanted to use

more CSs, and this increased to nine in February. Comments about always being aware of the use of CSs actually decreased from eight in July to six in February, showing a possible increase in automaticity in CS use.

As for timed conversation, between July and February, there was both an increase in positive comments and a decrease in negative comments (see Table 2). The number of students reporting being able to talk more without notes increased from seven students in July to 12 in February, and the number of students expressing the desire to be able to speak more decreased from seven students to two. Further, fewer students reported they could not say what they wanted to say (10 students in July, dropping to eight in February), and finally fewer students reported that they could not finish their conversations within the time limit, decreasing from five students in July to two in February.

Table 1
Survey Comments About CSs

Comment theme	Occurrences	
	July	February
Students have become able to use CSs	5	13
Students want to use more CSs	6	9
Students are always aware of their use of CSs	8	6

Table 2
Survey Comments About Timed Conversation

Comment	Number of comments	
	July	February
Students could talk more than before without their notes	7	12
Students want to speak English more smoothly/fluent	7	2
Students could not say what they wanted to say / the sentence didn't come out	10	8
Students could not finish within the time limit	5	2

Discussion

The results reinforce Kaceti and Klímová's (2021) claims that TAL education should use a student-centered and communicative approach. Instruction targeting CSs and timed conversation activities resulted in noticeable improvements in TALs' use of CSs. Essentially, through in-class training and recursive practice, TALs were able to increase the number of CSs they used. The TALs also increased awareness of their use of CSs, which could be important in helping improve their communicative ability (Nakatani, 2005). The researcher found that in order to help TALs adjust to new teaching approaches, activities must be repeated to facilitate improved communication (Murphy & Kenny, 1998). Moreover, the use of CSs was shown to aid communication even for these novice TALs; however, acquisition of CSs may require time and vary between individual learners. The researcher recommends the inclusion of the teaching of CSs and follow-up questions in timed conversation, even when dealing with older learners.

Study B

This section will describe Study B. This study explored the effects of Lee and VanPatten's (2003) planned FonF tasks, timed conversations, and CS drills on TALs' ability to communicate.

Research Questions

- RQ3. To understand the role of CLT in TAL education, this study focused on the following question:
- RQ4. How do FonF activities affect TALs' CC?

Methodology

Participants and context

One of the researchers taught a pilot online course to eight volunteer students (ages 18 to 72) at a rural community center in Nagano, Japan, from September 2021 to February 2022. Of the eight, only four (male = 1; female = 3; ages 67 to 72) were over 65 and qualified as TALs. An informational questionnaire collecting participants' ages, learning experience, goals, and technological proficiency was conducted at the beginning of the course. TALs reported having participated in English conversation lessons at the community center for periods ranging from 6 to 15 years (average = 10.25). In these (often teacher-led) lessons, students perform conversations with the teacher,

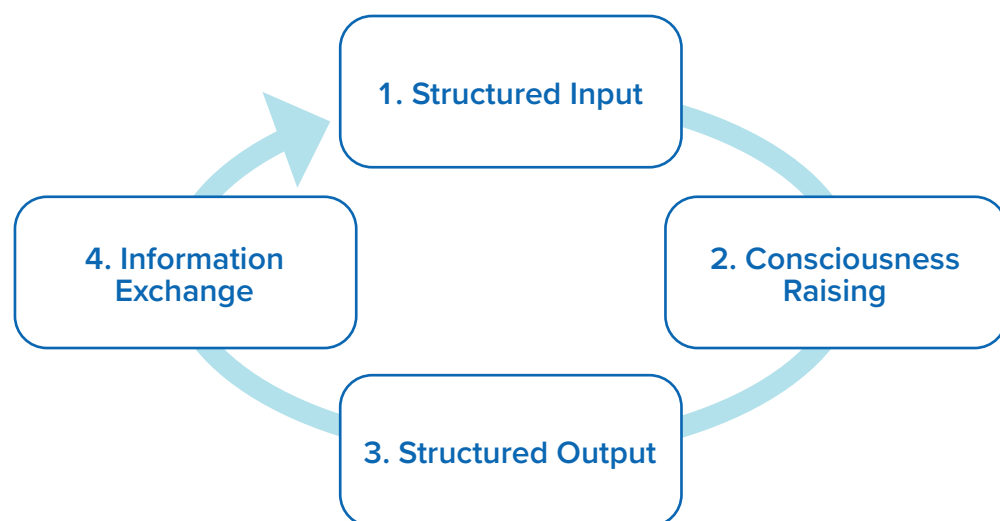
ask grammatical questions, and do traditional drills. Participants could maintain simple conversations (e.g., self-introductions), though often reverted to using Japanese when topics became more complex. Improving their speaking and grammatical skills were indicated as their primary goals.

Procedures

All students were briefed about the purpose of the study and provided informed consent before participating (all students' names mentioned here are pseudonyms). Students were informed that the course aim was to improve their ability to communicate via communicative activities. Prior to the start of the study, participants received 3 months training on using the online tools (e.g., Zoom, video recording, and video sharing), thus reducing potential interference in the results due to unfamiliarity with the technology.

Each lesson started with a paired CS drill, which was then followed by a FonF activity. Figure 6 displays the monthly intervention cycle of FonF tasks.

Figure 6
Monthly Lesson Structure



The four FonF interventions were applied sequentially over the course of a month and are defined below.

Structured input: The target grammatical form was introduced both in isolated sentences and within the context of a story through writing and listening exercises. 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 received examples of anonymous sentences containing mistakes that were uttered in previous classes and corrected them in pairs. After that, the teacher facilitated students' discussions and provided the correct answers. Using Japanese was allowed during these activities, though English was encouraged.

Structured output: Students performed speaking tasks (e.g., presentations, interviews, and quizzes) requiring them to produce the target language, preparing students for the final stage.

Information exchange: Prior to this lesson, students were provided three questions related to a monthly topic and asked to answer them as homework. The questions were used as the starting point for 5-minute discussions, a modified version of Nation and Newton's (2009) 4/3/2 technique in which each conversation was fixed at 5 minutes and repeated three times with new partners. The pairs were encouraged to use CSs to overcome communicative challenges.

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 3 summarizes the lesson plan schedule.

Table 3
Lesson Plan Schedule

Date	Topic	Target
May–August 2021	Self-Introduction	Zoom Training
September 2021	My Week	Simple Past (regular verbs)
October 2021	Favorite Memories	Simple Past (be-verb)
November 2021	My Town's History	Simple Past (Regular and Irregular)
December 2021	Festivals	Passive Voice
January 2022	New Year's Resolution	Passive Voice
February 2022	International Dishes	Be versus Have
March 2022	Course Debriefing	Interviews

Note. No information exchange activities were conducted in December and March.

Analysis and Instruments

Figure 7 contains a diagram of the mixed-methods triangulation design (Burns, 2009) used to answer the research question. During the 6-month period, students recorded each 5-minute conversation. They then reviewed their final recorded performance and completed a six-item self-reflection questionnaire (see Table 4) on Google Forms, providing quantitative data on their perceived CC.

Two independent teachers (one native speaker and one non-native speaker) and the researcher assessed the TALs' CC in their first and final recorded timed conversations. A calibration process was performed to improve interrater reliability (IRR) (Jackson, 2009). The teachers watched two 5-minute conversations from the middle of the course, discussed how to grade the CC, and co-created a rubric containing four components (vocabulary, grammar, CSs, and fluency). To measure IRR, Glen's (2016) protocol was performed on each CC component, assessing raters' degree of agreement. After calibration, IRR was 0.33; on average, each component was evaluated identically by two of the three raters.

Changes in students' self-reflections and teachers' grades were compared to analyze the effect of CLT on the TALs' CC.

Figure 7
Research Design

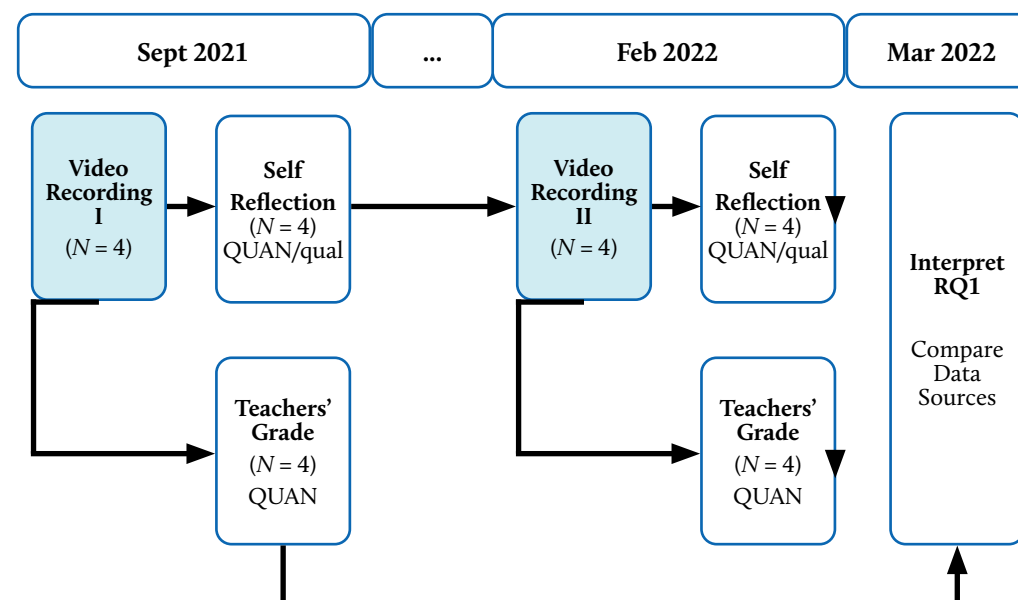


Table 4
Self-Reflection Questionnaire Items and Their Target Aspect of CC

Item	Question	Data Type	Skill
1	I understood my partner's English easily.	6-point Likert	receptive ability
2	I could express myself in English easily.	6-point Likert	productive ability
3	I mainly spoke in English.	6-point Likert	productive ability
4	I used communication strategies comfortably.	6-point Likert	CS
5	I could communicate with few short pauses.	6-point Likert	fluency
6	Comment, questions, and ideas.	open	open

Note. The 6-point scale ranged from 1 (strongly disagree) to 6 (strongly agree)

Results

The research question asked about the effects of FonF activities in improving TALs' CC. The participants' self-reflections and raters' assessments are summarized in Tables 5 and 6. Both tables compare students' performances in September 2021 and February 2022, allowing changes in performance to be measured. Since the intervention was focused on productive skills, question 1 was removed from Table 5 to increase the study's accuracy.

Table 5
Change in TALs' Self-Reflection From September 2021 to February 2022

Item	Skill	Chisako	Hanako	Takayoshi	Tomiko
2	Ability to express self	+1	0	0	-1
3	Amount of English used	-1	-1	0	+1
4	CS use	+2	-1	+1	0
5	Fluency	+3	+1	0	0
	Total change	+5	-1	+1	0
	Average change	+1.25	-0.25	+0.25	0

Table 6
Raters' Average Assessment of TALs' CC

Student (Change in CC)	Date	Vocabulary	Grammar	CS	Fluency	CC
Chisako	September 2021	5.3	4.3	6.0	3.7	4.8
(+1.0)	February 2022	6.0	5.0	6.3	6.0	5.8
Hanako	September 2021	5.7	5.7	3.7	6.3	5.3
(+1.0)	February 2022	6.3	6.7	5.7	6.7	6.3
Takayoshi	September 2021	4.0	4.3	5.7	6.0	5.0
(-0.1)	February 2022	4.3	4.0	6.3	5.0	4.9
Tomiko	September 2021	3.3	3.3	5.3	4.0	4.0
(+0.8)	February 2022	4.0	3.7	7.0	4.3	4.8

Note. Scale 0-10; IRR = 0.31; CC is the average of the four components.

It must be noted that Takayoshi indicated using notes in Japanese, potentially explaining his reduced fluency during his final performance.

Discussion

Only Chisako reported noticeable improvements in her CC (average = +1.2); the three other students indicated little change to their CC (average from -0.25 to +0.25). As indicated by van Helvoort (2012), performing self-assessment tasks may have made learners more critical of their work. This was further reinforced by Hanako reporting that she disliked rewatching her performance because it made her notice her mistakes yet also found the activity useful for her learning. On the other hand, the results in Table 6 show that the raters agreed (IRR = 0.31) that most students demonstrated improvements across all four components of their CC. The raters' assessment of TALs' CC reinforces Kacatl and Klímová's (2021) claims that TAL education should use a student-centered and communicative approach. Therefore, instructors should be aware of potential disparity in learners' perceived and actual communicative ability and help them recognize their progress.

Furthermore, one of the raters commented that the first topic (describing students' week) seemed significantly easier than the final topic (discussing international dishes) due to it being more personal. She observed that when students discussed topics they knew well, they could focus on communicating instead of spending time trying to recall information.

Moreover, students required 3 months of training before they indicated feeling comfortable starting the course. During this period, CLT tasks using technological tools were scaffolded and reviewed, teaching students computer and English skills simultaneously. Therefore, although TALs can adapt to online learning environments and gain technical skills, they need time and carefully planned activities to be successful.

Implications

Study A focused on the role of CSs in timed conversation; its results indicate that TALs can consciously adopt CSs in their conversations, and recursive timed conversations help TALs' fluency. Meanwhile, Study B expanded on Study A's findings and explored the role of planned FonF tasks on TALs' CC. Although learners reported negligible change in their ability to communicate, raters' grades indicate that participants showed discernible development in their communicative ability. Both studies found some evidence for the benefits of using the CLT approach in TAL L2 education. There is a possibility that CS practice in timed conversation and FonF tasks all played an important role in improving TALs' CC. This finding reinforces Kaceti and Klímová's (2021) recommendation for a student-centered CLT approach. Moreover, the studies show that the CLT approach is suitable for both in-person and online learning environments in TAL teaching. However, both researchers experienced challenges introducing communicative tasks to TALs. They recommend careful consideration of activities and providing plenty of recursive practice to increase learners' comfort and confidence accomplishing the tasks. Lastly, teachers should be aware that TALs can be highly self-critical and could benefit from activities providing visible evidence of learners' progress.

Conclusion

The two studies in this paper addressed the role of CLT in improving TALs' communicative competence, demonstrating that this approach may improve various facets of students' speaking competence and providing evidence to support previously conducted research in this field. Applying CLT approaches to TALs is feasible; however, the researchers learned that conversation topics must be familiar, and communicative

activities such as FonF and CS practice in timed conversation must be repeated multiple times to help learners improve their CC in the framework of CLT.

Several limitations to both studies need to be addressed. Due to their small sample size, the results are not generalizable to other teaching contexts. Moreover, the teachers were also the researchers and raters within the studies, potentially biasing some of the findings. Further studies exploring the usefulness of reflecting on recorded conversations or incidental FonF techniques may help further our understanding of using CLT with TALs.

Bio Data

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Appendix

Study A Student Survey

Survey アンケート(Feb. 2020)

Name ()

現在の該当するところにチェックをしてください。

(1) 英語で話すことについて、どう感じていますか？

	言いたいことがかなり自由に話せる	多少の間違ひはあるが言いたいことは言える	片言だが何とか言いたいことが言える	かなり片言で単語を2、3個並べる程度である	ほとんど話せない
現在					

(2) Timed Conversationでどれくらい話せますか？

	4分以上なめらかに話せる	3～4分ならなめらかに話せる	3～4分なら時々つまるが話せる	2～3分なら時々つまるが話せる	1～2分なら何とか話せる	1分もたない
現在						

(3) Timed Conversationでの英語使用率はどうか？（％）

	目標	実際使用率
現在		

(4) Timed Conversationへの参加状況はどうでしたか？

	積極的に参加している	あまり積極的に参加できません
現在		

(4)の質問で「あまり積極的に参加できません」と答えた人に聞きます。その原因は何でしたか。

あてはまるもの全てをチェックしてください。

- () ペアトーク自体が好きではない。 () 質問が難しいため上手く話せない
 () 相手が日本語を話してくる () 英語が出てこない
 () 雑談をついしてしまう () 英語を話すのが恥ずかしい
 () その他 ()

(5) ペアでの会話で、相手の英語はききとれますか？

	幅広い話題について具体的な情報が正確に聞き取れる。	幅広い話題について大体聞き取れる。	海外旅行や日常的な話題について、具体的な情報が正確に聞き取れる。	自己紹介などの簡単な話題についてであれば正確に聞き取れる。	単語は何とか聞き取れるが細かい内容は正確に聞き取りにくい。
現在					

(6) 先生の英語は聞き取れますか？

	指示は全て理解できる。	指示はおおむね理解できる。	半分理解できる。	少し理解できる。	殆ど理解できない。
現在					

(7) 英語を身につけるのにどれくらい役に立つと思いますか？

	Timed Conversation 活動	授業で使うハンドアウト	Conversation Strategies, Follow-up Questionsの導入	テキストを使った活動	ビデオ収録
現在	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1

(8) 英語の授業で好きなことは何ですか？

	Timed Conversation 活動	ハンドアウトを使った活動	テキストを使った活動	他
現在				

(9) どの分野を一番伸ばしたいですか？

	スピーキング力	リスニング力	ライティング力	リーディング力
現在				

(10) 英語が使えるようになりたいですか？

	はい、とても	どちらかといえば、はい	どちらかといえば、いいえ	そう思わない
現在				

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(11) 授業外での学習時間はどれ位ですか？学習分野ごとの時間を教えてください。

(例) _____ 時間／(毎日) (1日おき) (2日おき) (3日おき) (1週間)

	発話	聞き取り	書く	読む
現在				

(12) Conversation Strategies / Follow-up Questionsについてどれくらい使えますか？あてはまるものを1つ選んでください。

Openers (How are you doing? etc) / Closers (Nice talking with you.)

	必ず毎回使う	たまに忘れるが だいたい使える	時々忘れる	どちらかを忘 れる	できない
現在					

Rejoinders (I see. That's nice. That's too bad. Oh yeah? Uh-huh. Really? etc.)

	7～8種類 以上できる	5種類以上で きる	3～4種類 できる	2種類で きる	1種類で きる	できない
現在						

Follow-up Questions

現在	相手の発話した 内容を追求する 質問を適切な 場面で自然に 聞ける。	相手の発話内 容についてそれ に追求した質問 をできる。	質問はできるが 相手の発話に 追求した質問は できない	ほとんど出来 ない	全くできない
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現在	5種類以上 のFollow-up Questionsを使 用できる 使用回数 ()	3～4種類で きる 使用回数 ()	2種類できる 使用回数 ()	1種類できる 使用回数 ()	できない
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(13) Timed Conversation (時間制限有)において、練習の回数を重ねる度にどのような変化がありましたか？

(14) どのくらいのConversation Strategies が使えるようになりましたか。いつも意識して使っていますか。Timed Conversation活動以外でも意識して使っていますか？

(15) この講座を受けてどのような変化がありましたか？4月の頃と比べて自分ができるようになったことを具体的に書いてください。

(16) 授業に対する感想や要望を書いてください。今後の授業をよりよくするためにもぜひ書いてください。