



**LEARNING ENGLISH AS A FOREIGN LANGUAGE IN LATE
ADULTHOOD: CHALLENGES, NEEDS AND A SUGGESTED
SYLLABUS**

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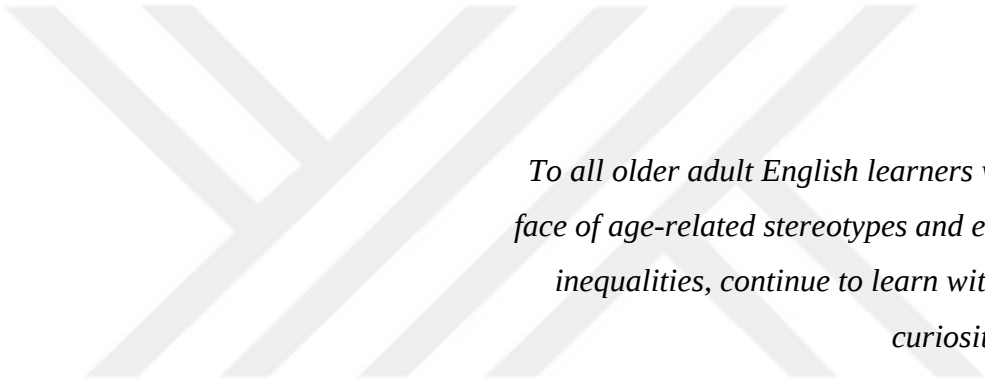
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*To all older adult English learners who, in the
face of age-related stereotypes and educational
inequalities, continue to learn with courage,
curiosity, and joy.*

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**İLERİ YETİŞKİNLİKTE YABANCI DİL OLARAK İNGİLİZCE
ÖĞRENME: ZORLUKLAR, İHTİYAÇLAR VE BİR DERS
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ÖZ

Bu doktora çalışmasının amacı 60 yaş ve üzerindeki ileri yetişkin bireylerin İngilizceyi öğrenmek istemelerindeki amaçlarını, İngilizceyi yabancı dil olarak öğrenme süreçlerindeki ihtiyaçlarını ve bu bireylerin yaş özelliklerini ortaya koymaya yönelik bir ihtiyaç analizi yapmak ve analiz sonuçlarına göre bu yaş grubuna uygun başlangıç düzeyinde bir İngilizce öğretim programı önermektir. Bu amaçlarla yürütülen ve çok aşamalı karma yöntemli bir araştırma deseni benimseyen bu çalışma temel olarak iki ana aşamada yürütülmüştür: (1) İhtiyaç Analizi ve (2) Pilot Müfredat Uygulaması. İhtiyaç analizi aşamasında, Polonya ve Türkiye’de bulunan 60 yaş ve üzeri İngilizce öğrenen 148 öğrenci ve bu yaş grubuna İngilizce öğretme tecrübesine sahip 14 İngilizce öğretmenine uygulanan anketler, anketlere cevap veren katılımcıların bir kısmı ile yapılan yarı yapılandırılmış görüşmeler ve Wrocław Üniversitesi’nde bulunan Üçüncü Yaş Üniversitesinde gerçekleştirilen sınıf gözlemleri aracılığıyla nitel ve nicel veriler toplanmıştır. Elde edilen veriler, öğrencilerin dilsel ihtiyaçlarını, öğrenme tercihlerini ve stratejilerini, yabancı dil öğrenme sürecinde yaşadıkları zorluklar ve önemsedikleri dil becerileri, vb. faktörleri belirlemek için tematik ve istatistiksel olarak analiz edilmiştir. Bu bulgulara dayanarak, ileri yetişkin öğrencilerin bilişsel, duygusal ve sosyal profilleri ile öğrenme tercihleri dikkat alınarak iletişimsel, görev temelli ve çok modlu öğretimi vurgulayan dört ana tema ve on iki üniteli başlangıç düzeyinde bir İngilizce ders programı tasarlanmıştır. Çalışmanın ikinci aşaması olan pilot uygulama aşamasında hazırlanan bu programın giriş ünitesi ve ilk temaya ait ilk üç ünitesi Batman 60+ Tazelenme Üniversitesinde öğrenim gören 60 yaş ve üstü 20 öğrenciye 14 haftalık bir süre boyunca

uygulanmıştır. Programın bu yaş grubuna uygunluğunu değerlendirmek amacıyla öğrencilere program öncesinde bir ön test uygulanıp öğrencilerin programdan beklentileri sorgulanmış ve dil becerileri ölçülmüş, program sonrasında ise programın uygunluğunu değerlendirmek amacıyla bireysel görüşmeler yapılmıştır. Bu veri toplama araçlarına ek olarak, programın uygulanan her ünitesi sonrasında öğrencilerden programın içeriğinin, yöntemlerinin ve derslerde kullanılan etkinlik ve materyallerin İngilizce öğrenme tercihleri ve ihtiyaçlarına uygunluğunu değerlendirmeleri amacıyla öz-yansıtma formu doldurmaları istenmiştir. Çalışmanın güvenilirliği ve geçerliğine katkı sunması amacıyla her 2 saatlik ders günü sonrasında öğretmen tarafından bir yansıtma günlüğü tutulmuştur. Çalışmanın tüm aşamalarında kullanılan veri toplama araçlarından elde edilen nicel veriler betimsel olarak analiz edilirken, nitel veriler ise içerik analizi yöntemi ile analiz edilmiştir. İhtiyaç analizi aşamasının sonuçları 60 yaş ve üstündeki öğrencilerin bireysel farklılıkların fazla olduğu heterojen bir öğrenci grubu olduğunu, daha genç öğrencilere kıyasla dezavantajlı ve avantajlı yönlerinin olduğu, İngilizceyi öğrenmeyi daha çok yurt dışına seyahat etme, yabancı aile üyeleriyle iletişim kurma, yeni insanlarla tanışma, zihinsel ve ruhsal açıdan sağlıklı olma gibi sebeplerle istediklerini ve dolayısıyla onlara uygulanacak programın bu farklılıkların, beklentilerin ve yaş özelliklerinin dikkate alınarak oluşturulması gerekliliğini ortaya koymaktadır. Bu sonuçlar doğrultusunda geliştirilen başlangıç düzeyindeki İngilizce öğretim programının 14 haftalık pilot uygulaması sonuçlarına göre ise, bu tarz bir öğretim programının öğrencilerin İngilizce dil becerilerinde olduğu kadar, özgüvenlerinde ve derse katılımlarında gözle görülür bir gelişmeyi teşvik edebileceği ve daha yüksek seviyelerde İngilizce öğrenme motivasyonunu artırabileceği anlaşılmıştır. Katılımcıların özellikle görsel destekleri, günlük hayatta kullanabilecekleri kelimeler ve cümle kalıplarını diyaloglar içerisinde kullanmayı ve onları her dersin başında tekrar etmeyi, hafızaya dayalı Wordwall online etkinlikler ile oyunları, arkadaş ve öğretmen işbirliği gerektiren etkileşim fırsatlarını önemsedikleri görülmüştür. Ayrıca, programın yavaş tempolu, sürekli tekrarlayan ve destekleyici yapısının öğrencilerin yavaşlayan bilişsel işleme hızı ve motivasyonel kalıplarıyla uyumlu olduğu sonucuna varılmıştır. Bu çalışma, dil gelişimini, öz yeterliliği ve ileri yaş öğrenimine aktif katılımı teşvik etmek için yaşa duyarlı, ihtiyaç temelli ve sosyal açıdan kapsayıcı öğretim programlarının önem taşıdığı sonucuna varmaktadır. Bulgular, ileri yetişkinler için İngilizce dil eğitiminin erişilebilirliğini ve kalitesini artırmak isteyen dil eğitimcileri, müfredat geliştiricileri ve politika yapıcılar için pedagojik öneriler sunmaktadır.

Anahtar Kelimeler : İleri yetişkinlik, ileri yetişkin İngilizce öğrenenler, ileri yetişkinlikte yabancı dil eğitimi, ihtiyaç analizi, ileri yetişkinler için İngilizce öğretim programı, hayat boyu öğrenme, üçüncü yaş eğitimi, aktif yaşlanma, program geliştirme, psikososyal iyi oluş
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**LEARNING ENGLISH IN LATE ADULthood: CHALLENGES,
NEEDS AND A SUGGESTED SYLLABUS
(Doctoral Dissertation)**

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ABSTRACT

The aim of this study is to conduct a needs analysis to reveal the English learning aims of older adult English as a Foreign Language (EFL) students aged 60 and over, their needs in the process of learning English and age characteristics of this group, and to propose a beginner-level English course syllabus suitable for this age group based on the needs analysis results. Conducted for these purposes and adopting a multi-stage mixed methods research design, the present study was carried out in two main phases: (1) Needs Analysis and (2) Pilot Syllabus Implementation. Qualitative and quantitative data were collected through questionnaires administered to 148 older adult EFL learners and 14 EFL teachers in Poland and Türkiye, semi-structured interviews with some of the questionnaire respondents, and classroom observations carried out at the University of the Third Age at the University of Wrocław during the needs analysis phase. The data obtained were thematically and statistically analyzed to determine students' linguistic needs, learning preferences and strategies, the difficulties they experienced in the English language learning process, and the language skills they valued and faced difficulties with. Based on these findings, a beginner-level English course syllabus was designed, consisting of four main themes and twelve units, emphasizing communicative, task-based, and multimodal instruction in an eclectic design, taking into account the cognitive, emotional, and social profiles and learning preferences of these learners. In the pilot implementation phase, the lead-in unit and the first three units of the syllabus were applied to 20 students aged 60 and over studying at Batman 60+ Refreshment University for 14 weeks. To assess the program's suitability for this age group, a pre-test was administered to the students before implementation and individual interviews were conducted after the program. In addition to these data collection tools, students were asked to complete a self-reflection form after each unit was implemented in order to evaluate

the suitability of the content, methods, and activities and materials used in the lessons. To enable the reliability and validity of the study, the teacher also kept a reflection journal after each 2-hour lesson day. While the quantitative data obtained from the data collection tools used in all stages of the study were analyzed descriptively, the qualitative data were analyzed using the content analysis method. The results of the needs analysis phase revealed that students aged 60 and over are a heterogeneous group with significant individual differences, possessing both disadvantages and advantages compared to younger students. They desire to learn English primarily for reasons such as traveling abroad, communicating with foreign family members, meeting new people, and maintaining physical and mental health. Therefore, the program to be implemented for them should be designed considering these needs, differences and age characteristics. Based on these results, the 14-week pilot implementation of the beginner-level English teaching program developed accordingly showed that such type of teaching program can promote a noticeable improvement not only in students' English language skills but also in their self-confidence and class participation, and can increase their motivation to continue learning higher levels of English. It was observed that participants particularly valued visual aids, using fixed words and sentence patterns they could use in daily life within dialogues and repeating them at the beginning of each lesson, Wordwall online activities and memory-based puzzles and games, and interactive opportunities requiring collaboration with friends and teachers. Additionally, it was concluded that the program's slow-paced, repetitive, and supportive structure aligns with students' slowing cognitive processing speed and motivational patterns. This study concludes that age-sensitive, needs-based, and socially inclusive teaching programs are important for promoting older adults' language development, self-efficacy, and active participation. The findings offer pedagogical insights for language educators, curriculum developers, and policymakers seeking to improve the accessibility and quality of English language education for older adults.

Key Words : Older adulthood, older adult EFL learners, late-life foreign language education, needs analysis, older adult EFL syllabus, lifelong learning, third-age education, active ageing, syllabus development, psychosocial wellbeing
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LIST OF ABBREVIATIONS

U3A / UTA	University of the Third Age
CFLG	Critical Foreign Language Geragogy
FLG	Foreign Language Geragogy
CEG	Critical Educational Gerontology
CLT	Communicative Language Teaching
TBLT	Task Based Language Teaching
EFL	English as a Foreign Language
ELT	English Language Teaching
SLA	Second Language Acquisition
ETA	English for the Third Agers
ICT	Information and Communication Technology
L1	First Language
L2	Second Language
WHO	World Health Organization
STM	Short Term Memory
LTM	Long Term Memory
FonF	Focus on Form
FoFS	Focus on Forms
FoM	Focus on Meaning
SPH	Sensitive Period Hypothesis
WM	Working Memory

CHAPTER I

INTRODUCTION

This chapter encompasses the key concepts and issues about the present study focusing on the English language learning process of older adult learners aged 60 and above. It starts with an overview of statistics on the ageing population in Türkiye and in the world and subsequently it presents the problem, objectives, significance, assumptions, and limitations of the study.

Ageing Population in the Global World

Individuals at old ages are usually classified as old people, older adults, elders, elderly, seniors or senior citizens. As the exact onset of an old age differs across historical contexts and cultures, it cannot be universally defined as a fixed biological phase. While most of the industrialized Western countries usually establish the retirement age at around 65, symbolizing a shift to old age, the United Nations defines old age as 60 years or more (Scherbov&Sanderson, 2019).

According to the Population Division of the Department of Economic and Social Affairs of the United Nations, which examines worldwide demographic trends to help governments in improving their capabilities, the ageing population is occurring with extensive social and economic transformations (2024). It is estimated that the worldwide population aged 60 and older, which was 1 billion in 2019, will increase to 1.4 billion by 2030 and 2.1 billion by 2050 while the number of people aged 80 and above is expected to triple and reach 426 million by 2020 and 2050 (World Health Organization, n.d.). Similarly, based on the data from the Population Division of the United Nations, for both genders, world life expectancy at birth has increased to 66.4 years in 2000, 70.1 years in 2010, 71.9 years in 2020, and is estimated to reach 73.5 years in 2025 (Worldometers, n.d.). It can be understood that there has been a rapid

demographic transformation and an increase in life span of senior population globally. According to the Turkish Statistical Institution (2025a), on the other hand, the number of older adults aged 65 and above was 7.550.727 in 2019 in Türkiye, and has increased to 9.112.298 in 2024. In other words, the overall older adult population rose from 9.1% in 2019 to 10.6% in 2024. It is estimated that the proportion of the senior population would reach 13.5% by 2030, 17.9% by 2040, 27.0% by 2060, 33.4% by 2080, and 33.6% by 2100 in Türkiye (Turkish Statistical Institute, 2025b). Considering the fact that surpassing 10.0% of the overall demographic signifies the aging of the population, this statistical information indicates that Türkiye can be classified as an aged country from now on and the rate for old population is growing more than for the other age groups.

Problem Statement

Older adults are diverse in their life experiences and learning needs. It is possible that while certain people have the mental and physical abilities as younger people, others' capacities can deteriorate at earlier ages. According to the World Health Organization (WHO, 2023), age indicators such as deterioration of functional abilities, effects of past life experiences, and individuals' social surroundings all have an impact on mental health in later life stage. Also, even if they generally look healthy, older adults may face high risks of mental health disorders such as depression and anxiety, together with physical challenges including low mobility, chronic pain, fragility, and dementia (World Health Organization, 2023). Dementia, which is a syndrome that impairs brain functions affecting memory and the ability to execute daily tasks, is presently the seventh leading cause of death, disability and dependency among older adults worldwide (World Health Organization, 2025). Likewise, ageism, which is stereotyping and discrimination towards people based on their age, is also one of the factors that can have negative long-term effects on older adult individuals' mental health and well-beings leading to slower recovery from a disorder, barriers to build meaningful relationships between generations, thus increasing social isolation and loneliness (World Health Organization, 2020). In order to enhance mental health, overcome loneliness and change people's understanding of ageing, the WHO has recommended older individuals to engage in physical and brain stimulating activities and prioritize social connections (World Health Organization, 2025). Within this context, engaging in social and non-formal educational activities are particularly

emphasized to enhance empathy about different age groups, boost good mental health and increase life satisfaction (World Health Organization, 2025).

Considering the demographic transition and various backgrounds of older adult individuals, nations are trying to identify non-pharmacological methods in many areas, including health and social care to enhance cognitive abilities and prevent mental health decline among the older adults and promote their physical, social, and mental well-being. As an example, the United Nations (UN) General Assembly established 2021–2030 as the UN Decade of Healthy Ageing, a worldwide campaign connecting governments, civil society, international organizations, academia, the media, and the private sector for organized endeavors to promote longer and healthier lives and it charged the WHO for implementation (World Health Organization, 2025). In this context, lifelong learning has emerged as a primary recommendation to empower older individuals with the knowledge and skills they need for self-management of their lives. This emphasis has supported the concept of active ageing as a framework for suitable educational programs and policies for older adults, thereby highlighting the significance of lifelong learning for this group (Mestheneos & Withnall, 2016).

Within the framework of lifelong education, one of the strategies that governments especially prioritize for older adults' well-being is learning a foreign language. Ramirez-Gomez (2016) has suggested that learning a foreign language provides advantages for older learners at the psychological, social and the cognitive levels (2016). In other words, it fosters a sense of purpose, and self-recognition, facilitates the development of new skills, provides opportunities to share age-related experiences with peers, enhances cognitive plasticity, stimulates brain regions, postpone dementia symptoms, and increases engagement of memory (Ramirez-Gomez, 2016, p.6).

Thanks to the distribution of these advantages, older adults have recently begun to be interested in learning new languages. However, it is likely that many language teachers possess limited knowledge of how to teach older adult individuals and what to consider while developing educational resources and methodologies. Furthermore, Ramirez-Gomez (2014) posits that language teachers may be negatively affected by society's ageist presumptions, resulting in behaving all adults as a uniform entity and not separating older adults from younger adults when it is time to decide on their pedagogical approaches. However, studies have explored both physical and cognitive distinctions between younger and older adults emphasizing the need for discovering the characteristics and learning needs of these age group, developing different learning/teaching designs and carrying out implementations of suitable teaching programs.

Aim of the Study

This research aims to investigate the English learning aims, needs and characteristics of older adult English as a Foreign Language (EFL) learners, develop and suggest an age-sensitive beginner level EFL course syllabus based on the results of the needs analysis and implement it with a representative group to measure its effectiveness.

To fulfill these aims, the study employed a multistage procedure. In the first stage, older adults' characteristics, English learning aims and the needs in older adult EFL instruction were carefully examined by student and teacher questionnaires, interviews, and course observations. Together with the contemporary theoretical insights in older adult education and second language acquisition, this needs analysis stage served as the foundation for the design of the beginner level older adult EFL syllabus in the second phase, which was supposed to match the learning needs and cognitive traits of these people. Finally, this syllabus was implemented with a selected sample group throughout the pilot implementation phase in order to evaluate whether it helps older adult learners in meeting their expectations and achieving new gains as well as previously established language objectives.

Consequently, this study also aims to contribute to the theoretical and practical foundations of foreign language education for older adults, provide specific recommendations for language teachers working with this age group, and foster older adults' active participation in lifelong learning.

Research Questions

To achieve the aforementioned objectives of this study, the research questions were formulated as follows:

1. What are older adult EFL learners' views on their aims, needs and characteristics in English language learning?
2. What are EFL instructors' views on older adult EFL learners' aims, needs and characteristics in English language learning?
3. To what extent does the beginner level English syllabus meet the needs of older adult EFL learners?

Significance of the Study

In order to enhance the life quality for older adults, it is critically important to develop effective interventions addressed to the unique needs of this demographic. In this regard, it is believed that this multiphase study may offer significant contributions.

Firstly, it is believed that this study will contribute to the existing literature in field of older adult EFL education by providing empirical data on older adults' English learning processes. Moreover, it may help understand the effects of age-related cognitive, psychological, social and physical factors on foreign language learning and how these effects shape the learning process. The study will also provide information on the English learning motivations, learning styles and strategies, preferences and expectations of older adults as well as the challenges they faced in their learning process, which allows for the development of theoretical models in this field. This research also aims to contribute extensively in the practical field. The beginner level older adult EFL syllabus that the resercher proposed can serve as a directly applicable model for institutions offering language education to older adults. The findings might serve as a guide to English language instructors in determining appropriate content and topics, pedagogical approaches and methodologies, material selection, classroom management strategies and the evaluation methods they should adopt while teaching older adults. Applying appropriate teaching methods and techniques for older adults in parallel with their characteristics, expectations, preferences, learning styles and paces will positively affetc learners' motivation and success. In addition, the study can provide insights for the development of appropriate EFL materials aimed at older adults.

This study can also lead to a rise in investments for older adult educational programs by highlighting the potential of foreign language learning to preserve cognitive health, enhance social interactions, and improve the overall well-being of older adults. Moreover, by addressing the learning capacities and potentials of older adults to be active and competent learners of English, this study may contribute to combating ageism. Finally, as it is estimated that this study is the first of its kind conducted in Türkiye, it lays the groundwork for future studies and could serve as a starting point for future studies.

Limitations of the Study

Recognizing limitations of a study is crucial for interpreting the findings. Like any study, this study has some certain limitations as outlined below.

1. This research involves a sample of older adult EFL learners and EFL instructors from specific geographical areas or institutions. While the needs analysis data were obtained from both Turkish and Polish learners and from three different institutions in Poland and Türkiye, the syllabus was implemented with learners living in Batman, located in the Southeast region of Türkiye. Even if there may exist a cultural diversity in data, this scenario may restrict the direct application of the findings to older adult students and teachers across other cultural contexts or socio-economic groups. Also, the sample size that could be reached in this study and the demographic features of participants may influence the degree of generalizability.
2. Only a part of the beginner level older adult EFL syllabus was piloted in a specified timeframe. The limited time and extent of this implementation may be inadequate to properly evaluate the long-term effects of the syllabus or its comprehensive benefits due to the lengthy nature of language development. Therefore, the study's findings should be recognized as a reference point for subsequent research.
3. The dynamics and practices of the particular context or the institution in which the study was done might have affected the results in both the needs analysis and the processes of the pilot syllabus implementation.
4. The data collection instruments, such as self-reflections or interviews, depended on the subjective viewpoints, experiences and opinions, which may generate a potential source of bias in the acquired data. Although the researcher provided the detailed explanations to the participants at almost every stage to clarify the situation when needed, the views they expressed about their learning or teaching processes may not accurately represent the real situations.
5. The older adult demographic exhibits considerable heterogeneity regarding past learning experiences, cognitive reserve, general life and learning motivations and health conditions. This study attempted to represent this diversity in sample selection, however, it cannot guarantee to thoroughly analyze the influence of individual differences on measuring the efficacy of the syllabus and generalize the findings.
6. The syllabus designed based on the needs analysis carried out in this research exclusively targets beginner older adult EFL learners. Its resulting conclusions may not be similar at higher proficiency levels. Therefore, it is recommended to conduct future studies in order to find out its appropriacy for higher levels and develop the syllabus accordingly.

Assumptions of the Study

First of all, in the present study, participants are presumed to objectively supplied their experiences and viewpoints gathered through questionnaires, interviews, self-reflections or other data collection methods in an honest, sincere, and accurate manner. Second, the beginner level syllabus created by the researcher was presumed to be applicable within the specific context of the implementation stage, considering institutional factors, available resources, and time constraints. Next, it was assumed that the EFL instructor implementing the syllabus, who was the researcher in this study, followed the main principles and objectives in previously decided approaches and methodologies aligned with the study's aims. Furthermore, in this study, older adult participants are presumed to be free from substantial physical and cognitive impediments to language learning, and can engage actively in the learning process when provided suitable support. Finally, the data collection instruments employed in the study are presumed to be adequately reliable and valid in order to accurately measure the constructs they are designed to evaluate (aims, needs, characteristics, challenges, syllabus effectiveness, etc.).

Definitions

In the present study, *older adults* refer to the people aged 60 and above who actively engage in formal or non-formal learning after retirement or who do not need a continuous health care. Grounded in the philosophy of lifelong learning, *Third Age Education* refers to educational practices designed for people in post-retirement life who are interested in intellectual stimulation, social connection and personal development.

The *University of the Third Age* is an educational movement originating in Toulouse, France, in 1973. It provides older adults with opportunities to continue learning through cultural, social and academic activities with voluntary participation and peer-led learning.

Lifelong learning is the continuous pursuit of knowledge throughout a person's life for personal, social, and employment-related reasons. It covers formal and informal learning across all life stages of individuals.

Geragogy is a pedagogical approach addressing to the specific physical, social, emotional and cognitive characteristics of older adult learners. It adapts and promotes special teaching content and methodologies based on older adults' learning capacities, motivations, and experiences.

A term proposed by Knowles (1980), *Androgogy* is the theory and practice of adult education based on the principles of self-directed learning, intrinsic motivation, and experiential learning.

Foreign Language Geragogy (FLG, Ramírez-Gómez, 2016) is a pedagogical framework that focuses on cognitive support, affective sensitivity, and learner empowerment. This framework integrates principles of applied linguistics and geragogy to design age-specific foreign language instruction for older adult EFL learners.

The Critical Foreign Language Geragogy (CFLG, Ramirez-Gomez), on the other hand, expands FLG by integrating critical educational theory. In this framewrok, older adult language learning is viewed as a transformative and political act which challanges ageism, fosters identity negotiation and promotes social participation through language learning.

The Second Language Acquisition (SLA) is the process by which individuals learn a second language after they acquire their first language (L1). It focuses on social, cognitive, affective and contextual factors that influence the language use and development.

Communicative Language Teaching (CLT) is a language teaching method highlighting interaction and meaningful communication as the main goals of language learning. This method gives priority to functional language use, learner participation over grammar and fluency.

Task-based Language Teaching (TBLT) refers to a learner-centered approach that emphasizes using meaningful tasks in instruction, such as role-plays and real-life problem-solving, supporting communicative competence by means of experiential learning.

Focus on Form means drawing learners' attention to grammatical rules as they arise incidentally in communication, thereby balancing attention to both meaning and accuracy.

Cognitive reserve is the brain's resilience to aging, thanks to education, intellectual engagement and lifelong learning. It helps older adult people to maintain cognitive functioning and adapt to new learning experiences more flexibly.

Ageism is discrimination based on age, manifesting and revealing negative assumptions about older adults' abilities to learn, adapt or work. This stereotype can result with an exclusion of older adults in education or reduced opportunities for lifelong learning.

CHAPTER II

REVIEW OF LITERATURE

Older Adulthood, Old Age and the Ageing Process

Aging is a transformation process at the biological, cognitive, physiological, and social dimensions occurring throughout life. It is affected by multiple factors including lifestyle, health status, genetic predisposition, cultural environment and socio-economic situations (Rowe & Kahn, 1997). Therefore, comprehending aging and its processes provides an valuable theoretical framework for designing instructional possibilities in later life, modifying teaching and learning techniques and strategies thereby removing barriers to learning. In this context, this section aims to examine the viewpoints on the terms “older adulthood”, “old age (senescence)”, and the “aging process”, considering the psychological, biological, and social elements and provide educational implications.

Definitions of “Older Adults” and “Old Age” in Educational Contexts

The notion of age is becoming increasingly significant in areas of education and second language learning; however, there is no clear consensus on its definition. Understanding the role of older adults in education requires a wider definition of "old age" and the distinct terms used for old age group.

Older adulthood and *senescence* (old age) are stages in human life cycle revealing distinct psychological, biological, and social attributes characterized by individual's cognitive and functional capacities, life experiences, and social roles as well as the chronological age. The popular descriptors for people in old ages are usually seen as the terms “*seniors*”, “*older adults*”, “*elderly*”, and “*third agers*” in educational research. Nevertheless, these terms are

interpreted differently across many cultural settings, academic fields, and policy texts. While the term "*seniors*", for instance, is commonly used in political, economic and social contexts, and usually refers to the people aged 65 and above, particularly in North America, in certain contexts, it may also refer to the post-retirement phase for those aged 55 and above (Chang, Moyle, Dupre, Filep and Vada, 2022). The term "*elderly*", on the other hand, was commonly preferred in official studies in the past; yet, it is now less favored in many academic texts and rejected to be used by the United Nations Committee on Economic, Social, and Cultural Rights due to its connotations of ageism (Bowman & Lim, 2021). The term "*third agers*" emerged from Laslett's (1989) life stages model. "The 'third age' refers to the stage when an individual ends their active professional career but is still healthy enough. The people in this age group are those between the age of 55 and 75 and actively interested in social participation and personal growth and also possess some learning goals (Laslett, 1989). Finally, the term "*older adults*", is frequently employed in educational and gerontology literature and typically denotes those aged 60 and older (World Health Organization, n.d.). This thesis prefers to use this term as it employs a more neutral connotation associated with aging.

As for defining the term "old age", the "*Chronological age*", which is defined as the total number of years a person has existed, is often used (e.g., 60 years and older) in the literature. It is the most commonly employed criterion by governmental regulations and many educational programs to define older adults. While institutions such as the Organisation for Economic Co-Operation and Development (OECD, n.d.) typically categorise adults aged 65 and above as "older adults", the WHO (2002) defines old age as the period of old age covering adults aged 60 and older especially in developing countries. Moreover, many gerontological studies have tried to classify the stages of old age as young-old, old-old and oldest-old. To give an example, Neugarten (1974) defined the "young-old" group as those aged 55-75, who are relatively healthier and more active individuals within the target population, and the "old-old" group was characterized more by those who are as less active and retired (1974). With updates overtime, nowadays, numerous studies have classified the age group of 65-74 as young-old, 75-84 as old-old, and 85 and older as oldest-old (Lee, Oh, Park, Choi & Wee, 2018; Min, Topaz, Lee & Schnall, 2023). Cherry, Marks, Benedetto, Sullivan and Barker (2013), on the other hand, defined the young-old group as ages 60–74, the old-old group as ages 75–89, and the oldest-old group as ages 90 and above, focusing particularly on the cognitive perception and the experience of aging. This diversity points out the fact that the experience of aging is not homogeneous and the health status, learning abilities, or the level of motivations might change

among various age cohorts. Therefore, it is likely that such chronological age classifications may inadequately describe the target group's real physical, cognitive and social abilities while useful for planning educational systems and considering several viewpoints including individual, cultural, and biological differences in the ageing process may better reflect the ageing process (Reicher et al., 2024). This weakness also becomes evident in the processes such as new language learning, a complex cognitive process in which the functional abilities of older adults are too heterogeneous to be limited to a single chronological age. An experimental investigation on language aptitude by Roehr-Brackin, Loaiza and Pavlekovic (2023) revealed significant inter-individual differences in the language learning capabilities of older adults representing a cognitive diversity among this group that cannot be attributed simply to age. Moreover, in the field of language learning, Pfenninger, Festman, and Singleton (2023) define older adults as the people at the age of 60 and above who continue to learn languages despite age-related neurocognitive changes (p.2) while Gabrys-Barker (2018, p.12) uses the term "third age learners" for those learning a new language after retirement. Additionally, Ramirez Gomez (2016) describes older adults learning a new language as those who have completed formal schooling and are willing to learn a new language to maintain cognitive dynamism and social connection. As a result, while characterising older adults in the field of learning a new language, it is important to consider older adults' individual characteristics, biological, physiological and psychological changes which might be different in distinct life stages, cultural norms and social contexts (Ramirez-Gomez, 2016).

Biological age, on the other hand, does not consistently align with chronological age as was thought in the past. It varies based on factors such as genetics, health condition, and lifestyle and denotes the capacity of an organism and physiological function. It acts as an indicator of the degree of age-related traits, enabling the inference of both the remaining years of healthy life and the entire remaining lifetime, encompassing periods of poor health ("Biological age", n.d.). In contemporary society, where the notion of "healthy ageing" is culturally emphasized biological age provides a more accurate explanation of cognitive and learning abilities (Pfenninger et al., 2023, p.2). Some studies have shown that not all the older adults show the similar traits. Geary and Wiley (1991) conducted an investigation revealing that older adults employed similar strategies to younger individuals in basic cognitive tasks like addition although they had slower processing rates, which suggests that older adults' cognitive capacity can be maintained despite age-related impairments in processing speed and automaticity. Likewise, in a neuroscientific study by Fong et al. (2022), it was concluded that the activation

of the dorsolateral prefrontal cortex was important in older individuals learning new words and this level correlates with cognitive condition rather than chronological age. These findings clearly suggest that biological and cognitive age are more indicative than chronological age, especially in areas requiring high cognitive involvement like learning a new language.

While defining the term “age”, recent research has also highlighted the “*subjective age*” perceptions in order to better understand the educational experiences of older adults. For example, Singleton and Záborská’s (2020) claimed that older adults’ own judgement about their memory are neither kind or reliable in that they attribute all memory problems to age. Moreover, a study by Bishop Yu (2021) has suggested that feeling younger and having a positive subjective age perception among older individuals increase their determination to pursue and continue a university education.

Chronological age-based classifications still dominate in educational policies. In recent years, organizations such as the European Union (EU, 2024) and the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2015) have supported lifelong learning frameworks that prioritize motivation and competence rather than chronological age and some scholars have underscored the necessity for personalized learning trajectories in later-life education (Klimova & de Paula Nascimento e Silva, 2024; Ramirez-Gomez, 2016). According to this viewpoint, multifaceted, adaptable and dynamic learning environments, without strict age classifications, need to be established for older adults in their language-learning attempts (Pfenninger et al., 2023, p.153-154).

Multidimensional Aspects of Ageing in Late Adulthood

Aging is a versatile process characterized by transformations in social, biological, and psychological domains throughout one's life. The changes occurring while ageing are affected by a combination of lifestyle, environmental, socio-cultural and genetic factors, leading to notable variations among people at same chronological age (Baltes & Smith, 2003). The changes in physical ability, cognitive function, social environment and emotional health are directly related to learning in later life as they can profoundly influence the attention, dedication, resilience, and achievement in both formal and informal educational contexts. Consequently, understanding what these changes are and comprehending aging as a multifaceted and evolving process are necessary in order to formulate emphatic and inclusive educational methodologies in late adulthood.

Changes in Biological, Neurological and Cognitive Functioning

Changes in biological, neurological, and cognitive systems occurring during ageing affect older adults' learning capacity several ways. As individuals age, it has been suggested that the volume of gray matter in the brain, especially within the hippocampus and the prefrontal cortex, diminishes, which results in limitations on attention, executive functioning, and memory processes (Bender & Raz, 2012). Ageing has been associated with decreased white matter volume and increased white matter hyperintensities reducing the information processing capacity by slowing neuronal transmission speed (Groh & Simons, 2025; Kerchner et al., 2012). Additionally, ageing is posited to result in diminished dopaminergic system tone, which is also associated with declines in executive functions, processing speed, and episodic memory performance although the existence of individual differences have also been emphasized (Bäckman, Nyberg, Lindenberger, Li, & Farde, 2006; Bäckman, Lindenberger, Li & Nyberg, 2010). Likewise, ageing is commonly associated with a decline in sensory functioning such as sharpness and contrast sensitivity in vision and an impairment in hearing acuity, affecting the ability to recognize speech in noisy settings, which are recognized as strong predictors of individual differences in cognitive decline and intellectual functioning (Lindenberger & Baltes, 1994; Maharani et al., 2018).

Considering the cognitive ageing process, a decrease in processing speed is also an important sign of aging, which causes impairments in cognitive functioning such as verbal fluency and is usually considered to be responsible for the cognitive decline and memory impairment (Salthouse, 1996). Also, as getting older, brain plasticity, which is the ability of the brain to adapt and reorganize, is subject to decrease affecting cognitive functions such as learning and memory (Burke & Barnes, 2006) while it may remain accessible due to continued engagement, cognitive training, individual differences and bilateral brain activation (Nguyen, Murphy & Andrews, 2019). It is proposed that repetition and meaningful experiences combining cognitive, physical and social interactions might facilitate the development of working memory capacity, new synaptic connections and neural functioning (Park & Bichof, 2013; Rehfeld et al., 2018; Tagliabue, Asseconi, Cristoforetti & Mazza, 2020, Pfenninger et al., 2023).

Changes in Physical Health and Functional Capacity

Changes in functional capacity and physical health in age are significant determinants that directly affect older adults' engagement in learning activities. Studies have shown that as people get older, changes in the musculoskeletal system become increasingly evident. People aged 60 and above face Sarcopenia, a decline in muscle mass and strength, leading to poor motor abilities, physical endurance, and independence in everyday tasks (Janssen, Heymsfield, Wang, & Ross, 2000). The lower muscle-tendon elasticity causes a decline in flexibility, restricting the capacity to move easily in learning environments, prolonged sitting or desk work (Stathokostas, McDonald, Little, & Paterson, 2013). Moreover, as ageing, a decline in balance skills and motor coordination occurs because of the changes in the proprioceptive and vestibular systems (Horak, Shupert, & Mirka, 1989), which can increase the risk of falls, particularly during group activities requiring movement or in-class interactions. In addition, besides decreasing energy levels as getting older, lower stamina and fatigue can also hinder prolonged concentration and involvement in in-class activities (Avlund, 2010).

However, regular physical activity is suggested to be useful in maintaining cardiorespiratory capacity and muscle strength in older ages (Nelson et al., 2007). Likewise, Ramirez-Gomez has suggested that classroom breaks, suitable ergonomic designs and instructional methods that require minimal muscular effort might facilitate the active engagement of older adults in the learning process (2016).

Affective and Emotional Regulation in Later Life

Ageing involves a reorganization of emotional regulatory processes, leading to transformations in identity, coping strategies, and goal orientations. Older adults' health disorders and life events can sometimes impair their emotional equilibrium, which requires the considering their emotional needs in a context-sensitive manner (Mestheneos & Withnall, 2016). Moreover, Baran-Łucarz and Słowik-Krogulec have suggested that older adults may have learning-related anxiety such as fear of errors, assessment anxiety, time pressure and decreasing attention and working memory resources, which are especially visible in new or technology-driven tasks (2023). Likewise, Słowik-Krogulec has indicated that older adults' classroom emotions (flow, enjoyment, frustration) change according to task type and highlighted the need for instructional modifications and emotional monitoring (2024). In addition, self-efficacy and self-esteem also

seen as essential factors affecting learning persistence, happiness and life quality in later life (Babazadeh et al., 2025). While higher self-efficacy improves determination, previous negative learning experiences or health limitations may reduce it (Kim & Kim, 2015).

According to Mather and Carstensen (2005), the negative emotions may be decreased by focusing attention and memory on relatively positive stimuli, which can also reduce the influence of in-class stressors. Moreover, favourable attitudes towards technology, accessibility and adequate support have been found to improve engagement and having a positive outlook in digital learning environments, whereas suspicion and access obstacles may lead to disinterest (Vroman, Arthanat, & Lysack, 2015).

Changes in Social Roles, Relationships, and Perceptions

Age is perceived differently among cultures. While in many cultures, old age is regarded as a sign of respect and wisdom, in some modern countries, it may also be regarded to be linked to low productivity (North & Fiske, 2012). The gerontology and sociology of education argue that the learning processes of older adults requires understanding of individual cognitive capacity, social roles, cultural norms, previous educational experiences, and society's age perceptions (Formosa, 2002; Ramirez-Gomez, 2016). In fact, older adults in educational environments are not only "students" but they also possess social identities such as retirees, grandparents, and "the carriers of societal experience" (Ramirez-Gomez, 2016, p.44-45). Therefore, the implementation of culturally sensitive pedagogical methods was proposed to integrate various identities as supportive elements of the learning process (Kuklewicz & King, 2018).

At this life stage, the social environment is transformed by ageism, role changes, a revision in social networks, and potential for involvement in public life. Especially, the retirement process leads to major shifts in daily routines and social status. While certain retired people may possess time flexibility and emphasize on personal growth for, this process may also foster feelings of lack of meaning and identity confusion in others (Kim & Moen, 2002), which either hinders or facilitates participation in learning. Also, while some retired adults may allocate more time to socially focused courses, those who serve as caregivers may face limitations in time and mental energy (Pinquart & Sörensen, 2003). Moreover, factors such as widowhood, relocation, and health-related absence might accelerate this process, impairing social connections and diminishing access to educational opportunities (Cornwell & Waite, 2009).

The main threat faced by this age group in their social contexts, however, is ageism, which manifests age-related prejudices, assumptions, discrimination, social fallacies, such as the belief that "older adults cannot learn," and therefore influence personal self-perceptions and reduce participation in educational activities (Ayalon & Tesch-Römer, 2018).

Ageism is often implicit which makes it difficult to identify. Levy (2001) described "implicit ageism" as people's unconscious feelings, ideas, and behaviors towards older people and stated that it is encountered in most interactions with this age group, which may adversely affect the life quality for older adults with harmful short- and long-term impacts. Rodin and Langer (1980) posited that older adult people might internalize the negative age stereotypes which may lead to poor self-esteem or ageist self-fulfilling prophecies. In a similar vein, Giles, Fox, Harwood and Williams (1994) suggested that older adults may begin to communicate and move at a reduced pace due to exposure to overly accommodating speech, leading to growing forgetfulness, depression and illness, as they imagine exhibiting such traits in their later years. Ageism can also have detrimental effect on the field of education, generating structural inequalities through educator expectations, peer relationships, program design, and evaluation methodologies. According to North and Fiske (2012), ageist stereotypes might be so powerful that, even young individuals may embody them against older adults, leading to bad experiences in education. Moreover, Vroman et al. (2015) have believed that the primary obstacle to the adoption of Information Communication Technology (ICT) is not older adults' poor ICT skills, but rather the negative attitudes and beliefs caused by anxiety, fear, and a lack of motivation. The researchers have also posited that older adults who are motivated by higher education, previous favourable experiences and new possibilities for social interactions, are likely to attain proficiency in information technology.

The research has also shown that the educational experiences of older adults are influenced by historical events as well. Especially the individuals grown in rural or post-war nations, who possessed limited access to the educational system, seem to be in the need and motivation for education in later life (Formosa, 2002). Likewise, Purdie and Boulton-Lewis (2003) observed that while also accompanied by anxiety, the limited options for schooling for older adults in the past create an intense desire around learning in later life.

Conceptual and Pedagogical Frameworks for Older Adult Education

The theoretical frameworks in older adult education are formed by disciplines related to aging studies, including gerontology and educational gerontology and pedagogical models such as

geragogy and educational geragogy. Recently, methodologies like critical geragogy and critical educational gerontology in education have also emerged to address ageism and empower learners and within a global framework, foreign language geragogy and critical foreign language geragogy have appeared for the cognitive, social, and cultural aspects of learning a foreign language in later life. This section seeks to examine the the principles of these terms in a comprehensive framework, establishing the theoretical and practical foundations for older adult education.

Lifelong Learning, Third Age Education, and Later-Life Learning

Today, there has been a significant rise in the worldwide older adult population, which requires a reassessment of conventional educational paradigms. The older adult people's growing interest in the learning processes has contributed to the popularity of the terms *third age aducation*, *lifelong learning*, and *learning in later life* in academic literature (Formosa, 2002; Gabrys-Barker, 2017; Pfenninger et al., 2023). These notions emphasize and promote older adults' active involvement in education, social engagement, self-efficacy, mental health and life satisfaction.

Lifelong Learning is defined as a philosophy that encourages people to participate in continuous learning activities in every phase of their lives. International organisations like UNESCO (2015) and OECD (2001) regard lifelong learning as a human right and consider it as an important strategy that promotes individual growth, social participation, harmonious relations with society and life quality. In this context, for example, Antoniou, Gunasekera and Wong (2013) demonstrated that continuous education in later life, especially foreign language learning, can be an optimal solution to build cognitive reserve and help maintaining cognitive plasticity in later adulthood as language learning engages a brain network to overlap with the regions adversely influenced by the aging process. This indicates that learning in later life is not only an academic and social necessity but also it is a neuropsychological requirement.

Currently, lifelong learning is performed both in traditional classroom environments and through online educational platforms. Studies have shown that the recent developments in digital technology have significantly increased and facilitated the participation of older adults in foreign language learning using mobile applications (Klimova, 2020; Puebla, Fievet, Tsopanidi, Clahsen; 2022). However, it has been posited that older adults might face certain challenges while using digital technologies (Noyan&Aşık, 2024). In this regard, Bülbül,

Günaydın, and Odabaşı (2022) have also demonstrated that older adults demand technological assistance, individualised learning systems and user-friendly interfaces in digital settings, which highlights the necessity of age-appropriate digital designs for the sustainability of lifelong learning.

Understanding older adults' educational experiences in the lifelong learning paradigm requires the examination of both andragogy and geragogy methodologies. While the andragogical model (Knowles, 1980) emphasizes experiential learning and intrinsic motivation, the geragogical approach (Glendenning and Battersby, 1990) provides a comprehensive pedagogical framework that accounts for older adults' social, emotional and cognitive attributes. Third Age Education and later-life learning practices can be considered areas where androgogy and geragogy are synthesized. The "*third age*" refers to the period after retirement, in which people's socioeconomic productivity decreases while they can still remain eager to learning and personal growth (Formosa, 2002). The "*Third Age Education*", a significant extension of the lifelong learning paradigm, is institutional practices and methodologies designed to engage people aged 60 and above in active learning activities. People in the third age are retired but still maintain physical and mental health which do not prevent them from learning. Education in this life period offers a learning environment that enables them to sustain their social connections, redefine their social roles and get mental stimulation following retirement (Glendenning, 2001).

The University of the Third Age (U3A) which is the most famous application of the Third Age Education system, provides cultural, cultural, and social content through voluntary involvement by older people. Formosa (2010) asserts that the educational practices provided within the the Third Age University framework add meaning into older adult people's life and maintain the core principle of transformative education, which positively influences their self-perception, social roles, and overall life happiness. With the establishment of the first University of the Third Age (U3A) in Toulouse, France, in 1973, it gained institutional framework. In Europe, most of the French U3A model provides academically focused courses in collaboration with universities while the English model, developed under Peter Laslett's guidance, constitutes a non-university public education system primarily based on experiential sharing and peer instruction (Formosa, 2010). The Turkish "Refreshment University" model, on the other hand, is a project of social responsibility, founded by İsmail Tufan in 2016, based on the findings of his GeroAtlas Project to enhance the population of successful and healthy aging individuals within society (Tazelenme Üniversitesi, n.d.). Promoting the active education of

those over 60 on university campuses, this model enables older adults to engage with the academic information while also interacting with younger generations studying in universities, which facilitates intergenerational learning (Okur & Oktay, 2021).

Finally, “*Later Life Learning*” refers to a transforming process wherein older adults internalise learning as a lifestyle and adopt new roles. It both comprise information gain and psychosocial functions, like a better sense of self-perception, the increase of social visibility, and the promotion of meaningful ageing. This process often emerges in nonformal or informal learning settings, involving hobby courses, local community events, language clubs, digital platforms, and volunteer programs (Duay & Bryan, 2008). These learning events both facilitate learning and enhance learners’ social integration, self-efficacy, and psychological well-being. In this regard, Ramirez-Gomez (2016) asserted that people learning English at an old age may initially struggle with the feeling of being a student again, however, their learning experiences help them improve their self-regulation abilities, generating a sense of "rebirth" in their learning experience,

Gerontology and Educational Gerontology

The ideas of androgogy, gerontology and geragogy evolved conceptually and chronologically in order to define the role of older adults in instructional processes. The term *gerontology*, which was initially used in 1908 by Elie Metchnikoff and originated from the Greek terms *geron* (old) and *logia* (science), is an interdisciplinary field that investigates aging as a biological phenomenon as well as its social, psychological, and cultural aspects (as cited in Slowik-Krogulec, 2019b). Gerontological research have focused on illness, health, and care services, with little attention paid to older adult people’s educational roles for many years (Victor, 2004) but over time it has also focused on integrating education, social participation and cognitive stimulation, which has made gerontology an interdisciplinary area.

On the other hand, educational gerontology, arising as a subdiscipline combining gerontological findings with educational science, mainly focuses on the learning processes of this age group. Its main purpose is to develop formal, non-formal, and informal learning options for older adults considering the biological, psychological, and social impacts of aging (Formosa, 2012). Considering older adult people as not only the beneficiaries of care services but also as active participants of society has accelerated the development of educational gerontology since 1970s (Findsen & Formosa, 2011), requiring a consideration of physical accessibility, cognitive

modifications, social engagement, prevention of ageism and previous life experiences into education.

Andragogy and Its Relevance for Older Adult Learning

The term *andragogy* was first introduced in 1833 by German educator Alexander Kapp to express Plato's ideas on adult education (as cited in Slowik-Krogulec, 2019b, p.32) and remained unused in academia for a long period, until revived by Malcolm Knowles' efforts in the 20th century. It is an attempt to develop a theory for adult learning based on the idea that adults are autonomous, goal-oriented, and experience-based and intrinsically motivated, unlike children (Knowles, 1980); therefore they learn more independently, integrate their experiences into learning process, and formulate it accordingly.

Knowles (1975) argued that most of the adults have learner autonomy and they are expected to make their own decisions. The theory of andragogy also assumes learn through experience and the topics that they are interested with intrinsic motivation (Pappas, 2013). In this respect, Knowles suggested four main adult learning principles:

1. Adults should participate in the planning and evaluation of their instruction.
2. Learning activities should be based on experience (including mistakes).
3. Adults are more interested in acquiring content that directly affects their work, job, and personal lives.
4. Adult learning is problem-focused, not content (Kearsley & Culatta (n.d.).

According to Formosa (2002), Knowles' model is revolutionary in adult education, however it inadequately addresses the cognitive alterations associated with aging in older adults as they are not merely adults; they undergo physiological, cognitive, and social transformations as a result of aging. Duay and Bryan (2008) asserted that learning in later life significantly differs from learning in younger adulthood stage due to alterations in physical and cognitive capabilities, together with the distinctive life experiences and transitions linked to old age (Kim & Merriam, 2004). Moreover, Noyan (2024) found that although older adult EFL learners demonstrate strong motivation to learn English, their readiness for learner autonomy is rather limited. In her study, older adult participants tended to rely heavily on their teachers for decisions and guidance, showing low confidence in independent methodological choices, while showing high motivation towards learning English and engaging more actively in guided in-class activities

than in self-directed out-of-class practices. Therefore, research has suggested that the physical, cognitive, sociocultural, experiential and motivational disparities between younger and older learners should influence their learning methodologies, the design and implementation of educational programs for older adults (Duay & Bryan, 2008).

Geragogy: A Pedagogical Approach for Older Adult Learning

The term *Geragogy*, which emerged in Europe during the 1950s, gained a theoretical dimension particularly through the contributions of David Battersby and Frank Glendenning. It is regarded as a distinct practical and theoretical framework that highlights certain instructional methods that would be suitable for older populations and claims that pedagogical (child education) and andragogical (adult education) frameworks inadequately explain the learning modalities of older adults (Battersby, 1987). It is a social methodology that supports active aging and social participation, highlighting the necessity for additional repetition, social engagement and emotional support, and specific content for adults (Glendenning & Battersby, 1990). It not only provides classroom settings and resources for older adults and but also proposes a learning process designed to boost older adults' motivation, cognitive capabilities, self-esteem and social roles (Glendenning, 2001). This method also posits that instructional materials must include cultural value and should incorporate previous life experiences into the classroom. In parallel with this, a study by Ramirez-Gomez (2014) indicated that classroom settings designed using geragogical principles make older adults feel more comfortable, resulting in less anxiety about making errors and increased participation in learning activities. In this context, geragogy is regarded as an educational framework that facilitates the subjectivity of older adults in societal participation.

In summary, this tripartite framework provides a complementing theoretical consistency in older adult education, which obviously concerns not only to cognitive capacity limitations but also to learning rights, social representations, and self-efficacy.

Critical Perspectives in Older Adult Education

The education of older adults has long been influenced by pedagogical methods designed for children and adults, generating learning models that neglect age-related variations, life experiences, and social frameworks (Formosa, 2002). Andragogical strategies mainly target working-age individuals (ages 25–55) and fail to sufficiently address the cognitive, physical,

and social differences of older adults (Findsen & Formosa, 2011, p. 97). Geragogy was structured to fill this gap by promoting the formulation of learning environments in parallel with the physiological transformations associated with aging, the significance of life experiences, and the potential for social exclusion (Tam, 2014). Nonetheless, positioning the older adults as passive and dependent individuals, geragogy has also faced criticism over time for (Formosa, 2011).

Critical Educational Gerontology (CEG) was conceptualized by Frank Glendenning and David Battersby in the 1990s to compensate the limitations of andragogy and geragogy. The researchers argued that the education of older adults is a social, structural, and political process, in contrast to the traditional functionalist and individualist frameworks in education. They claimed that older adult education must be contextualized within social dynamics, including social exclusion, economic inequities, ageism and cultural hegemony (Glendenning & Battersby, 1990). Therefore, it can be said that the principal objective of CEG is to enable older adults to develop critical awareness of the systemic challenges they face and to make use of this awareness for social change.

The pedagogical extension of CEG, critical geragogy (CG), incorporates this political perspective into instructional approaches. Within the framework of Paulo Freire, the theorist of Critical Pedagogy, Formosa (2002, 2012) advocated that older adults should not be regarded only as "knowledge recipients" in educational settings, but also they should be considered as active agents who question, rebuild, and modify information. Critical geragogy, therefore, emphasizes on the experiences of older adults, challenges, age-related internalized preconceptions (e.g., "older individuals cannot learn"), and structures the learning environment to facilitate individual independence (Formosa, 2002). In basic terms, in contrast to andragogy and geragogy, critical frameworks emphasize social transformation rather than individual development and adopt a more political perspective focusing on the structural inequities that these people are subjected (Findsen & Formosa, 2011).

Language Education for Older Adults

The conventional second language acquisition theories have revealed to be weak in explaining the foreign language learning processes of older adult, leading to the creation of age-sensitive educational techniques in this field. In respond to this demand, Foreign Language Geragogy (FLG) and Critical Foreign Language Geragogy (CFLG) have arised as innovative models that

refer to older adult language learning process from pedagogical and socio-political perspectives. Foreign Language Geragogy is an educational approach that addresses the foreign language learning needs of learners in later life by considering the cognitive, psychological, and social attributes that are faced with aging. Danya Ramirez-Gomez, a pioneer of this paradigm, argued that the language learning experiences of older adults has to be evaluated within a different pedagogical framework than other age groups or other learning domains (Ramirez-Gomez, 2015). In line with this, the key principles of FLG are suggested as follows:

1. Foreign language classess should be designed to prevent learning anxiety and low self-confidence associated with aging.
2. Learners' personal experiences should be incorporated into the educational programs.
3. The speed and intensity should be adjusted to learners' capacity; structured and adaptable techniques should be implemented to minimize cognitive load.
4. The information should be presented through a variety of techniques and it should be reinforced via repetition (Ramirez-Gomez, 2016, p. 30).

By empowering older adults as learners and engaging them actively in the language learning process, this framework reinforces a positive identity construction unlike the negative age-related learning perceptions. Critical Foreign Language Geragogy (CFLG), on the other hand, integrates the pedagogical principles of Foreign Language Geragogy with critical educational theories, positing that foreign language instruction should not only provide grammatical competence but also operate as a mechanism that facilitates identity negotiation, social engagement, and subjectification for older adults (Ramirez-Gomez, 2016). The CFLG tries to question societal roles, grow resistance to ageism, and improve cultural subjectivity, rather than making the classroom just a place for grammar instruction (Ramirez-Gomez, 2016). CFLG aims to help older adults in overcoming the structural exclusion they face in their life (ageism, digital deficiencies, social isolation) through language education. In this regard, it promotes both the development of linguistic abilities and the development of self-esteem, social visibility, and understanding of different cultures.

Age as a Factor in Second Language Acquisition

Age is a highly debated individual variable in Second Language Acquisition (SLA) and is seen as a crucial factor for understanding language learning processes, particularly in late adulthood (Pfenninger & Singleton, 2017; Singleton & Ryan, 2004). The SLA literature has investigated

the age factor in terms of biological, affective, cognitive, and social dimensions, leading to the development of several theories and models. In this respect, this section aims to investigate and present the theories that explain the age influence on second language acquisition (SLA) and, based on these theories, to set assumptions concerning the possibility of language learning in later life. Therefore, this section is organized into three main sections: (1) a comprehensive assessment of Second Language Acquisition theories and the consideration of the age factor within these frameworks, (2) individual and educational differences in older adults learning a foreign language, (3) the theoretical foundations of the designed program.

Overview of SLA Theories and the Role of Age

Theories in Second Language Acquisition (SLA) have attempted to explain the second language learning process through multiple biological, cognitive and social perspectives, revealing notable differences while driving insights on the language learning ability in late adulthood.

The Behaviorist Approach (Skinner, 1957) explained language acquisition by simple stimulus-response-reinforcement, disregarding age as a significant factor making difference. Therefore, the limited cognitive focus of this technique becomes inadequate in explaining the variety of learning mechanisms in old ages. Grounded in Chomsky's (1965) notion of the Language Acquisition Device (LAD), the Nativist Approach asserts that the ability to acquire language is biologically highest during a certain period. In this sense, for example, the Critical Period Hypothesis (CPH) (Lenneberg, 1967), which is an extension of this approach, posits that as biological mechanisms deteriorate, achieving native-speaker proficiency in a second language becomes increasingly challenging after adolescence period. However, there is also some research on second language acquisition in late adulthood demonstrating exceptions to this strict biological constraint, which will be discussed in following paragraphs (Pfenninger & Singleton, 2017). Moreover, Krashen's Input Hypothesis (1982) suggests that second language acquisition takes place through comprehensible input ($i+1$), requiring a slower pace of input, reinforcement through visual aids, and presentation within meaningful contexts for older adult learners.

From Cognitivist Perspectives, on the other hand, language acquisition is viewed as an information processing mechanism, emphasizing that cognitive resources (attention, processing speed, working memory) change gradually with age (McLaughlin, 1987). According to these views, with supplementary strategies in specific domains (for example for the tasks

requiring rapid processing), second/foreign language learning is possible in older adulthood. In line with this, Schmidt's Noticing Hypothesis (1990) argues that language acquisition cannot occur without the conscious recognition of linguistic input, yet due to the limited attention and reduced processing capacity of older adults, compensating strategies such as teacher guidance, specific grammar instruction and continuous repetition become crucial to enhance awareness. The Output Hypothesis, introduced by Swain (1995), posits that language production (speaking, writing) is essential for linguistic awareness and accuracy. In this sense, older adult learners may become successful in generating meaningful outputs with the help of their life experiences and already existing communication abilities. According to the Interaction Hypothesis, established by Long (1996), social interactions among older adults may enhance their motivation and pragmatic ability and it highlights the crucial roles of feedback systems in facilitating learning and comprehensible input acquired through interaction. Skill Acquisition Theory (Anderson, 1983; DeKeyser, 2014) regards language acquisition as the transformation of information that take place into automaticity as practiced. Although this automation is usually slower in older adults, distributed practice and frequent repetition are crucial. Furthermore, the notion of Focus on Form (FonF), which was proposed by Long (1991) and developed by Ellis (2001), indicates the act of focusing on grammatical structure consciously when it is necessary within a communicative context (e.g., dialogue, task, or scenario). From this aspect, it contrasts with the Focus on Forms (FoFs) approach, which highlights teaching rules in isolation, and the Focus on Meaning (FoM) strategy, which emphasizes concerning simply communication and meaning. In this regard, FonF strategy might be more useful for especially older adults with restricted implicit learning abilities in later life (Ellis, 2002). Constructionist and Usage-Based approaches (Ellis, 2015), on the other hand, explain language acquisition through learning formulaic expressions (chunks, formulaic sequences), repetition and frequency, which may have potential in meeting older adults' communicative needs, enabling them to use the language more effortlessly through words and phrases in specific contexts. Additionally, Ullman's Declarative/Procedural Model (2001, 2016) is seen as one of the key neuropsychological frameworks for understanding second language acquisition process when it started first in late adulthood. The model emphasizes the significance of long-term memory to better understand how we acquire and store the linguistic information based on insights into our memory system (Ullman, 2020). Similar to usage-based approaches, it asserts that both declarative and procedural long-term memory contribute to adult second language acquisition processes but the differentiation between uninstructed (implicit) and taught

(explicit) learning is essential. Accordingly, it is asserted that declarative memory is more influential during the initial phases of L2 exposure or at lower levels of L2 proficiency, whereas procedural learning gains importance as proficiency and language exposure increase (Ullman, 2020). In the older adult context, however, procedural memory (automated language use and implicit learning) declines as people get older while declarative memory (explicit information, such as conscious grammar learning and vocabulary retention) remains stronger. Therefore, this scenerio may refer that older adults can acquire new information more efficiently through explicit instruction and formulaic sequences. Finally, the sociocultural approach, derived from Vygotsky's theory of learning and development, discusses that language acquisition occur through social context, interaction with the community, and cultural instruments (Lantolf, 2000; Lantolf & Thorne, 2006). This approach significantly underscores the important role of community-oriented learning contexts and social interaction networks in later adulthood.

Besides all these SLA theories, in recent years, more adaptable models such as the Sensitive Period Hypothesis (SPH) have been discussed over the strict limitations presented by the Critical Period Hypthesis (CPH). According to the CPH, achieving proficiency, particularly at the native speaker level, becomes biologically challenging and even impossible after a period around pre-adolescence (Lenneberg, 1967). Conversely, SPH moderates this view, suggesting that language acquisition is easier to adapt during childhood and that the ability to acquire a language does not diminish abruptly but progressively with aging (Birdsong, 2018; Hakuta et al., 2003). Since the 1980s, scholars, especially Hakuta, Bialystok & Wiley (2003) and Birdsong (2005, 2018), have significantly contributed to that approach. Its supporters typically agree that the probability of success in certain domains (particularly phonology) diminishes with age; however, it is still possible to attain high levels of competence in other areas, like vocabulary and pragmatics, even for late learners (Bongaerts, 1999).

On the other hand, Birdsong (2005) identified several regional and cognitive brain changes linked to the aging process that may lead to difficulties faced by older adults with learning a new language, independent of the critical or sensitive periods for language acquisition. Carrying out several studies on the effects of age, Pfenninger and Singleton (2017) claimed that age is not the only factor affecting the language development and one's motivation, education, social interaction, duration of exposure and previous language experiences also play a role, highlighting the role of individual differences. Similarly, a research proposed that individuals who acquire language at an early age are more prone to speak without an accent but accents can be diminished by intense exposure and awareness-based training later in life (Flege, Yeni-

Komshian & Liu, 1999). Supporting these assertions, another research found out that one type of intensive language-action therapy led to a significant improvement in the language performance of patients with chronic aphasia (Pulvermüller & Berthier, 2008). The findings indicated that brain plasticity diminishes with age but does not entirely vanish as alternative neural networks can be active with compensation strategies, thereby supporting the SPH's proposition that learning is still possible through different pathways in the context of late-onset SLA.

In conclusion, alongside the approaches that highlight biological limitations, models concentrating on social, cognitive, and emotional aspects seem to provide a more adaptable and comprehensive viewpoint on language acquisition capacity of older adults. Consequently, one can infer that older adults' language acquisition capability should not be evaluated only by age factor; rather, individual differences in terms of personal traits and experience, motivation, cognition and social environment should be taken into account to offer a more comprehensive theoretical basis for late-life language learning research.

Individual and Experiential Differences in Older Adult SLA

According to Kwon and Park (2017), older adults demonstrate a markedly heterogeneous character regarding their cognitive and physical health status, educational and personal experiences, professional trajectories, and social environments. Likewise, Slowik-Krogulec (2019b) has asserted that late-life learning development may exhibit varying trajectory patterns as learners are variably affected by the aging process, involving attention, processing speed, memory, and the functional and structural changes in the brain. Therefore, assessing older adults' language development process requires considering the implications of the individual differences in late adulthood, which have long been a primary subject of second language acquisition research.

Motivation

Pulvermüller and Schumann (1994) regarded motivation as the paramount factor influencing successful language acquisition in adults (as cited in Slowik-Krogulec, 2019b); therefore, the reason why individuals participate in a language course is seen crucial. However, as Slowik-Krogulec argued (2019b), the concept of motivation concerning older adult education is

complicated by variations across countries, influenced by differing interpretations of age boundaries and terminology related to old age.

Deci and Ryan's Self Determination Theory (1985) examines individuals' learning motivation in terms of intrinsic and extrinsic factors. According to this theory, three basic psychological needs must be met so that the individual actively participates in the process: autonomy, competence, and relatedness. Studies indicate that older adults have greater intrinsic motivation to study a foreign language, especially for social engagement, cognitive maintenance, productive leisure activities, and personal fulfillment (Ramirez-Gomez, 2016). This scenario makes language acquisition an activity that both enhances quality of life and fosters active aging as well as that improves cognitive abilities. However, the motivation of older learners is not exclusively constrained to intrinsic causes. Extrinsic sources of motivation, which means interactions with grandchildren or younger generations or the necessity for communication while traveling for older adults, also enhance the learning process (Gardner, 1985). This also demonstrates individual differences in motivation among older adults when considering individual's interaction with others, familial interactions, and everyday needs.

In summary, age influences the trajectory and character of motivation. While, second language learning in young adults is often motivated by extrinsic factors such as academic achievement, career advancement, or financial benefits, older adult motivation for learning a foreign language is predominantly influenced by intrinsic motivation. However, due to the individual differences as affecting factor, it would be good to design the learning programs that address to both kinds of motivating forces.

Language Aptitude

Language learning ability, which also differs among individuals, is regarded as a significant determinant factor for success in second language acquisition (Carroll, 1962). Aptitude comprises elements including memory capacity, grammatical sensitivity, auditory discrimination (phonemic coding competence), and inductive language acquisition ability (Carroll & Sapon, 1959), operation of which are affected by the age factor at various degrees.

Studies indicate a decrease in certain aptitude components such as processing speed, auditory discrimination, and short-term memory capacity, particularly in late adulthood (DeKeyser, 2012; Salthouse, 1996), which can hinder older learners' ability to recognize new sounds, understand rapid speech, and manage several items simultaneously. However, the fact that

declarative memory and explicit learning abilities (e.g., conscious rule learning, vocabulary memorization) remain predominantly stronger while procedural memory and implicit learning diminish with age (Ullman, 2016) may infer that older adults may receive greater advantages from explicit grammar teaching and repetition even if they still face with challenges due to their low memory capacity and poor visual and auditory abilities.

According to Skehan (1998), aptitude is not a permanent characteristic and it can be influenced by age, experience, and the use of strategies, which means that strategies for learning, such as oral and written repetition, note-taking, and the use of visual aids older adults can be used to compensate older adults' decreasing abilities. In parallel with this situation, Pfenninger and Singleton (2017) proposed that with the advantage of previous learning experiences and cognitive reserve, older adult people may exhibit greater resilience than younger people in specific aptitude areas, implying that programs for older adults in second language learning should incorporate specific compensating strategies.

Learning Styles and Strategies

Learners' styles and strategy use are some of the key factors that directly influence success in learning a new language (Oxford, 2011). People at different age periods may employ different learning preferences and strategies in learning.

According to Graham (1997), learning strategies are categorized as metacognitive, cognitive, communicative and social/affective. Metacognitive strategies facilitate planning, regulation, and assessment of language acquisition and the utilization of language or techniques whereas cognitive strategies promote learners to engage with the target language through specific acts, such as inference, memorization and cross-linguistic guessing. Social and affective strategies, on the other hand, are those that help in managing emotional aspects through techniques like self-encouragement or requesting clarification from native speakers. Finally, the communicative category involves strategies employed to resolve communicational breakdowns through code-switching or paraphrasing (as cited in Ohly, 2006).

In terms of learning styles, older adults process more structured, slower-paced methods with extensive repetition (Pawlak, Derenowski & Mystkowska-Wiertelak, 2018). They receive and remember new information more effectively through aural repeats, visual aids (images, written materials) and concrete illustrations (Oxford, 2011). Furthermore, it has been noted that they frequently employ metacognitive strategies—planning, monitoring, reflecting on and evaluating their own learning process, setting clear learning goals, and consciously organizing

learning objectives (Ohly, 2006). Summarizing, note-taking, and practical exercises are also widely used, helping learners process and retain information more effectively (Pappas et al., 2019; Ohly, 2006). These people also prefer step-by-step content presentation, practical examples, and opportunities for self-assessment rather than formal grading and they value feedback for improvement, and often benefit from peer-supported or collaborative learning environments (Pappas et al., 2019). Active and experience-based learning—such as applying new knowledge to everyday situations—tends to be more effective for people in this age group (Pappas et al., 2019). Additionally, memory aids and retrieval practice are recognized as valuable, especially in language learning and technology adoption (Ohly, 2006).

Furthermore, some studies have suggested that higher educational attainment enhances crystallized knowledge (e.g., vocabulary, acquired knowledge) and is associated with a slower rate of language decline, especially in tasks like verbal fluency and repetition while lower educational attainment is linked to steeper declines and results in a greater reliance on rote or repetitive strategies rather than flexible, adaptive ones (Folia et al., 2022; Thow et al., 2017). Therefore, it is obvious that older adults cannot be considered a homogenous group of learners and even educational background can affect their learning styles and strategy selections.

Overall, aging is associated with more structured learning styles and metacognitive strategy use as well as counting on repetition. Hence, utilizing multimedia resources, clear instructions, regular repetitions, and strategic awareness become crucial in designing older adult instructional programs.

Affective Factors

Krashen's Affective Filter Hypothesis (1982) argues that affective factors such as self-confidence, anxiety, and attitudes directly affect language acquisition. Accordingly, low self-confidence, fear of mistakes, and higher foreign language anxiety, which are often observed in older learners (Formosa, 2002; Ramirez-Gomez, 2015a), might present considerable barriers to foreign language acquisition. In this sense, especially older adults who have been away from formal education for a long time or have experienced inadequate access to educational resources, may possess the worries of failure.

As asserted by researchers (Ismayilli, 2025; Krashen, 1982), a supportive, confidence-enhancing, and low-anxiety classroom setting is necessary for success in second language learning. Therefore, the emotional states of older students depend on the social context and the atmosphere of the educational environment. However, older adults may encounter ageist

attitudes leading them to undervalue their learning potential and abilities, thereby adversely affecting their desire to study (Formosa, 2012). Conversely, due to their life experiences, older learners may also possess advantages of having stronger intrinsic motivation and self-discipline with a need for social interaction and having positive attitude towards language learning, which are affective aspects that enhance language acquisition (Ramirez-Gomez, 2016).

In summary, affective variables can influence older adults in both restrictive and supporting manners. While anxiety and diminished self-confidence in certain older adults may prevent them from learning, their desire for social interaction, past life experiences, and intrinsic motivation can facilitate their language learning process.

Educational and Bilingual/Multilingual Background

A significant individual difference affecting older adults' second language learning process is their educational background and linguistic experiences. Some studies have suggested that older adults with higher educational attainment or prior language learning consistently demonstrate better cognitive functioning, including language processing, memory, and executive function, compared to those with less education (Folia et al., 2022; Thow et al., 2017). Likewise, individuals with high educational attainment were suggested to exhibit more sophisticated learning strategies, greater metacognitive awareness, and more favorable views toward learning a language (Dąbrowska, 2018; Janko, Dabrowska & Street, 2019). In other words, higher educational attainment is associated with better attention to linguistic form, more effective error correction, and greater use of explicit learning techniques. Conversely, learners with restricted educational possibilities may demonstrate higher anxiety, less strategic awareness, and a greater dependence on repetition and rote learning techniques (Howard, 2023).

On the other hand, a bilingual or multilingual background may become a significant advantage when learning a foreign language later in life. Scott (1994) found that bilingual individuals surpassed monolinguals across all age groups and older bilinguals exhibited nearly similar results to their younger counterparts in auditory memory and perception tasks. The researcher posited that bilingual experience may operate as a protective factor for older adults whose aural perception constitutes a significant cognitive difficulty in late-life language learning. In addition, Bialystok, Craik and Freedman (2007) suggested that lifelong bilingualism has a strong effect on maintaining cognitive functioning and delaying the onset of symptoms of dementia in old age. It was also asserted that bilingual people possess higher metalinguistic

awareness, positively affecting the new language learning (Bialystok, 2017). Accordingly, bilingualism is related to neuroplasticity and enhances cognitive reserve in later life, which acts as a protective factor against the detrimental cognitive effects of aging (Bialystok, 2017; Pfenninger & Singleton, 2017; Stern, 2009).

Cognitive Reserve

Cognitive reserve refers to an individual's extensive education, cultural engagements, professional experiences, and linguistic proficiency providing mental resilience against the detrimental cognitive impacts of aging (Stern, 2009). It is an essential concept in the field of SLA, which explains the differences in second or foreign language acquisition during later life. In this sense, Stern (2009) assert that cognitive reserve can allow some people to overcome brain changes in aging better than others. Moreover, it has been suggested that individuals possessing higher educational levels and performed intellectually demanding careers as well as bilingual/multilingual people are particularly good at coping with the cognitive problems caused by aging in a new language learning (Bialystok, 2017; Pfenninger & Singleton, 2017). Bialystok (2017) indicated that bilingualism and life-long learning improve working memory, attention control and executive processes and it also delays the onset of dementia (Bialystok, et al., 2007). Likewise, examining white matter volume, Olsen et al. (2015) found that bilinguals had greater frontal lobe white matter than did monolinguals, supporting claims that bilinguals possess better frontal functioning. In other words, cognitive reserve is seen a crucial individual difference influencing the capacity for second language learning in later life and individuals possessing strong cognitive reserve can formulate more efficient learning techniques and acquire a new language more successfully, in spite of the negative effects of aging.

Neurolinguistic and Cognitive Aspects

So far, the SLA research has underscored that language acquisition ability cannot be attributed only to biological age; various memory systems, attention control, processing speed and degrees of neuroplasticity also influence the learning experience. Memory systems are seen as essential variables in the process of foreign language acquisition and the changes in these systems caused by the aging process directly influence individual's learning experiences. Atkinson and Shiffrin's (1968) multi-store memory model posits that short-term memory (STM) has a

restricted capacity, retaining information for few seconds or minutes, which implies that older adults may easily forget a fresh word or phrase, posing significant difficulties during quick interactions.

Recognized as a superior type of the STM, working memory (WM) is a system that facilitates both the temporary storage and active processing of information (Baddeley & Hitch, 1974). In foreign language learning, working memory, the ability to hold and manipulate information, helps making sentences with a word or applying a grammar rule simultaneously while remembering it. Studies have revealed that WM capacity is more significantly affected by the aging process than short-term memory which includes passive retention of information (Old and Naveh-Benjamin, 2008; Shahid, Naeem, Alam, Shabbir, & Rahman, 2025) and this complicates activities for older adults, especially those involving complex syntax and auditory processing (e.g., recalling both the word and performing the associated task). Therefore, to compensate this problem, providing input at a slower pace, enhancing repetition, and employing visual aids become essential in foreign language instruction for older adults.

Studies also suggest that long-term memory and working memory generally decline in older adulthood, but some types of memory and some individuals show notable preservation or resilience (Nyberg, Lövdén, Riklund, Lindenberger & Bäckman, 2012). In this context, Radvansky et al. (2001) concluded that older adults can enhance their capacity to understand texts related to particular situations and events, thereby facilitating the retrieval and recognition of contextualized words and sentences from long-term memory more effectively than isolated ones from short-term memory.

Atkinson and Shiffrin (1968) posits that the system for the permanent storage of information transferred from short-term memory is divided into two components: episodic memory, which involves information derived from personal experiences at specific times and locations, and semantic memory, which includes vocabulary, facts, concepts, linguistic rules and general knowledge. Semantic and episodic memory functions are important for older adults learning a language (Fong et al., 2022). Semantic memory is predominantly preserved in older adults in contrast to episodic memory (Fong et al, 2022; Nyberg et al, 2012) and older adults may utilize semantic functions more frequently than other cognitive skills typically regarded as important, such as phonological awareness and working memory capacity, hence it takes a more significant part in their language learning process (Fong et al, 2022). This scenario facilitates the engagement of existing knowledge networks during the learning process, potentially improving vocabulary development (Fong et al., 2022). Similarly, a study by van der Hoeven & de Bot

(2012) found that older adults learned new lexical items at a slower pace than younger people, although had similar proficiency in relearning the previously learned words. This implies that older adults may benefit from explicit learning and retention of vocabulary and grammatical rules through a relearning process. Overall, one can infer that the reduction in short-term memory (STM) and working memory (WM) capacity prevents the swift processing of new data, creating difficulties in tasks depending on rapid and short-term input. Conversely, the retention of long-term memory, particularly its semantic aspect and existing knowledge networks, may provide older learners with an advantage in vocabulary and explicit grammar acquisition as well as formulaic expressions.

Another major distinction in memory systems is explained by Ullman's Declarative/Procedural Model (2001, 2016): declarative and procedural memory. Declarative memory is the system by which vocabulary, idiomatic expressions and grammar rules are consciously and deliberately acquired and stored. On the other hand, procedural memory, which is mostly founded on implicit learning, is the system that allows for the automatic characteristics of language, such as pronunciation, fluency, and quick structural use. Ullman (2016) posits that although declarative memory remains predominantly preserved, procedural memory diminishes with older age. This implies that learning a new language in older adulthood automatically (e.g., speaking quickly, natural fluency) may pose greater challenges while older adults may still possess a benefit in acquiring new words, explicit rule learning, and retention of fixed phrases owing to their relatively preserved declarative memory.

Furthermore, with getting older, information processing speed decreases (Salthouse, 1996), leading to impairments in cognitive functioning and therefore controlling the use of attention becomes increasingly challenging. As this may hinder comprehension especially in rapid dialogues, providing information in a slower, clearer, and more repetitious fashion throughout the instructional process can minimize the level of hindrance. Brain neuroplasticity, on the other hand, does not entirely disappear in older ages while it also diminishes with age resulting with poorer memory performances (Goldsworthy et al., 2020). However, studies indicate that new synaptic connections can be developed and learning can persist in later life through compensatory scaffolding, which can enhance plasticity and promote learning again (Park & Reuter-Lorenz, 2009).

All these findings related to the individual differences suggest that second language learning in older adults, constituting a varied group of learners, should not be regarded only as constrained by biological age. They demonstrate substantial differences in their motivational frameworks,

cognitive reserves, educational histories, or emotional and cognitive conditions. Recognizing individual differences and applying pedagogical adjustments based on the strengths and weaknesses in older adulthood may facilitate the foreign language learning process for this age group.

Theoretical and Conceptual Framework

This research benefits from several Second Language Acquisition (SLA) theories in an eclectic orientation while investigating the needs in older adult EFL learning and teaching process and design a sample age-appropriate A1.1 level syllabus as no single theoretical model has been found to completely explain older adult EFL learners' specific affective, cognitive and social characteristics. It attempts to incorporate insights from foreign language geragogy (FLG), cognitive, usage-based, and sociocultural approaches to SLA so as to develop a comprehensive framework that might reflect the realities of these age group's learning process as accurately as possible.

Adapting the Geragogy, which is the science of learning and teaching in older adulthood, to the foreign language education context, Foreign Language Geragogy (FLG) (Ramirez-Gomez, 2016), has guided this research by providing conceptual foundation for identifying older adults' aims, expectations, and learning preferences in line with its learner-centered and experience-based orientation. It underscores that age should not be regarded as a restriction but as a variable requiring certain age-sensitive instructional adaptations. Accordingly, age should not be seen as a deficit but as a variable requiring pedagogical adaptation. This orientation aligns closely with the ETA A1.1 syllabus, which incorporates slow pacing, extensive scaffolding, multimodal input, repetition, and supportive teacher mediation to address older adults' learning preferences and goals such as communication, confidence, social connectedness, and cognitive vitality.

Form-Focused Instruction (FFI), understood as an umbrella concept (Ellis, 2001; Long, 1991) complements this perspective in this dissertation. It involves both explicit grammar teaching and the drawing attention to form incidentally in meaning-focused interaction. In this sense, it is clear that controlled practice and explicit explanation are important for older adults, whose declarative memory remains relatively strong. At the same time, it is good to provide them with opportunities to notice the grammatical structures in real life communicative contexts in order to enhance retention. Its emphasis on both form and meaning provides theoretical clarification

for the need of combining both explicit and implicit dimensions of instruction while teaching older adults as they are a heterogeneous group.

Another cognitive foundation is Ullman's Declarative/Procedural Model (2001, 2016), which puts forward that declarative memory, responsible for conscious and explicit knowledge, is relatively preserved while the procedural memory, underlying automatized skills, tends to deteriorate in late adulthood. It is assumed that it explains why older learners favour and respond more positively to vocabulary lists, explicit explanations, vocabulary lists involving translations and pronunciation guides, and memory-supporting exercises or recall tasks. The declarative strengths were taken into account in syllabus design and its instructional procedure to partially compensate age-related limitations in procedural learning.

The research is also guided by the Skill Acquisition Theory (Anderson, 1983), rooted in the Information Processing perspective (McLaughlin, 1987). These frameworks conceptualize learners perceive, store and retrieve information in memory gradually from controlled to more automatic processing through repeated practice of knowledge. For older adult learners, procedural memory deteriorates and is often slower and partial; however, by using techniques like step-by-step sequencing, structured rehearsal, and distributed practice gradual automatization might be possible. Therefore, the syllabus puts emphasis on carefully staged learning episodes and repeated recycling.

The study also integrates Schmidt's Noticing Hypothesis (1990), asserting that it is necessary to draw attention to linguistic features. Practices such as highlighting target forms in bold or underlining them in texts and also providing explicit follow-up explanations for lexical and grammatical information are believed to be aligned with this theoretical insight.

At the same time, the thesis benefits from usage-based perspectives (Bybee, 2010; Ellis, 2015), which emphasize that rather than learning abstract rules alone, language learning occurs by repeated exposure to high-frequency formulaic sequences and meaningful use of such patterns in a specific context. In other words, these perspectives emphasize that linguistic knowledge is built through repeated exposure to constructions in rich communicative contexts. This understanding justifies the prioritization of formulaic chunks (e.g., greetings, self-introductions) and lexicon that is salient in daily lives of older adults (e.g., family-related or health-related terms, city life, etc.), repetition of which promotes pattern recognition and functional use. It is believed to be particularly suitable for older adults, who possess strong world knowledge and can benefit from formulaic sequences, routine-based expressions, and high-frequency lexis relevant to everyday life domains. Therefore, the ETA A1.1 syllabus

adopts this view by emphasizing patterned input, meaningful repetition, and functional vocabulary tasks that promote language use in real-life situations.

Findings from working memory and cognitive aging research are also utilised in this research. The working memory model of Baddeley and Hitch (1974), together with Park's (2000) findings on age-related decline and Bialystok and Craik's (2010) emphasis on distributed practice, provides a psychological base to organize and deliver input into smaller, more manageable sets and recycling them frequently. Therefore, in line with the cognitive psychology perspectives, this study highlights the importance of chunking, rehearsal, and distributed exposure for older learners.

Krashen's Affective Filter Hypothesis (1982), emphasizing that affective factors can block input in processing effectively, also shapes the theoretical orientation of this research. Considering that older adults often experience high anxiety and reduced self-confidence, the importance of feedback, game-based tasks and low-stakes assessment (e.g., self-evaluation) is evident. In addition, lowering affective barriers becomes a focus point to maintain motivation and participation in classes.

This thesis is also informed by Sociocultural Perspectives which emphasizes the centrality of scaffolding, interaction, and the Zone of Proximal Development (Lantolf, 2000; Vygotsky, 1978). For older learners, teacher guidance, peer collaboration, and supportive classroom environment become very important to create the social conditions under which they perform at their best as much as possible. The ETA A1.1 syllabus incorporates these principles by creating a supportive and non-threatening classroom atmosphere, affective safety, empathetic teacher attitudes, collaborative tasks, opportunities for meaningful interaction and valuing learners' life experiences.

Taking all these theoretical perspectives together, it is clear that that late-life second language learning is hard to be understood through a single lens. Hence, an integrative, eclectic stance is preferred to adopt in this thesis, which is believed to provide the necessary justification for why the distinctive social needs, cognitive limitations, and affective characteristics of older adults are addressed in the foreign language context of this thesis.

Learning English as a Foreign Language in Late Adulthood

In order to understand the foreign language learning needs in late adulthood, older adult learners' aims, motivations, expectations, gains and challenges they encounter in this proces

should be examined carefully. This section presents findings of the relevant research to provide a comprehensive understanding of older adult foreign language education.

Aims, Motivations and Expectations in Learning English in Later Life

Studies indicate that older adult students exhibit significant motivation for learning a foreign language, especially intrinsic motivations, such as socialization and traveling (Garcia, 2017, Karczewska & Zygmunt, 2024). Moreover, Singleton and Zaborska (2020) asserted that the primary motivators for older adults are the high pleasure and enjoyment derived from learning a new language and the possibility of staying physically and mentally healthy. Kacetyl & Klimova (2021) also assert that intrinsic motivation surpasses extrinsic motivation in this group's participation in foreign language study with the aims of social inclusiveness, improvement of cognitive skills, traveling and overall well-being. Similarly, Kuklewicz and King (2018) indicated that older adults are more intrinsically motivated in learning English. Their study has revealed that the main reasons of learning English are family and relatives living in a foreign country, computer use, work-related concerns, training memory and developing the ability to communicate in daily places like shops and airports.

While Wawrzyniak and Swiderska (2011) classified the language learning motivations of older adults into three categories: social, practical, and intellectual (as cited in Bala & Rosinski, 2021), Slowik-Krogulec (2020) assessed them across four primary dimensions: family-oriented, leisure-oriented, self-oriented, and work-oriented. In this regard, communication, particularly during travel, independent movement in foreign countries, and the strengthening the connections with foreign relatives are particularly important. Multiple studies involving older adults have demonstrated that older adults view learning English as essential for maintaining connections with their grandchildren and the spouses of their children who do not speak their native language (Garcia, 2017; Kuklewicz & King, 2018; Slowik-Krogulec, 2020; Wawrzyniak and Swiderska, 2011). Slowik-Krogulec (2020) also indicated that the main reason why older adults learn English is communication (see also Karczewska & Zygmunt, 2024) as they are inclined to travel abroad and want the ability to independently book accommodations and tickets by using a foreign language during this process, as well as intellectual curiosity and personal growth.

In terms of expectations, in a study by Kuklewicz and King (2018), the participants were concluded to be realistic in setting their language learning goals and none of them were seeking to achieve a high level of proficiency or native-like fluency or to obtain quick results. Similarly,

Klimova and de Paula Nascimento e Silva (2024) agreed that the process of learning a foreign language does not mean achieving a certain level of proficiency but gaining personal satisfaction during the process. Therefore, offering learners a pleasant and safe learning environment adopting enjoyable and appropriate learning methodologies based on their acquired experiences and knowledge and the topics they are interested in becomes crucial. On the other hand, Wawrzyniak and Świdorska (2011, as cited in Bala & Rosinski, 2021) asserted that, despite limited in quantity, certain older adults may desire to acquire a foreign language to obtain employment abroad and engage with international clients, thus improving their professional opportunities. On the contrary, Savina (2015) indicated that these students do not prefer learning a language for professional and academic growth, they rather focus on personal development, which was also confirmed by Slowik-Krogulec (2020), revealing that career benefits and seeking employment were among the least common motivations.

Older adults have also social and emotional motivations in learning new languages. In this respect, Bala and Rosinski (2021) demonstrated that older learn a foreign language mostly to develop new friendships, reduce social isolation, and engage in pleasurable activities that provide advantages. Boulton-Lewis (2010) confirmed that the motivation to learn a foreign language in later life is strongly linked to psychological and social well-being.

Cognitive and health-related motivations such as self-fulfilment and pleasure, keeping the mind active, using the brain, exercising the mind, staying mentally stimulated and growing goals are also especially strong for older adults (Boulton-Lewis, Buys and Lovie-Kitchin, 2006). Numerous research indicated that learning a language serves as a means for preserving mental capacity, enhancing memory retention, and reducing cognitive deterioration in later life (Bialystok, 2017; Bialystok, Craik & Freedman, 2007; Scott, 1994; Stern, 2009). Hence, learning a language for older adults is a vital part of the healthy aging process besides being a skill acquisition. Learning of a new language is characterized as a cognitive activity that activates the brain and postpones diseases such as Alzheimer's and dementia, with the benefits of bilingualism (Bialystok, Craik & Freedman, 2007; Cox, 2017; Stern, 2009).

Moreover, Kim and Kim (2015) put forward that self-actualization and identity-driven motivations are also important in the expectations of older adults. Accordingly, learning English enables them to have a sense of belonging to a global community, imagine themselves as competent English users in the future and therefore improve self-esteem and social presence.

Regarding expectations, studies have concluded several similarities in older adults' language learning, most of which are related to the instructional methods that are slow-

paced, comprehensible, and patient. Learner experiences arise as an important factor here as well. Supporting their learning with relevant content that directly relates to their daily life experiences (e.g., shopping, holiday, hospital, family contact) is essential (Duay & Bryan, 2008; Karczewska & Zygmunt, 2024; Slowik-Krogulec, 2020). Apart from this, Duay and Bryan (2008) emphasizes that they also expect a helpful instructor and a social atmosphere in classes, as well as learning with topics relating to real life experiences. Furthermore, according to Karczewska and Zygmunt (2024), students favor individual tuition in the form of conversations more while they also value the reading and writing skills as they like conventional textbooks and printed materials.

Benefits of Learning a Foreign Language in Later Life

Literature has also revealed findings demonstrating that learning a foreign language not only contributes to linguistic proficiency but it also enables significant gains for older adults in areas like subjective well-being, cognitive functions, sense of identity and purpose as well as social engagement. Likewise, it has also been noted that people in their late life period might possess exceptional strengths in specific areas as presented in the following sections.

Cognitive Gains and Healthy/Active Ageing

Systematic evidence demonstrates that learning an additional language in late life period can contribute to active aging process, having positive effects on both active ageing and cognitive wellbeings of older adults (Cox, 2017; Eguz, 2019; Pfenninger & Polz, 2018; Vötter, 2021).

In this regard, Cox (2017) carried out a study in order to measure the effects of explicit instruction with a computer program on bilingual and monolingual older adult learners. Results showed that while explicit instruction revealed no effect bilingualism made a difference. The researcher concluded that bilingual older adults had advantages on the grammatical judgement test and production tests as younger adults on tests requiring skill transfer. Knowing additional language was a driving force for these people in transferring strategies and learning both novel and complex morphosyntactic patterns in contrast to negative ageist presumptions.

Likewise, Pfenninger and Polz (2018) put forward that learning a new language in late life period contributes to healthy and active aging, providing important cognitive and psychological benefits such as improvements in executive functioning, working memory, attention and overall

social well-being. The researchers also concluded that learning an additional language has positive effects on gaining linguistic self-confidence, communicative skills and autonomy.

Moreover, a study conducted by Vötter (2021) involved 25 students aged 64-75 who received 20-week English lessons as interventions in order to measure the impacts of learning English as a foreign language on their cognitive capacities with an experimental and control group study design. While the experimental group received language learning lessons as intervention, the control group underwent a different type of cognitive training, real time strategy video game. A comparison of the pre and post test scores measuring both language and cognitive skills of both groups indicated that EFL learning significantly improved both integrative second language skills and receptive vocabulary and cognitive abilities of learners (inhibition, simple and complex working memory) in the experimental group.

Likewise, there are also some studies indicating that cognitively stimulating activities and bilingualism may protect old people from the negative effects of cognitive decline or delay the onset of Alzheimer's and other dementias, improving cognitive functions such as sound discrimination and speech segmentation (Antoniou, Gunasekera & Wong, 2013; Bialystok, 2017; Bialystok, Craik & Freedman, 2010). Furthermore, examining the influence of a short intensive language course on attentional functions of people between the ages of 18-78, Bak, Long, Vega-Mendoza and Sorace (2016) claimed that even a short period of intensive language training can modulate the attention functions of participants in all age groups.

These findings clearly emphasize that learning a foreign language is regarded as mental exercise and mitigates age-related cognitive decline, fosters brain plasticity, and improves memory skills (Bialystok and Craik, 2010). Indeed, language learning is also described as an anti-aging activity among older adult learners (Ryan & Dörnyei, 2013).

Psychological Well-being, Self-efficacy, and Life Satisfaction

According to Savina (2015), older adults are mostly more interested in personal development through informal learning and language learning is a perfect opportunity for them to connect with the community life and stay active. The researcher focuses on potential psychological benefits of foreign language learning for older adults (e.g. improving self-esteem, self-actualization and life satisfaction) when the teacher adjusts the learning content and methodologies in light with the basic principles of andragogy. Similarly, Pfenninger and Polz

(2018) reported that a new language learning in older adulthood has positive impacts on learners in developing self-confidence and communicative skills as well as their overall well-being.

Studying with individuals aged 55 and over in an experimental and control group design, Pikhart and Klimova (2020) also attempted to understand older adults' subjective feelings and satisfaction level in the foreign language learning process. They discovered that language training significantly created positive feelings and enhanced their well-being, increasing happiness, satisfaction and motivation to continue studying, no matter what language level they desired to achieve. For their participants, lessons served as an activity that developed a sense of purpose and meaning while also enlarging social networks. Such favorable emotional environment fosters continuity and sustainable engagement.

Social Engagement, Social Integration, and Networks

Literature findings demonstrate that learning a foreign language fosters the development of new social connections in later life, reduces social exclusion, and improves communication, especially within families and between generations such as interactions with grandkids (Garcia, 2017; Kuklewicz & King, 2018). In a review study by Eguz (2019), it was noted that students viewed foreign language classes as safe spaces where community belonging and social integration were established by the students.

Moreover, writing the first monograph concerning with older adults' L2 learning in Poland and analysing their needs and abilities in multicultural world (as cited in Slowik-Krogulec, 2019b), Jaroszevska (2013) posits that learning English can facilitate the older adults' integration into the European society by creating opportunities for intercultural communication. This makes learning a foreign language not just a personal achievement for these people, but also a process likely to be in communal involvement and citizenship dimensions.

Advantages of Being an Older Adult in Learning a Foreign Language

Studies indicate that older adults may be more advantageous in learning English compared to younger learners. Some of their advantages are enumerated below.

1. *Metacognitive abilities and strategic awareness:* The primary advantage of older adult students is their inclination to ask questions more frequently. 60+ people often engage in deep processing of information by consistently questioning the meaning and purpose of learning. Furthermore, Ramirez-Gomez (2014) claims that older adults

exhibit higher learning motivation, relearning capacity and metacognitive skills. She also argues that their conscious use of vocabulary strategies provide cognitive and motivational benefits while metacognitive reflection may not consistently align with their behavior (2015b).

2. Flexibility/Time for Relearning and Repetition: The retirement process give abundance of time to these age group which facilitate the implementation of strategies such as planned repetition and spaced retrieval and may enable them to progress even faster than their younger counterparts.

3. Life Experience and Metalinguistic Resources: Older adults' extensive life experience help them to improve metalinguistic and metacognitive processing. At the same time, it has been suggested that bilingual older adults may show advantages in processes such as working memory, sound discrimination, and speech segmentation (e.g., Bialystok, Craik & Freedman, 2007; Craik et al., 2010; Antoniou et al., 2013).

4. Purpose and Autonomy: Kacetyl & Klimova (2021) states that older adults are highly motivated in learning English and their motivation tends to be intrinsic rather than extrinsic which affects their continuity in language learning process. Thus, teachers should make classes both enjoyable and beneficial. Also, they have the advantages of having a clear purpose in learning English and this contributes to the sense of meaning in their life and their well-being, social engagement, and instructional performance. In terms of learner autonomy, on the other hand, Noyan (2024) has found that Turkish older adult EFL students demonstrated low readiness for learner autonomy which is likely due to the traditional beliefs on teacher's role in the classroom, poor language education background or limited learning strategies knowledge. In this context, Schiller, Dorner and Szabo (2020) suggest that teachers need to draw attention to the importance of raising self-awareness and promote learner autonomy in one-to-one counseling.

In summary, learning a language in later life also comes with different advantages in particular cognitive domains (notably inhibition and working memory), provides gains such as subjective well-being, happiness, and sense of purpose, increased social engagement and network growth; strengthened identity and self-esteem and greater intercultural mobility. At the same time, older adult students possess specific resources facilitating their learning process such as metacognitive strategy awareness, previous life experience, flexibility in time, and in certain instances, bilingual benefits. Consequently, language learning should not be regarded just as a

skill development in later life, it should also be perceived as a component of healthy and active aging.

Challenges in Later life English Language Learning

People at their late-life stage face different challenges in learning a foreign language from those faced by younger learners. Their learning experiences are shaped by sensory limitations, cognitive decline, psychological barriers, and inadequately adapted pedagogical practices. These factors can reduce confidence, slow down information processing, or create mismatches between learner and instruction needs. This section outlines the most common constraints, cognitive, physical, psychological, and pedagogical/material, that are faced in older adult foreign language learning and teaching process.

Cognitive Constraints

Cognitive changes are among the most significant factors affecting older adults while learning a second language (SLA). With the deterioration of the myelin sheath and decline of the size of nerve cells as well as dendrites and synapses, higher-level cognitive abilities like working memory, processing speed, attention, and inhibitory control are known to slow down as people age (Baddeley & Hitch, 1974; Harada, Love & Triebel, 2013; Hsiao, 2014; Noyan & Asik, 2024; Salthouse, 1996). Also, research shows that brain plasticity usually declines with age, affecting cognitive function while it may also endure into older adulthood due to lifestyle interventions, especially physical and cognitive activities which can help preserve or enhance neuroplasticity. Consistently, a study by Polonyi, Gnandt, Abari, Nagy and Santha (2016) revealed that young learners were superior in both implicit and explicit word and grammar tasks on recognition level confirming previously suggested results that performance gradually decreases at the level of cognitive processing systems as people age. However, in this study, implicit memory was found to be more resistant to negative aspects of ageing mostly in relation to word learning while grammar learning was proved to be difficult for both young and older learners requiring specific explanations in the beginning of learning. Therefore, it was suggested that word learning mechanisms might be available at older age if the learning conditions are simplified and the material are provided at right proportions.

Particularly in time-limited activities, this slowing makes it challenging to process linguistic input instantly, generate quick responses, and achieve success. Studies have revealed that older adults are unable to update their working memory capacity due to decreased processing speed (Hasher & Zacks, 1988; Salthouse, 1996; Singleton & Zaborska, 2020) and disregard conflicting or irrelevant cues in the input due to decreased inhibitory control (Brewster, Pasqualini, Martin, 2022). However, there is ongoing discussion regarding the concepts of working memory, processing speed, and aging in older adults. For instance, whether working memory capacity declines or not with age and whether various kinds of retrieval interference are linked to decreased processing are still discussed among scholars (McElree and Dyer, 2013). Likewise, Ramscar, Hendrix, Shaoul, Milin and Baayen (2014) assert that the challenge of word recognition arises from vocabulary expansion with more expertise, which impedes information processing due to the higher information load. Researchers believe that it is essential to investigate whether age-related memory impairments are directly correlated with the volume of learning and experience. Conversely, researchers contend that the general slowdown of cognitive processing is a characteristic of aging and related to neurobiological alterations rather than the weight of accumulated information (Salthouse, 1996; 2009). Theories attributing memory decline to information overload from lifelong learning lack empirical validation; rather, reductions are commonly defined by age-related alterations in attention, retrieval, and brain efficacy (Greene & Naveh-Benjamin, 2023). Beyond that, some researchers (Harada et al, 2013; Thompson, Waskom and Gabrieli; 2016) claimed that it is possible to improve cognitive skills (memory, reasoning, processing speed) by training, increase working memory capacity and prevent further decline. Also, it can be inferred that older adults can maintain their cognitive functions and reduce depression like psychological states through engaging in challenging mental activities (Lövdén, et al., 2013).

Research indicates that while crystallized abilities, accumulated knowledge and experience (such as vocabulary and general knowledge) are preserved for a longer amount of time, fluid abilities, such as pattern recognition, abstract reasoning, and quick problem-solving, which are crucial for language acquisition, decline progressively from early or middle adulthood (Salthouse, 2009; Wang & Kaufman, 1993). It can be inferred that while older adults can find it difficult to comprehend new language input, they can still learn it by relying on their previous knowledge. It was also found that older adults' working memory capacity declines along with their speed and attention problems, therefore they experience difficulties in areas such as vocabulary learning and timed exercises in language classes. This group is also marked by

challenges in establishing new associations due to impairments in episodic memory, which complicates the memorization of new vocabulary and adherence to instructions (Harada, et al., 2013; Moore, Smith & Long, 2025). Additionally, Mackey and Sachs (2012) examined the development of English question formation in older adults whose first language was Spanish in connection to their cognitive ability (WM) in morphosyntactic learning. The participants with the highest working memory spans improved question formation, indicating a significant role for cognitive ability in older adults' morphosyntactic learning. However, a study by van der Hoeven and de Bot (2012) discovered that while young, middle-aged and older adults were equivalent in their ability to re-learn old terms, younger adults were noticeably better at learning new words. This suggests that older adults maintain latent lexical knowledge, which facilitates relearning, and that residual lexical knowledge is still available well beyond late adulthood, but they struggle to learn entirely new vocabulary. These results demonstrate the long-term memory's resilience and the possible advantages of concentrating on relearning, while also pointing to the learning of new vocabulary as a cognitive difficulty for older adults.

To sum up, age-related cognitive decline is not predictable. According to research, frequent training can increase the ability to recall information (Harada, et al., 2013; Thompson, et al., 2016), and older adults can learn strategically and maturely to make up for cognitive slowdown (Geary & Wiley, 1991). The detrimental impacts of cognitive limits can therefore be minimized in language training for older adults by fostering stronger semantic connections and using slower-paced, strategy-focused pedagogies.

Physical Constraints

The articulation, visual, and auditory difficulties are the physical constraints that people may encounter in later life the most to make learning a foreign language more challenging.

First of all, age-related declines in hearing acuity have been noted in several research so far. Accordingly, auditory acuity peaks in childhood and adolescence (usually between 10-14), and then significantly declines in later life which might be to an extent disabling (Singleton & Ryan, 2004; Singleton & Zaborska, 2020). This circumstance has a negative effect on the growth of speaking and listening abilities in foreign language learning, with older people having a harder time selecting and interpreting words and sounds, as well as identifying fast speech (Singleton & Ryan, 2004). In Slowik's (2017a) study, teachers have reported that listening comprehension is one of the most difficult cognitive domains for older adults due to hearing loss, slower processing and therefore trouble with interpreting fast-talking speech. In another study, the

researcher emphasized that hearing loss becomes a source of frustration for older adults as it is closely linked to social communication (Slowik, 2017b). Also, she added that older adult learners find decoding the aural input more challenging than the younger students which often stems from deficiencies in bottom-up processing rather than from a lack of contextual knowledge (2017b). Accordingly, with age, auditory processing speed and working memory capacity tend to decline, making it harder for learners to decode connected speech and discriminate between similar sounds, therefore, greater instructional focus should be paid on bottom-up listening training, involving systematic practice in phoneme recognition, and sound–meaning mapping. While she also acknowledges the importance of top-down strategies, such as prediction and inference, Słowik warns that these can increase cognitive load and lead to misinterpretation among older adults. Consequently, she argues that listening instruction for this age group should prioritize bottom-up awareness, while still maintaining a balanced integration of both processes to foster overall comprehension efficiency (Slowik, 2017b).

As people age, the primary changes in visual abilities include decreased visual acuity, contrast sensitivity, color discrimination, impairment in adaptation to darkness and glare recovery (Erdinest, London & Morad, 2020; Erdinest, London, Lavy, Morad & Levinger, 2021). Functional connectivity within visual networks also declines, affecting processing speed and integration of visual information (Madden et al., 2024). These visual impairments make it difficult to use technology, comprehend written materials, and processing visual inputs when learning a foreign language (Ho, 2019). Similarly, a study by Ho (2019) found that older adult people's growing visual and auditory impairment slows down the brain's ability to process visual and aural information.

According to Singleton and Ryan (2004), hearing and working memory deterioration may cause problems with L2 speech perception. The processing of auditory input may likewise be impacted by this situation. Researchers have discovered that older adults also struggle with word recognition and have reduced phonetic coding skills, which can affect comprehension and result in an inability to respond orally. It has also been proposed that older adults struggle with recognizing individual sounds, combine sounds, and understand listening tasks. As a result, it is not recommended to overtrain beginners.

Long (1990) asserted that as people age, their articulatory organs become less flexible, which makes it harder to produce new sounds accurately. In fact, according to Shao, Saito and Tierney (2022) and Saito, Sun and Tierney (2020), adults may have fine auditory acuity, but converting this perception into accurate speech production is a separate skill that varies widely among

individuals. Accordingly, with decreased hearing acuity, older adults usually face greater challenges with pronunciation and fluency than younger ones when learning a foreign language but individual differences may still make a difference. In a research by Kuklewicz and King (2018), older adults said they felt like children learning their first language, but unable to produce sounds because of their speech organs aren't developed enough. It was reported that it would be helpful to provide a transcript or focus on bottom-up decoding skills, which include teaching pronunciation and exercising the speech organs. In this regard, despite the fact that transcripts are occasionally thought to be detrimental to the improvement of listening skills, a number of participants in Kuklewicz and King's (2018) study believed they were useful. Researchers have confirmed that older persons' pronunciation issues are probably caused by their speech organs' lack of flexibility (Long, 1990). Kuklewicz and King (2018) observed that the only participant in their study who did not have pronunciation difficulties was a Russian teacher. They attributed this to the student's speech organs being more flexible as a result of speaking Russian.

To sum up, the literature suggests that the physical difficulties older adults encounter when learning a foreign language can be roughly divided into three categories: visual impairments, hearing loss, and articulation organ restrictions. It becomes clear that taking these restrictions into account is essential when modifying instructional strategies and resources.

Psychological Constraints

About one-fourth of older adults have mental health problems such as anxiety, depression, anxiety, isolation and loneliness despite the fact that a significant number of them report having good mental health at the same time (World Health Organization, 2017). Significant life events, such as the death of a spouse or close relative, can elevate the risk of anxiety, depression, and psychological distress in older adult individuals. Catastrophic events such as significant health crises can elevate the potential of depressive episodes by as much as 22 times, whereas persistent adversities (e.g., chronic sickness, social isolation) also considerably heighten this risk (Brilman & Ormel, 2001) . In the course of learning a foreign language, these elements cause low self-esteem, an increase in anxiety and a decrease in motivation.

Anxiety is one of the most commonly noted psychological barriers to learning a foreign language. Several studies have revealed that older adults suffer from a variety of anxiety conditions, including test anxiety, communication anxiety, fear of making mistakes, and worry

about receiving a poor grade (Klimczak-Pawlak & Kossakowska-Pisarek, 2018; MacIntyre & Gardner, 1994; Trishina, 2024). Trishina (2024) reported that both beneficial and detrimental effects on learning a language might result from these types of anxiety. In other words, anxiety can be supportive, encouraging students to put in more effort, but it can also be destructive, lowering their performance on language tasks. Speaking skills are one area where this is especially apparent as older students experience stress when required to respond instantly (Baran-Lucarz & Słowik-Krogulec, 2023). According to Eguz (2019), Grasso's (2016) study also identified moderate-to-high levels of language anxiety in older adult Italian learners. However, some other research indicated that being anxious may not always be a bad thing, and that a certain amount of anxiety can actually encourage students to put in additional study time (Savina, 2015). Still, learning a new language is seriously hindered by excessive anxiety.

When it comes to learning a foreign language, negative stereotypes about aging, perceptions that older people are *forgetful, unable to learn new things, or mentally deficient*, also undermine learners' confidence and self-esteem and can become a self-fulfilling prophecy (North & Fiske, 2012; Ramírez Gómez, 2016). According to Ramírez-Gomez (2014), instead of relying on empirical findings, many teachers rely on stereotypes that older adults are unable to acquire languages, which may cause older adults to become less motivated to learn and to participate in learning reluctantly.

The fear of failing and the sense of falling short in comparison to their peers are other most common psychological barriers among older students (Waters, 2014). This fear is more noticeable especially in those who have low self-efficacy. Moreover, it was discovered that the anxiety was caused by feelings of loneliness, distrust toward one another, and insecurity based on the challenges of getting to know fellow students (Baran-Lucarz & Słowik-Krogulec, 2023). Therefore, praising students' small progress in classes and emphasizing that perfect performance is unrealistic may increase older adults' foreign language confidence and self-efficacy (Baran-Lucarz & Słowik-Krogulec, 2023).

According to Klimczak-Pawlak and Kossakowska-Pisarek (2018), older students often get motivated by things like travel, self-realization, social interaction, and personal growth. However, as a result from a lack of opportunity for verbal practice, a mismatch between the lesson's pace and each student's processing speed, and the sense that one is not gaining anything, learners can also be demotivated and drop out of class (Evans & Tragant, 2020). In this regard, keeping older adult students motivated requires a course design addressing individual needs and characteristics.

Using real content and meaningful exercises, as in TBLT, can help students feel less anxious (Ellis, 2003; Pardaeva, 2023). Apart from TBLT, techniques that promote collaboration, a safe and encouraging classroom environment and efficient use of technology can also be helpful in minimizing psychological barriers (Baran-Lucarz & Słowik-Krogulec, 2023).

In summary, studies show that anxiety, problems with self-esteem driven by stereotypes, fear of failing, and lack of motivation are the main psychological barriers older adults encounter while learning a foreign language. In this regard, supportive learning environments and appropriate pedagogical strategies are recommended to reduce these drawbacks and improve the learning process. Taking psychological aspects into account when teaching foreign languages to older adult learners will improve their learning outcomes and overall satisfaction.

Pedagogical and Material Limitations

Studies have shown that besides cognitive, physical, and psychological constraints, older adults also face pedagogical and material problems when studying a foreign language. These restrictions are frequently caused by things like teachers' poor technique adaptations, age-inappropriate lesson plans, syllabus that doesn't match expectations, and learners' past experiences that result in ineffective learning habits.

A number of research have concluded that most teachers are not good at creating adapted teaching strategies to meet the needs of older adult students (Garcia, 2017; Ivashko, 2018; Purdie & Boulton-Lewis, 2003). Paz (2011) pointed out that teachers usually fail to appropriately address the difficulties in teaching pronunciation, despite the fact that it is one of the areas that older students emphasize the most. This situation causes detrimental effects on their motivation and self-confidence; therefore, pronunciation becomes difficult for these age group. Additionally, university foreign language teacher education programs' inadequate provision of pedagogy on how to teach older adults lowers awareness among in-service and pre-service teachers resulting with frustration among older adult learners (Olga & Irina, 2019). Moreover, older adults often complain that the courses' pacing is too fast for their processing speed. Lessons that progress quickly, provide little opportunity for oral practice, and therefore create a sense of inadequacy may cause students to lose interest and become more likely to drop out of their education (Evans & Tragant, 2020; Klimczak-Pawlak & Kossakowska-Pisarek, 2018). Similarly, as participation in the course is usually voluntary for older adults, their

negative cost-benefit analyses may impact their motivation to continue foreign language education (Evans & Tragant, 2020).

Older adult students' available textbooks also get harsh criticism for not meeting their needs. In a Slowik-Krogulec (2019a) study, older adult students reported their disturbance due to high amount of visual content, irrelevant information that is not their priority, and too much grammar-focused tasks that the textbook involved which affected their motivation negatively. They also had trouble with listening for specific information when the audios involved authentic speech with linking and connected speech elements. Students further criticized the audio files for having poor volume, background noise, fast speech, as well as the quality of the recorded information with the listening materials and equipment. According to the study, older adults' needs, abilities, and expectations are generally not met by the materials presently used to teach them English. Last but not least, Slowik-Krogulec claimed that there is a lack of theoretical and practical knowledge of teaching and assessment methodologies that would facilitate these peoples' English learning (2019a).

Similarly, examining Spanish textbooks, Ramirez-Gomez & Sanz (2017), proposed that they cause unnecessary challenge for older adults. They also claimed that modern textbooks frequently introduce complex verb forms and low-frequency vocabulary too early, which makes learning difficult for older adults who have memory problems. Therefore, the researchers concluded that the standard pedagogical structures and instructional materials based on the Common European Framework of Reference (CEFR) frequently do not match these peoples' learning capacities (Ramírez-Gómez & Sanz, 2017). Furthermore, Cox (2013) suggested that institutional ageist presumptions and traditional pedagogical frameworks hinder students' language acquisition, thus suitable curricula should be created for these students (Savina, 2015; Slowik-Krogulec, 2019a, 2019b). Other relevant research has also shown that poor teaching practices (Duay & Bryan, 2008) and inadequate learning material adaptation (Purdie & Boulton-Lewis, 2003) are among the other instructional limitations that can result in lower learning satisfaction, as the content is unnecessary or irrelevant for these students.

Another problem is that their previous learning experiences create limitations while providing advantages. Scholars underlined that rigid attempts to apply poor learning strategies learned as a child might hinder learning in later life, whereas rich life experiences can help the process (Ramirez-Gomez, 2016; Ramirez-Gomez & Escandon, 2017). As a result, the learning process may become less flexible and more challenging to adjust to new teaching strategies. In conclusion, a number of factors, including teachers' lack of teaching adaptability, lessons'

fast pace, inappropriate textbooks, the curriculum's inadequacy, the rigidity of previous learning habits, and stereotypical content, create pedagogical and material barriers to older adults' foreign language learning process. In this regard, the scholars suggest that it is crucial to create age-appropriate resources, age-specific teaching methods and appropriate learning techniques in order to reduce the problems these people face in language learning process.

Instructional Practices and Adaptations for Older Adult EFL Learning

Instructional practices for older adult EFL learning require careful adaptation of methodologies to meet the cognitive, social, and affective needs of later-life learners. This section outlines the approaches, methods, and techniques which were suggested to be the most suitable for this age group, explores recommended pedagogical adaptations to maximize engagement and retention, discusses the evolving roles of teachers and classroom environments, and examines assessment and evaluation practices designed for older adult learners. Finally, it considers the balance between implicit and explicit instruction in late adulthood, highlighting how these strategies can be harmonized to support effective language learning.

Approaches, Methods and Techniques Adapted to Later Life

Foreign language learning develops within a distinct cognitive, emotional, and social frame in older adults compared to younger ones. As studies indicate (Kliesch & Pfenninger, 2021), with aging, working memory capacity diminishes, processing speed declines, and inhibitory control deteriorates. Brain plasticity is also suggested to deteriorate but studies also show that it does not entirely vanish; neural networks can be reorganized by training (Greenwood, 2007). Olga and Irina (2018) assert that it is essential to address questions regarding the identity of the learners, the way they learn, and the methods used for instruction in order to create different syllabuses appealing to this population of learners. Teaching the English language to middle-aged and older learners differs significantly from teaching younger students however educators frequently fail by applying methods and strategies designed for younger learners when engaging with older adults.

In the process of teaching foreign languages to older adults, Duay & Bryan (2008) underscore the importance of learner-centered and participatory approaches to teaching in instructing foreign languages to older students. Likewise, Boulton-Lewis (2010) emphasizes the

significance of interactive, socially engaged pedagogical approaches and proposes adaptable, learner-centered assessment processes. Furthermore, Cox (2013) notes the necessity for modified instructional approaches, which involve reduced focus on written assignments, more flexibility in attendance, and the establishment of intergenerational places to learn. Accordingly, language teachers are encouraged to implement strategies that promote engagement, confidence, and inclusivity among older adult learners.

On the other hand, Pfenninger and Polz (2018) indicated that significant variations exist both within and between populations of older adults, emphasizing that a universal approach is ineffective for this demographic; consequently, specific strategies, methodologies, and techniques are essential for their language acquisition processes. In this regard, while Anthony's (1963) hierarchy of approach–method–technique remains a reference in language teaching discussion, contemporary eclectic and postmethod pedagogies advocate for teachers to select strategies that meet students' specific needs instead of following to a singular method (Larsen-Freeman & Anderson, 2013). For this reason, the present research investigated findings of the relevant studies which suggest suitable approaches, methods, and techniques for teaching foreign languages to older adults as described below and adopted an eclectic teaching style based on what was discovered.

Approaches Adopted in Later-Life Foreign Language Teaching

Upon reviewing literature, the Communicative Approach has been discovered as the main foreign language teaching approach recommended in this context. The communicative approach posits that effective language learning comes through the need of conveying authentic meaning. Instructors adopting communicative approach prioritize communicative competence and aim to promote functional language use in real-life contexts. In this sense, Podlecka (2024) underscores the necessity of tailoring training to the distinct requirements of older learners and validates the efficacy of communicative, dialogue based, student-centered methodologies in EFL education. Accordingly, communicative approach enables the design of course content that aligns with the objectives of older learners through needs analysis (Kaceti & Klimova, 2021).

Secondly, the literature indicates that Task-Based Learning (TBL) diminishes anxiety and enhances motivation in foreign language instruction for older adults through authentic tasks. Particularly dialogue-based assignments are claimed to enhance older adult students' speaking

and listening abilities while also reinforcing social connections (Al Nuaimi, 2024; Ellis, 2003; Podlecka, 2024). In a task-based class, the instructor does not predefine the language to be examined. The session focuses on accomplishing a primary task, with the language covered driven by the events that occur when learners perform it. Task-based activities enhance vocabulary, pronunciation, and fluency while alleviating learners' anxiety by fostering a more engaging and informal learning atmosphere. This corresponds with the proposal of Ellis, Skehan, Shintani and Lambert (2020) for employing activities grounded in real-world problems to facilitate learning a new language. Concurrently, Hsiao (2014) underscores the importance of adapting EFL teaching to practical tasks and equipping instructors to address health, confidence, and identity-related concerns.

Furthermore, literature underscores the significance of andragogical and geragogical methodologies, together with lifelong learning strategies, in the language learning process of older adults (Boulton-Lewis, 2010). Key components of this approach include self-direction, the use of life experiences, a secure classroom atmosphere, and self-assessment (Mestheneos & Withnall, 2016; Savina, 2015). Postmethod pedagogy, which is becoming increasingly significant, advocates for instructors to make context-sensitive decisions, carefully employ different techniques, and prioritize students' individual characteristics (Thornbury, 2011).

Methods to Teach a Foreign Language to Older Adults

Scott (1994) suggested that multimodal methods of instruction should be emphasized for older adult learners, ensuring aural input is supplemented by visual and contextual aids. The following are language teaching methods that may be appropriate for language education for older adults, mainly as outlined in a doctoral thesis carried out by Slowik-Krogulec (2019b).

The Grammar Translation Method (GTM), rooted in classical traditions, prioritizes text translation, grammatical analysis, gap-filling exercises, translation assignments, and the use of dictionaries. Studies indicate that older students frequently employ strategies like note-taking, translation, and word lists because of their avoidance to uncertainty. This circumstance, while contradictory to communicative objectives, fosters a sense of trust (Slowik-Krogulec, 2019b). *The Direct Method* emphasizes speaking and communication in the target language, facilitating learning of daily expressions for older adults. However, speaking and listening exercises can cause anxiety as a result of auditory impairment. Consequently, structured dialogues are frequently favored in language instruction for older adults (Slowik-Krogulec, 2019b). *The*

Audio-Lingual Method (ALM) relies on techniques including exercises, repetition, and the memorization of dialogues. These activities enhance memory; nevertheless, an excessively rigid "target language only" policy can create fear in older students. Consequently, L1 support is frequently recommended (Slowik, 2016a; 2016b). *The Silent Way* technique utilizes silence as a pedagogical instrument, promoting student autonomy and self-correction. Rules are acquired through student discovery using instruments like rods or colorful charts. This autonomy, which facilitates the utilization of older students' experiences, may present prospective benefits for older groups (Slowik-Krogulec, 2019b). *Desuggestopedia* seeks to reduce anxiety through an appropriate setting, incorporating music, drama, and art. Nonetheless, auditory impairments and higher sensitivity to music in older adults may restrict the practicality of this approach. Still, numerous students find activities such as reading dialogues, drama, and role-playing to be enjoyable (Slowik-Krogulec, 2019b). In *Community Language Learning (CLL)*, the teacher adopts the role of counselor, fostering a secure classroom environment. Yet, the recorded conversations may induce anxiety among older students. Conversely, methodologies like backward translation and request revision are well regarded (Slowik-Krogulec, 2019b). *Total Physical Response (TPR)* underscores the relationship between meaning and movement. In this method, however, adaptation is essential for older adults due to constraints in mobility and challenges in multitasking (Slowik-Krogulec, 2019b).

Finally, Kacatl & Klimova (2021) point out that foreign language instruction for older adults should prioritize a student-centered methodology, employing a communicative strategy that emphasizes discussions on familiar topics and enhances listening comprehension to aid in foreign learning. In this regard, the *Communicative Language Teaching (CLT)* and *Task-Based Language Teaching (TBLT)* are the most recognized language teaching methods for older adult learners as mentioned in the previous section, as they emphasize communicative functions and authentic task-oriented activities (Kacatl & Klimova, 2021; Podlecka, 2024; Slowik-Krogulec, 2019b).

Learning and Teaching Techniques

Research on foreign language instruction for older adults indicates that certain instructional techniques and strategies are more beneficial in late adulthood language learning. Geary and Wiley (1991) highlighted the necessity of explicit strategy training in EFL classrooms for older

adults, allowing them to compensate for slower processing speeds through deliberately selected learning techniques that enhance retrieval and problem-solving in language tasks. Van der Hoeven & de Bot (2012) proposed the development of teaching strategies that directly connect new information to existing knowledge, incorporate mnemonics and retrieval practice, and underscored the importance of associative links to enhance the savings effect in older adult learners. Additionally, Ramirez-Gomez (2014) provided specific suggestions for teacher training, urging instructors to substitute stereotypes with evidence-based techniques such as repetition, scaffolding, and the recognition of learners' strengths, thereby supporting the formation of a geragogical framework for foreign language education. Moreover, Koutska (2024) also advocated for instructional strategies that incorporate slower pacing, repetition, multimodal input, and contextualized tasks.

On the other hand, it was suggested that while the instructional content or resources typically require no changes for older adult learners, teaching techniques might require modification (Boulton-Lewis & Tam, 2018). These modifications typically entail increasing time and practice while addressing any sensory acuity problems, such as auditory impairment. Considering that most older adults use technology, Boulton-Lewis and Tam (2018) recommended to incorporate technology in education for a better learning environment.

Overall, the following techniques have been suggested to be effective particularly older adults' language learning:

1. *Repetition and drills*: These techniques, particularly originating from the Audiolingual Method, offer cognitive assistance (Larsen-Freeman & Anderson, 2013). In a study by Kuklewicz and King (2018), participants underscored the significance of repetition and revision and advocated for the consistent incorporation of these activities in language lessons. Although reviewing prior content takes extra time and can reduce the lesson's tempo, these learners can use the advantage of a slower pace which is already essential for them due to their poor processing speed (Kuklewicz & King, 2018). Yet, simple repetition may not guarantee that vocabulary is retained in long-term memory, and also it is known that mechanical repetition may prove ineffective if the word is not utilized within context. Therefore, it may be advantageous to perform drilling activities (Klimova & de Paula Nascimento e Silva, 2024) in significant and authentic situations utilizing a visible material.
2. *Use of L1*: Studies have suggested that L1 use decreases anxiety and improves comprehension when employed strategically and carefully (Slowik, 2016a; 2016b). L1

can function as a framework that facilitates learners' progression to L2, particularly when cognitive resources are constrained. In this context, Slowik (2016a) emphasizes older adult learners' desire for scaffolding practices that incorporate L1, highlighting both the motivational advantages and the possible risk of dependency. However, the researcher also warns against extreme dependency to L1 that may impede conversational ability. Consequently, she advocates for pedagogical modifications to incorporate controlled L1 use, especially for grammar and vocabulary explanations, while she advises gradually increasing L2 involvement to enhance autonomy and confidence (Slowik, 2016a).

3. *Mnemonics and retrieval practice*: These are cognitive techniques that facilitate word recall (Geary & Wiley, 1991; van der Hoeven & de Bot, 2012). A beneficial strategy may involve integrating working memory training and general memory techniques into an updated pedagogical framework, encompassing cognitive-enhancing activities such as crossword puzzles, picture puzzles, word searches, hangman, picture-word matching, and *watch and memorize* games.

4. *Language Games*: Games facilitate learning through amusement, creative thinking, and sensory engagement. According to Wright, Betteridge, and Buckby (2006) games are effective techniques in language instruction, as they create a communicative context and objective for students in the English Language classroom.

5. *Multisensory approach*: Given the inevitable physical and cognitive decline associated with aging, stimulating the senses is crucial for minimizing the loss of older adult learners' capabilities. In this regard, Dias E Dias de Macedo et al. (2015) suggested that plasticity maintains in the aging brain, and cognitive decline can be reduced through cognitive stimulation employing a multisensory learning strategy.

6. *Scaffolding and chunking*: Progressive assistance and the breaking down of information into smaller segments decrease cognitive load (Ramirez-Gomez, 2016).

7. *Role-playing and dialogues* enhance socialization and motivation, particularly when familiar subjects are selected (Kacatl & Klimova, 2021; Podlecka, 2024).

8. *Multimodal input*: Visual, auditory, and kinesthetic assistance mitigates age-related sensory deficits (Klimova, 2020; Scott, 1994). For example, using mobile apps involving multimodal input in older adult foreign language learning classrooms provides benefits such as improving cognitive performance, having positive impact on their psyche, gaining self-confidence, reduction of anxiety, development of new social ties and feeling of self-realization, besides linguistic gains (Klimova, 2020).

9. *Material adaptations*: Enlarged text, simplified visuals, a reduced tempo, and frequent repetition have proven successful for people in their later-life stages (Grasso, 2016; Olga & Irina, 2019).

10. *Visual Arts*: Visual arts are widely characterized as a broad category that includes architecture, photography, crafts, and other practical and creative disciplines. These notions are seen as a combination of distinct patterns. In artworks such as paintings, drawings, and prints, an integrated image is formed on a two-dimensional surface, facilitating an understanding of meaning.

11. *Technology-enhanced learning*: Olga and Irina (2019) asserted that digital native teachers hold a bias against older adult students, perceiving them as technophobes. As a result, they may restrict use of technology, utilizing audio and video to complement the coursebook. Nevertheless, a superior approach may involve recognizing that certain individuals require additional time to adjust to technology in learning a language. Educators can present a tool and prove its efficacy for learning a language, demonstrating its functionality and employing it in class multiple times prior to presenting a new one. In this context, the researchers recommended to begin with reputable sources such as BBC and CNN news and TED lectures, then develop online interactive exercises, games, and similar tools, and instructing older adult students on their utilization. Likewise, it was asserted that digital technologies, such as WhatsApp groups, smartphone applications, and the MISAPP model, enhance learning motivation (Klimova, 2020; Wang & Christiansen, 2019). A study by Wang and Christiansen (2019) indicated that older adults exhibited a positive view towards mobile app usage and displayed motivation and significant interest in developing their English language skills inside the WeChat group. The researchers advised that teachers should integrate app activities with face-to-face coaching on app utilization and metacognitive strategy training to address age-related and technology-related challenges. Moreover, Klimova (2020) asserted that Duolingo is a widely utilized language learning app among older adult people; however, it fails to accommodate the specific needs of this demographic, including auditory and visual impairments, as well as reduced motor coordination. She asserted that no app explicitly responds to the needs of older adults and that experts in English as a Foreign Language and gerontologists should collaborate on this matter.

In conclusion, the literature clearly indicates that just a single method fails to address all of the needs in foreign language instruction for older adults. Consequently, flexibility,

individualization, and an eclectic methodology must be prioritized in older adult foreign language teaching process (Pfenninger & Polz, 2018). The methodological expertise of teachers, their empathic dispositions, and their awareness of age-specific cognitive-emotional characteristics directly influence success (Slowik-Krogulec, 2019b). Therefore, the primary objective encompasses not just linguistic proficiency but also confidence, social relationships, motivation, and the promotion of lifelong learning.

Teacher Roles and Classroom Environment

According to Olga and Irina (2019), while teaching their older adult students, foreign language teachers should consider their learning styles, whether they are extrinsically or intrinsically motivated, whether they favor individualism or collectivism, or whether they see the teacher as a facilitator or an authority figure. Furthermore, it was asserted that instructors must take into account the individual characteristics and heterogeneous status of their students while designing their courses (Slowik-Krogulec, 2019b).

Foreign language instructors of older students should generally serve as advisors, mediators, and facilitators in addition to transferring information (Boulton-Lewis, 2010; Savina, 2015). Boulton-Lewis (2010) asserted that by using techniques like strategy training, the instructor should also encourage self-management and student autonomy. Furthermore, Duay and Bryan (2008) stated that in language instruction of these students, teachers ought to adopt a learner-centered and participatory approach and they should act as a facilitator instead of being an authoritarian figure. In this view, teachers' professional development and effective role are therefore essential for older adult students to be successfully included in the language learning process.

However, empirical findings in this field show a systematic absence in pedagogical training of foreign language teachers specifically working with older adult students. For instance, teachers in the sample of a study by Noyan & Aşık (2024) reported employing usual techniques which they intuitively acquired from their prior teaching experiences and claimed not to have received any specific training that was tailored to how to teach English to older adult age groups. Thus, researchers recommended that teacher trainings on how to teach EFL to older adults should be provided for both pre-service and in-service teachers in English Language Teaching (ELT) departments of universities. Similar to this, Ho (2019) highlights how important it is for teachers to understand the aspirations and limitations of older adults. Thus,

the researcher believes that workshops and seminars on teaching skills and pedagogical methodologies are essential to promote the English language instruction of older adult students. The literature studies highlighted that teachers who modify lesson plans and instructional materials to better suit their students' needs produce better lesson plans compared to those who do not adapt or only create from scratch. This adaptive approach is associated with improved confidence and effectiveness in classroom practice, especially among early-career teachers, and is likely to improve further with experience and familiarity with students and curricula (König, Bremerich-Vos, Buchholtz, Fladung & Glutsch, 2019). Adaptive lesson planning also involves creating tasks that stimulate students' cognitive activity, which in turn requires teachers to engage deeply with language and instructional strategies (König et al., 2019). In a similar vein, many participants in the study by Noyan and Aşık (2024) stated that the instructor of older adult English classes should be patient and possess sufficient knowledge and expertise relevant to teaching this age group (Koutska, 2011). In another study on older adults' English language learning processes, Slowik (2019a) found that the teacher, instructional materials, and interaction with other students were most crucial elements for these students. In the same study, students reported that a fast-talking instructor caused them to have similar problems regardless of whether the teacher was Polish or a native speaker.

According to the results of a study by Bala and Rosinski (2021), older adult students expected their lecturers to share their cultural experiences and serve as foreign cultural mediators in addition to demonstrating language proficiency. Additionally, researchers stress that teachers should not only teach language content but also present linguistic content but also provide strategy counseling, including how to take notes, how to plan for repetition, how to memorize new words and phrases, etc. (Bala & Rosinski, 2021). Likewise, Olga and Irina (2019) proposed that these students favor traditional desks where they can set their books and notebooks and take notes, and that classroom environments like lighting, ventilation, and acoustics should be taken into account. Additionally, researchers have found that students may be reluctant to talk about their vision and hearing problems. Therefore, it is the responsibility of the teacher to speak loudly and clearly, to use visual aids to support the speech, to modify the speaking speed to a level that the students can understand, and to make the necessary modifications in worksheets, layout, font, pictures, colors, and other elements that would be appropriate for the students' use (Eguz, 2019).

In other studies conducted in this context, it was determined that some teachers based their assumptions about older learners on their preconceptions about this age (e.g., they can learn

new words or they are fragile, etc.); and these beliefs often did not align with empirical findings (Ramírez-Gómez, 2014; Kuklewicz & King, 2018). As a result, it has been proposed that teacher education programs should adopt anti-ageist educational attitudes and methodologies to deal with this problem. In this sense, according to North and Fiske (2012), intergenerational learning arrangements might serve as a successful strategy for eliminating prejudices through mutual contact.

Last but not least, Eguz (2019) highlighted that teachers' attitudes and techniques for communication have a significant impact on students' willingness to use the target language and that they should help students understand that making mistakes is a normal part of learning. Additionally, she stated that teachers may cope with speaking anxiety through activities like debate and dialogue/discussion, and that they should choose topics based on the interests and areas of the learners' daily lives (cultural activities, everyday needs in the city, etc.). Furthermore, the study noted that many textbooks lack age-appropriate images and content and include childish or ageist examples; as a result, the instructor should modify the materials themselves and, if possible, select or generate new ones (Eguz, 2019). Lastly, she suggested that teachers should take a more informal approach because students in this age group would not be happy in a very formal or serious learning atmosphere.

Assessment and Evaluation Practices

According to the literature findings, older adults' assessment and evaluation of foreign language learning should be different from those of young adults. These differences have been specifically linked to differences in learning objectives, test anxiety, motivation sources, and self-efficacy perceptions. According to Kim and Kim (2015), older adult students have intrinsic motivations like self-actualization and cognitive stimulation, but they also face health issues and performance anxiety. On the other hand, exam pressure is the biggest demotivator for these students. As a result, learner-centered and flexible approaches (Boulton-Lewis, 2010) are recommended to prioritize in assessment and evaluation designs. These approaches emphasize the learner's progress and confidence using non-threatening ways (Savina, 2015), as opposed to exam-focused approaches. Within this context, it can be inferred that older adults' learning paths are highly varied and that a single assessment instrument would not accurately reflect their growth or proficiency (Denzin, 2017). As a result, flexible assessment and triangulation, the combination of many data sources and methodologies, would be suitable for this age group.

so that it is possible to better capture all the developmental trajectories that learners take when learning a language (Denzin, 2017).

Literature clearly indicates that older adults face significant stress and anxiety in exam conditions. This is usually attributed to high self-expectations, fear of falling behind peers, and age-associated difficulties with memory. In this respect, Slowik-Krogulec (2019b) asserts that formal and summative assessments are less important for older adults in the evaluation phase of the teaching process compared to other adult demographics, due to their distinct characteristics. According to researcher, the majority of older students experience significant stress during tests, which can result in negative self-perceptions. The pressure to outperform others is damaging, particularly for people facing age-related cognitive issues. The researcher also stated that another reason why formal assessment methods are inappropriate for them is that these students are intrinsically motivated and want to learn a foreign language for fun. As they do not pursue academic achievement, building a fear of failure through exam scores is unnecessary for them. The teachers that participated in the researcher's study said that it would be best to evaluate the students' performance through informal assessment methods used in the classroom, rather than under traditional testing conditions. In this context, Slowik-Krogulec (2019b) supports for formative evaluation of older adult foreign language performance, which offers insights enabling their teachers to adapt course activities to align with students' needs, capabilities, and learning preferences, thereby reducing the anxiety and stress associated with achievement tests. Similarly, in a study by Noyan and Aşık (2024), one of the participant teachers recommended to use non-intimidating assessment methods, such as self-evaluation forms instead of administering formal examinations in or out of classroom context.

In conclusion, it is obvious from the literature findings that the most effective evaluation strategies for older students are non-threatening methods employed throughout the process, emphasizing their progress, self-confidence, and pleasure of learning.

Implicit and Explicit Instruction in Late Adulthood

Research into the dynamics of learning in second language acquisition (SLA) demonstrate that explicit (conscious, rule-based) and implicit (unconscious, occurring without awareness) processes serve distinct functions. It is often asserted that implicit mechanisms predominate in first language acquisition, particularly for grammar acquisition, although both processes collaborate in foreign language learning (Brown & Robertson, 2007). However, these processes function differently for older adults: some studies indicate that implicit memory seems to be

more resistant to the adverse effects of aging compared to explicit memory, mostly in relation to word learning, whereas the conscious learning and retention of new information becomes increasingly challenging (O'Hanlon, Wilcox, & Kemper, 2001, as cited in Polonyi et al., 2016). However, in the experimental study (Animal Farm Task) by Polonyi et al. (2016), older adults exhibited a lower performance compared to younger participants on implicit learning tasks except from word learning. However, it was seen that the participation of explicit awareness has enhanced their performance. In sum, the finding indicated that providing specific explanations on both grammar and word learning might be more beneficial in the beginning of the learning process.

Conversely, research also indicates that the results for Explicit Instruction (EI) are inconsistent. Midford and Kirsner (2005) demonstrated through artificial language learning tests that explicit instruction in complicated structures might be detrimental to older adult people, although it is helpful in simple structures. Moreover, Lenet et al. (2011) found that older adults might benefit from language instruction encouraging more implicit learning and the participants in their study performed better with feedback without grammar rules (EI) and that EI was more troubling during the feedback process. Therefore, the study concluded that older adults may perform better when conditions are naturalistic rather than academic. Additionally, Cox and Sanz (2015) noticed negative consequences of EI in the initial phases of learning among older adults when it was administered prior to practice; however, they also found that these differences diminished over time. The finding indicated that explicit instruction might be challenging for older adults in the early stages of learning, however its detrimental effects can be minimized over time. Meanwhile, certain research indicated that the ability for explicit and implicit processes in older adults is affected by personality traits and lifestyle conditions. For example, the study by Roehr-Brackin and Loaiza (2023) demonstrated that retirement, multilingual proficiency, and an individual's positive perception of cognitive ability affect implicit aptitude. In summary, the literature suggests that explicit and implicit learning processes are a bit controversial but obviously implicit learning is more constrained in older adults than in younger people, although explicit learning can still become relatively easier to achieve. The impact of explicit instruction is inconsistent as various results may occur based on the complexity of the structure, the method of presentation (pre-explanation versus feedback), the duration of learning, and individual differences. Consequently, a harmonious integration of explicit and implicit strategies might be useful in foreign language instruction for older adults. In this regard, explicit strategies can especially be advantageous in vocabulary instruction and grammar rules,

while contextual input and repetitions that facilitate implicit processes can enhance grammar and communicative abilities as well as vocabulary learning.



CHAPTER III

METHODOLOGY

This chapter outlines the methodological approaches employed in the present research comprising two phases: a needs analysis phase and the implementation of a beginner-level English syllabus. Information regarding the participants, data collection instruments, data analysis, and procedures will be provided separately under each of the two research phases.

Research Design

This study was progressed within the framework of the Multiphase Mixed Method Research Design. The mixed method research design is the combination of both quantitative and qualitative methodologies into a singular study in order to address the research problems more thoroughly (Creswell & Plano Clark, 2018). The multiphase mixed method approach, which was adopted in this study, is used for extensive research activities where data collection and analysis may occur concurrently or sequentially (Flynn, 2021). They are considered ideal for investigations that involve multiple sequential stages, when the findings of previous phases frequently affect or guide later phases (Creswell & Plano Clark, 2018). The data collection process in this research possesses distinct and sequential stages as following.

1. *Needs Analysis and Initial Data Collection Phase:* The investigation started with the collection of qualitative data. During this phase, questionnaires comprising qualitative and quantitative inquiries, follow up interviews and class observations were carried out to in order to get an extensive understanding about the aims, needs and characteristics of older adult people. This stage aimed to find out several different aspects and establish a basis for the research's future actions.

2. *Syllabus Development Phase:* The findings derived from the analysis of the data obtained from the the initial stage were used in the development of the syllabus. This is an example where the findings of the previous stage directly affect and determine the subsequent phase.
3. *Syllabus Implementation Stage:* A part of the syllabus that designed according to the results of the needs analysis was implemented with a particular group of older adult students within a specific period of time. This stage indicates the intervention or action component of the research and serves as a crucial element of multiphase designs.
4. *Final Data Collection and Revision Stage:* Before, during and after the program's implementation, quantitative and qualitative data were gathered. This stage aimed to explore participant experiences and reflections related to the effects of the implemented program and carry out necessary revisions.

The current study structure outperforms the conventional two-phase sequential designs, such as Exploratory Sequential or Explanatory Sequential Designs in that it incorporated additional integrated phases, involving syllabus development, implementation, and evaluation. On the other hand, in an Exploratory Sequential Design, for example, a quantitative testing or a generalization phase features following qualitative results. The study starts with an understanding of a phenomenon, proceeds to the development of a syllabus intervention based on these findings, followed by its in-depth analysis over learners' reflections and the teacher journals. For this reason, this study exemplifies the Multiphase Mixed Methods Design, using multiple methods across several sequential stages, with each stage giving information about the preceding one, ultimately seeking to understand the appropriateness of the syllabus for older adult EFL learners.

Participants and Setting

Three distinct participant groups engaged in the two separate phases of this study, labeled as group A, B, and C, in order to address the three research questions. The initial two groups (A and B) contributed data for the needs analysis phase, while the third group (C) participated in the syllabus implementation phase. Group A consists of 88 Turkish and 60 Polish older adult EFL learners, aged 60 and above, and Group B includes 11 Turkish and 3 Polish EFL instructors with several years of experience in teaching English to this population. Group C, on the other hand, involved 20 EFL students aged 60 and above who participated in the program

implementation phase of the study in the Batman Refreshment University located in Türkiye. The details of the study settings and the demographic information related to the three participant groups are presented separately for each study phase below.

Participants and Setting in the Needs Analysis Phase

The needs analysis phase involved collecting data through observing real classroom practices, carrying out needs analysis questionnaires to both older adult EFL students and their instructors, and interviewing some of the questionnaire respondents. These activities were carried out in three distinct settings: the University of the Third Age in the University of Wrocław in Poland, the Antalya Active Elderly Center and the Istanbul Kadıköy Bostancı Public Education Center in Türkiye.

The Antalya Active Elderly Center has been delivering services to older adult people aged 65 and over under Antalya Metropolitan Municipality as part of the Refreshment University project since 2019 (Antalya Büyükşehir Belediyesi, 2019). The center aims to promote healthy, and active aging by providing a wide range of instructional classes, artistic and cultural events, sports programs, and gerontological services, all performed by qualified staff (Antalya Büyükşehir Belediyesi, n.d.; Günhaber, 2019). The Bostancı Public Education Center, which is affiliated with the Ministry of National Education, is located in Kadıköy district in Istanbul. The institution has been offering free or low-cost education in many disciplines, involving English, to the learners of all ages since 1975 (Bostancı Halk Eğitim Merkezi, n.d). As a result, there may be an age difference among students attending in the same class. The University of the Third Age (U3A) at the University of Wrocław, located in Wrocław, Poland, offers lectures in various disciplines for older adults, addressing to their interests and facilitating the development of knowledge on recent scientific developments. Established in 1976, it is the second oldest institution of its kind in Poland, and one of the first in the world. Instructors of English at the Institute of English Studies at Wrocław University had been delivering English classes to older adults at different proficiency levels for several years during the research period (University of Wrocław, n.d.). Due to her full-time employment at a university in southeastern Türkiye, the researcher was unable to carry out class observations at the aforementioned Turkish institutions. However, the student and teacher questionnaires could be filled out at those Turkish institutions.

As for the participants in this stage, the number of respondents of the questionnaires was 148 for the Group A and 14 for Group B in three different institutions in Türkiye and Poland. Relevant data identifying participants in Group A and B can be found in the subsequent tables.

Table 1

Distribution of Group A Participants Responding to the Student Questionnaire

Number of respondents	Country/City	Institution	Age Range	Gender	Level of Education	Level of English
7	Türkiye /Antalya	Active Elderly Center	60-74	6 F 1 M	High school – Bachelor's	A1-A2
81	Türkiye /Istanbul	Bostanci Public Education Center	60-74	70 F 11 M	High school- PhD	A1-B2
60	Poland /Wroclaw	The U3A in the University of Wroclaw	60-80+	54 F 6 M	High school- PhD	A1-C1

Table 2

Distribution of Group B Participants Responding to the Teacher Questionnaire

Number of respondents	Country/City	Institution	Age Range	Gender
2	Türkiye /Antalya	Active Elderly Center	20-40	2 F
9	Türkiye /Istanbul	Bostanci Public Education Center	20-60+	7 F 2 M
3	Poland /Wroclaw	The U3A in the University of Wroclaw	20-60+	3 F

The student participants (Group A) involved older adult EFL students from three different institutions in Türkiye and Poland. A total of 148 people responded to the student questionnaire. 88 of the participants were from Türkiye (Antalya and Istanbul), while 60 were registered at the University of the Third Age at Wroclaw University in Wroclaw, Poland. The majority of the participants, whose ages ranged from 60 to over 80, were women (130 women, 18 men). Their education levels ranged from high school to doctorate, and their English proficiency levels extended from A1 to C1. The majority of the participants knew English at the beginner level (A1-A2).

The Group B participants, on the other hand, involved 14 teachers, 12 women and 2 men, working in three institutions located in Türkiye and Poland. Eleven of these teachers were from

Turkish institutions (Antalya and Istanbul), while three of them was working in Wroclaw University in Poland. The age range of the teachers varied between 20 and over 60 years. The majority of the participant teachers were employed at the Bostancı Public Education Center in Istanbul. This group of participants has provided important data in assessing field practices and implying in-depth insights into the context of teaching English to older adults.

No students or teachers agreed to engage in the interviews in the Antalya Active Elderly Center; yet, the researcher could conduct 15-20 minute online interviews with two EFL teachers and eleven older adult EFL learners from the Bostancı Public Education Center via Zoom to examine the research constructs comprehensively.

To reach a larger pool of respondents for the questionnaires and observe older adult EFL classes over a certain time period, the researcher obtained research permission from the Institute of English Studies at the University of Wroclaw in Poland and then was granted with the 2214/A International Research Fellowship for PhD Students by the Turkish Scientific and Technological Research Council (TUBITAK) in order to collect research data in Poland for four months, from October 2023 to January 2024. Within the specified course schedule, three distinct levels of English classes were observed for a period of seven weeks there. In this period, the needs analyses questionnaires were filled out by three experienced English instructors and 60 older adult English language learners. Regarding the participants' age and language proficiency, it would be more suitable and practical to conduct the interviews in participants' native language; hence, individual interviews were performed only with Turkish EFL students and teachers due to the researcher's unfamiliarity with Polish language.

Participants and Setting in the Syllabus Implementation Phase

The participants of these research phase were designated as group C in this research report. Comprehensive information on these participants, each of which is labeled with a number between 1 and 20, is shown in the the following table.

Table 3

Group C Participants of the Syllabus Implementation Phase

Student	Gender	Age	Job	Level of Education	Level of English	Year of learning English	Native Language	Other languages he/she speaks
1	Male	68	Retired	Middle School	-	-	Kurdish	-
2	Male	73	Retired	High School	-	-	Kurdish	Arabic (a little)
3	Female	60	Housewife- Never worked	High School	-	-	Kurdish	-
4	Male	62	Retired Headman	Bachelor's	-	-	Kurdish	-
5	Female	62	Retired Officer	High School	-	A short period in highschool	Kurdish	-
6	Female	70	Housewife - Never worked	Middle School	-	A short period in middle school	Arabic	Kurdish (a little)
7	Female	60	Housewife – Never worked	Primary School	-	-	Kurdish	-
8	Male	61	Retired worker	High School	-	-	Kurdish	-
9	Male	68	Retired worker	High School	A1	6 months in 1984	Kurdish	English (A1)
10	Female	62	Housewife- Never worked	Primary School	-	-	Kurdish	-
11	Female	62	Retired Instructor	Vocational School	-	A short period in 2018	Kurdish	-
12	Female	63	Housewife- Never worked	High School	-	-	Kurdish	-
13	Female	60	Retired Instructor	Vocational School	-	A short period in 1981	Kurdish	-
14	Female	62	Retired Instructor	Vocational School	-	A short period in 2015	Turkish	Arabic (SL)
15	Female	62	Retired Tourism Worker	High School	A1	A short period in 1993, continuous exposure since then	Turkish	English (a little) German (a little)
16	Male	69	Retired worker	High School	-	A short period in school years	Kurdish	-
17	Female	68	Housewife- Never worked	High School	-	-	Arabic	-
18	Female	68	Retired instructor	Vocational School	-	A short period in school years	Turkish	Kurdish (elementary)
19	Male	63	Retired worker	High School	-	-	Kurdish	-
20	Male	70	Retired officer	High School	-	A short period in High School	Kurdish	-

This group comprises 8 male and 12 female 60+ older adult EFL learners enrolled in Batman 60+ Refreshment University. The Refreshment University is a voluntary social responsibility project for older adults aged 60 and above, offering education provided by faculty members of a university for a duration of 2 to 4 years. It was first established by Akdeniz University Department of Gerontology in 2016 and has been operated in many university campuses around Türkiye under the supervision of the Turkish Ministry of Family and Social Services since 2021. Batman 60+ Refreshment University was established in July 2024 and started education in the Fall Term of 2024-2025 academic year under the direction of the researcher, who also works as an EFL instructor for Batman University. On this campus, a minimum of one distinct course is offered voluntarily by academics in the fields of sports, health, art, culture and travel, and foreign languages to 60+ older adult individuals registered as student in the project during each 12-week academic term during four years. In order to answer the third research question, a four-hour weekly English course was offered to these students, adopting the ETA A1.1 syllabus constructed by the researcher in the Spring Term of the 2024-2025 academic year. All 20 students agreed to attend the ETA syllabus based English lessons voluntarily and provide data when needed but although all participants completed the pre-implementation questionnaire and engaged in post-implementation interviews, some were unable to submit comprehensive unit-based self-reflections.

The group C participants possessed both similarities and differences in features. Each person in this group was at least 60 years old and indicated sufficient physical health to attend the classes independently without assistance from others. All were either retired or had not engaged in any employment throughout their lives. The majority of them reported having no preventive factors that may affect regular attendance in classes or doing homework at home. During the research period all participants resided in Batman and nearly all reported a complete lack of proficiency in English, with an exception of two students who indicated to have basic English proficiency. Conversely, this group, encompassing learners from primary school graduates to university-level alumni, exhibited certain differences in their educational backgrounds. Variations in marital status were also noted. Almost half of the participants were either single or widowed, while the rest had been married for a considerable time period. The majority of the participants had large families, possessing more than two children and several grandkids. As the pilot syllabus implementation was conducted in Batman, a city in the southeastern Anatolia predominantly populated by Turkish citizens of Kurdish or Arabic origin, with an exception of two students, spoke either Kurdish or Arabic as their native language as well as Turkish. Yet,

all of these students reported that they had acquired Turkish as a second language (SL) in their everyday life and spoke it fluently, similar to their own language.

Data Collection Instruments

Multiple data collection instruments were employed to address the research questions in this study. To address the first two research questions associated with the needs analysis phase of the study, the data was collected from classroom observations, student and teacher questionnaires and online individual follow up interviews, performed with around 10% of the participants. In the second phase of the study, to address the third research question, comprehensive qualitative data were gathered from participants via a pre-implementation questionnaire, self-reflection forms completed by students at end of each unit, teacher's reflection journals and face-to-face individual interviews conducted after the pilot implementation process was over. Further information regarding these data collection instruments is presented in the following section.

Data Collection Instruments in the Needs Analysis Phase

Long (2005) states that any language education program must be developed after conducting a comprehensive assessment of the students' needs. This process must reveal gaps in skills and knowledge while addressing to individuals' aims, abilities, learning preferences, expectations, and the socio-demographic factors such as age, profession, or education level (Long, 2005). Therefore, employing a variety of data collection instruments in this procedure is regarded as crucial. In order to facilitate a thorough study on the learner profile, individual interviews, classroom observations, pre-tests, and focus group discussions can be utilized (Brown, 2016). Together with insights from the existing literature, the development of the ETA A1.1 level syllabus was based on the data gathered from the following data collection instruments.

Student and Teacher Questionnaires

Two distinct questionnaires were employed in this phase in order to explore the needs in older adult EFL learning process: student and teacher questionnaires. The questions of these tools were modified and expanded by drawing inspiration from the interview items employed in other investigations (Ramirez-Gomez, 2014, Slowik-Krogulec, 2019b) through adding

new structured and open-ended questions. The relevance of the questions was validated by two field experts, one working as an EFL teacher in Türkiye and another working both as an EFL teacher and researcher in Poland. The Turkish translations of the items were controlled by two distinct EFL teachers with Turkish L1 and their clarity and comprehensibility for students were assessed and confirmed by two older adult students.

The student questionnaire involves three sections and 22 open-ended and closed-ended questions developed to better understand the main needs of older adult EFL learners inquiring their viewpoints on aims, characteristic, preferences and expectations in English language learning (See Appendix 1). The initial section of the questionnaire comprises 9 personal inquiries regarding the respondent's ages, occupations, English proficiency level, educational background, and so forth, while the next section contains seven questions aiming to uncover students' reported viewpoints about their needs in the English learning process based on their characteristics as EFL learners, aims, expectations, abilities and preferences as English language learners. The final section has six questions exploring students' overall views on the appropriacy of the instructional materials, content, methodologies, and other relevant practices employed in English lessons.

The teacher questionnaire, on the other hand, included 3 sections with 24 open-ended and closed-ended questions categorized as background information, views on the older adults as English learners and views on older adult EFL instruction (See Appendix 2). The first section comprised 9 questions providing background information such as teachers' age, level of education, years of teaching experience, etc. The section two contains 6 questions inquiring how the teachers view older adults as English learners. The final section consists of 9 questions to reveal teachers' viewpoints about the appropriacy of available older adult EFL instruction in terms of content, materials, methods and techniques employed in English classes, etc.

The questions in the paper based student questionnaire prepared for Polish students were translated into Polish by students' Polish English language teacher and were filled out in the classroom with the guidance of their teacher and the researcher when needed. 81 older adult EFL students from Bostancı Public Education Center and 7 older adult EFL students from the Antalya Active Elderly Center completed the Turkish version of the paper based student questionnaire in the classroom with the guidance of the researcher and their instructors as well. Certain questions remained unanswered in the questionnaires although students were encouraged to provide complete responses. The teacher questionnaires, on the other hand, were created online using Google Forms to reach broader participants; however, only

three experienced instructors of English from Wroclaw University, two teachers from Antalya Active Elderly Center, and 9 teachers from Bostancı Public Education Center could be reached within the previously identified period of time.

Follow-up Interviews

The interviews conducted after the questionnaires were completed are usually called as "elaborative interviews" or "follow-up interviews" (Creswell & Creswell, 2017). Such interviews provide a more detailed interpretation and understanding of the findings derived from the main data collection instrument, which is the questionnaire in the needs analysis phase of the research. Furthermore, it helps to complete the informational gaps about questions that remained undiscovered or inadequately interpreted by the data analyst or the questionnaire participants. In this regard, follow-up interviews are particularly crucial in mixed methods design, incorporating quantitative and qualitative (Tashakkori & Teddlie, 2010). Furthermore, the follow-up interviews may also function as "member checking." Member checking is presenting the first findings to participants so that they confirm the interpretations were conducted accurately and to implement modifications when needed (Lincoln & Guba, 1985), a technique especially preferred in qualitative research to improve data reliability. In order to get information on the skipped inquiries in the questionnaires, provide more information on the inadequately answered questions, and verify already provided data through member checking, 11 Turkish older adult EFL learners and 2 Turkish EFL teachers were voluntarily and individually interviewed for both data validation and elaboration. The interviewee's permission was obtained to record the interviews, lasted between 15-20 minutes, for later comprehensive analysis.

Class Observations

This study employed both subjective data collection instruments, questionnaires and interviews, and classroom observations as supplementary, supportive, and validating data source. Class observations help researchers to get insights on participants' interactions, behaviors, and learning processes in real classroom environments. This technique enables comprehensive analysis of the impacts of the educational program applied in that class and the participants' immediate reactions against it (Mertler, 2017). It is essential to assess to what extent the interview and questionnaire findings correspond with real practices and, in some cases,

documenting the behaviours that the participants unconsciously displayed (Dörnyei, 2007). In other words, this study utilized the observational data for the sake of triangulation in order to improve the reliability and validity of the research through comparing information acquired from several data sources (Denzin, 2017).

The class observations were carried out using a predetermined observation form that involved different sections addressing to the content and methodology adopted in the sessions, as well as observable teacher-student behaviors (See Appendix 3). The aims of conducting these observations were to provide general insights on the characteristics of a typical older adult EFL class, identify favoured content and techniques and assess their practicality if possible, review behaviours and interactions, determine which language skills are mostly emphasised or challenged by students, and observe any additional aspects that were not addressed in the questionnaires.

As the researcher was unable to observe any older adult EFL classess in Türkiye, the class observations were conducted at the University of the Third age in the University of Wroclaw in Poland through the TUBITAK doctoral scholarship. The researcher could attend 6 A1, 7 A1+, and 4 A2/B1 level 60+ English classess there, as approved by the two EFL course instructors working for that institution. So as not to generate any stress or discomfort for the teachers, the classes were not recorded. The observations (n=17) offered further insights for some questionnaire inquiries.

Ten to eighteen 60+ students attended each session of these three distinct level English classes. The classes were carried out in 90 minute periods each week at the Institution of English Studies in the University of Wroclaw. Conducted by the same English teacher, in A1 and A1+ level classes, the Oxford English File Beginner Third Edition (Latham-Koenig & Oxenden, 2014) text book was utilized as the main instructional material. This book involved 12 units, each containing 2 parts with a total of 24 parts. The instructor addressed the syllabus and topics outlined in this textbook, starting with Unit 1 in the A1 class and Unit 5 in the A1+ class, adapted her pace to suit the students rather than setting a strict time schedule to complete the predetermined units. She indicated that A1+ class had completed the initial four units of this book during the previous year, in which 24 weeks and 48 hours of English instruction were delivered. On the other hand, A2+/B1 group students received English instruction in weekly 90-minute sessions as well by a different EFL instructor. In this class, the instructor utilized ready-to-use worksheets downloaded from the [Linguahouse.com](https://www.linguahouse.com), a website offering free English as a Second Language (ESL) lesson plans and worksheets on topics such as “on a plane”

and “at a restaurant”, rather than adhering to a specific syllabus or textbook. In total, 90-minute 17 classes in 7 weeks were observed at this institution. The researcher took notes on the content, techniques and strategies employed, and observable student and teacher behaviors and attitudes during these classes. The headings in the observation form were selected to be pertinent to these areas, the relevance of which were validated by two experts in the field.

Data Collection Instruments in the Syllabus Implementation Phase

The instruments utilized in this study phase were designed to document learners’ backgrounds, track their reflections on the syllabus, and provide the instructor’s insights about the progress, while also presenting in-depth information about learners’ views and experiences throughout the syllabus implementation period. In this respect, pre-implementation forms, learner self-reflection forms, teacher reflection journals, and post-course individual interviews were systematically utilized to gather a wide range of information. The integration of these tools served as the triangulation of data through a number of sources in order to increase the comprehensiveness and trustworthiness of the findings.

Pre-implementation Form

This instrument was administered to 20 older adult EFL students volunteered to take the English course that would be instructed by the researcher in Batman 60+ Refreshment University during the Spring term of 2024-2025 academic year before the pilot implementation procedure. Consisting of 15 background information questions about students' age, education, gender, English proficiency, knowledge of other foreign languages, health status, study conditions, it also includes 5 general questions to assess their current English knowledge and skills and 4 questions meant to uncover the reasons for learning English, aims and expectations throughout the syllabus implementation period (See Appendix 4). The students completed this form with researcher’s assistance in classroom in the prior week of the scheduled start week of the syllabus, following a presentation on the details of syllabus implementation in such terms as duration, objectives, content, etc. Clarifications concerning the inquiries were also provided when needed so as to encourage them to fill in all necessary parts. The final question in the form was aimed to assess learners’ current English knowledge and abilities through 'can do statements' which were formulated in accordance with the main objectives of the A1.1 English syllabus. The purpose of involving such items was to confirm

the homogeneity of participants regarding English proficiency before starting the program. This strategy was adopted upon recommendation of four expert researchers specializing in the field to avoid the potential stress that a standard general English test may impose on these students.

Self-reflection Forms

During the syllabus implementation stage, learners were requested to reflect on the content, methodology, and materials after each unit was taught. In order to facilitate learners' understanding of this inquiry, guiding questions were incorporated into the self-reflection forms to encourage them to widen their views on the challenges, effectiveness or appropriateness of that unit in the syllabus. In each form, the first two sections, content and methodology, included the same questions, but the third section featured distinct "can do statements" meant to assess whether the students had attained the language gains aligned with the unit objectives (See Appendices 5a, 5b, 5c and 5d).

The guiding questions presented in these forms were aimed to provide some insights to reflect on both good and bad sides in their English learning journey during the implementation period. Processing a syllabus unit required around one month during the pilot implementation process; therefore, only the first three units and the lead in part could be processed within the available timeframe. Consequently, learners were engaged to fill in four distinct self-reflection forms, one for the lead-in part and three for units 1, 2 and 3, within the specified course time with assistance of the researcher when required.

Teacher Reflection Journals

Teacher reflection journals are crucial tools for educators to contemplate their instructional practices, student engagements, and academic decisions (Hubbs & Brand, 2010). These instruments provide researchers an in-depth investigation of classroom practices and educators' viewpoints and generate wealthy qualitative data. The teacher reflection journal used in this study involves six main sections structured so that the instructor can systematically record his/her observations and provide reflections on specific class sessions (See Appendix 6).

While the first inquiry encourages the instructor to specify what topics were addressed during that class, what instructional materials were utilized (such as books, presentations, and audio-visual aids), and what teaching activities were conducted (group work, individual assignments, and presentations), the second section inquires learners' response to content. This section aims

to record observable student reactions, interactions, joy and willingness towards the course content, materials, and activities based on the instructor's perspective. Indicators of student understanding (questions, comments, facial expressions, level of participation, etc), motivation to continue the course, and general classroom atmosphere are aimed to assess in this section. The third inquiry, program suitability, involves reflections regarding the appropriateness of the content for learners' proficiency level and interest, the complexity of the topic, or the availability of the time allocated for that session. The instructor is encouraged to note down on whether the class proceeded as intended, if the material was covered within the anticipated timeframe, or if the learners had sufficient opportunity to understand the subject. The next inquiry is intended to record the strong aspects of the lesson plan of that day, effective teaching techniques, or good behaviors displayed by the learners. Question five reveals challenges, obstacles, or elements considered necessary to be improved throughout that class session. This inquiry can elaborate on topics that students face challenge to understand, inefficient instructional techniques, classroom management issues, or problems with the instructional materials. The final inquiry of the teacher reflection form enables the researcher to brainstorm and record the strategies or methodologies that could be effectively used in the following classes. Such inquiry emphasizes how reflective practice can be utilised and how it helps the teacher in planning the subsequent sessions (Lama, 2023).

This data collecting procedure was carried out systematically over the period of 14 weeks of pilot syllabus implementation. The teacher note down a reflection immediately after each two-hour class session, held twice weekly, while they were still clear in her mind, resulting in a comprehensive data set (28 entries in all).

Interview

Besides gathering data through pre-implementation and self-reflection forms, face-to-face individual interviews were conducted with 20 students at the end of the 14-week course period. The interview protocol involved 25 questions in Turkish to get insights about the appropriateness of the content, teaching techniques, materials, classroom environment, and the instructor's general teaching approach for their aims, expectations and learner characteristics in English and to receive recommendations for syllabus improvement when relevant (See Appendix 7).

Malmqvist, Hellberg, Möllås, Rose, and Shevlin (2019) assert that piloting tools is important to improve the quality of the qualitative information gathered. The interview guide was piloted

with two 60+ EFL learners in a different institution before conducting real interviews with the real participants to ensure the questions' clarity. The validity of the questions were also confirmed by one older adult EFL teacher and an expert researcher in the field. Revisions were carried out upon recommendations regarding the clarity of the concepts and certain technical issues. Face-to-face individual interviews, each lasting around 30 minutes, were carried out and recorded by students' consent using a voice recorder in the researcher's office at the same institution.

Procedure

This section provides a systematic account of the study processes through which learners' needs were initially identified, how these findings informed the design of the syllabus, and how the syllabus was subsequently piloted in practice. Each stage of the procedure was carefully planned to ensure pedagogical coherence and alignment with the target population. Ethical approval for this study was obtained from the Ethics Committee of Gazi University, Graduate School of Educational Sciences (See Appendix 11). All participants were informed about the aim and scope of this research, and then their voluntary consent was obtained before collecting data in each relevant stage.

Needs Analysis

The study of needs begins with examining learners' existing knowledge, discovering the information they need to know, determining the contexts to use the language and identifying learners' learning styles, preferences, and limitations in their learning process (Brown, 2016). An efficient foreign language teaching syllabus requires more than a simple sequencing of linguistic structures; it entails a comprehensive examination of different factors, such as learners' personal characteristics, learning motivations, preferences and the circumstances under which they perform best. Therefore, the needs analysis is seen as the fundamental phase in the process of developing a syllabus and a cornerstone of an effective instruction (Richards, 2001). In the light of this idea, this stage was conducted through administering student and teacher questionnaires, the findings of which were widened, improved and validated by follow-up interviews and classroom observations as well as the relevant literature findings. Through a comprehensive examination of the data gathered from both the literature review and the aforementioned data collection instruments related to the general characteristics of older adults

EFL learners, their aims, expectations, preferences, challenges in learning English, and conditions of the available older adult EFL education, a beginner level syllabus was proposed by the researcher (See Appendix 8).

Syllabus Design

Description of the English for the Third Agers (ETA) A1.1 Syllabus

The ETA A1.1 syllabus was specifically developed for older adult EFL learners and is structured around four main themes: *People, Home, City, and World*. Each theme encompasses three units, and every unit is divided into three sub-sections (A, B, C) followed by a revision part at the end. The syllabus consists of 12 units in total, promoting the development of integrated skills while exposing students to the receptive skills more in most parts in order to provide sufficient language knowledge and avoid the anxiety that can be created by the expectation of productive skills as it is the very low level. It also provides opportunities for review and consolidation at the end of the each unit and an extended revision session at the end of each thematic cluster of three units allowing learners to revisit the content and practise communicative tasks mainly based on productive skills in broader contexts.

The syllabus introduces a classroom-themed lead-in unit before the main thematic units start in order to familiarise learners with classroom language that can be encountered during the future classes and ease their transition into the new learning environment. This lead-in part includes frequently used instructions and expressions such as *I don't understand, Can you repeat that, please?* or *What does it mean?* as well as basic vocabulary related to objects and actions within the classroom. It both provides essential linguistic tools for navigating the classes and serves as an affective function to decrease anxiety and increase learners' confidence in engaging actively in class from the very beginning. By focusing on immediate classroom needs, this unit also contributes to build a foundation on which the subsequent thematic units are progressed.

The thematic content was carefully selected in line with the results of the needs analysis, the results of which revealed these learners' strong desire to improve speaking and listening skills at first. However, considering that students at this proficiency level may lack previous exposure to English and they can easily be demotivated in the case of failure due to some physical and cognitive impairments, the program placed priority on reading and listening, alongside explicit teaching of vocabulary, grammar, and pronunciation. Productive skills (speaking and writing), however, were not neglected but integrated more indirectly in the three subsections of each unit, mostly through short oral and written dialogue activities and more intensively practised in the

revision weeks through enjoyable task-based activities, encouraging the use of previously acquired language.

The syllabus is organised around the typical daily life situations that an older adult may encounter. It aims to teach English around in topics such as meeting new people, shopping, travelling at the airport, explaining health symptoms to a doctor, making phone calls in an emergency, playing with grandchildren in the park, etc. The lexical, social and functional language taught in each unit was selected to provide communicative value, ensuring that learners could apply to this knowledge in their everyday interactions. Therefore, while the syllabus broadly refers to the Common European Framework of Reference for Languages (CEFR) at A1 level, it incorporates a more limited range of vocabulary and functions that are seen in a typical A1 level syllabus, and in some parts, it strategically consists of selected items from higher levels (A2, B1) as well. Examples of this strategy involves teaching words and expressions such as *retired*, *bench*, *cane*, and *hearing aid*, which are considered to be particularly relevant for the realities of older adults. Each unit consists of a small number of lexical and grammatical items so as to avoid a cognitive load.

From a methodological perspective, the ETA A1.1 syllabus adopts an eclectic approach, mainly built upon communicative methods such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT). Even so, techniques related to the earlier methodologies—such as the Grammar-Translation Method (GTM), the Audio-Lingual Method (ALM), and the Direct Method (DM)—were incorporated when considered suitable for the specific unit objectives. In this respect, the principal aim of this syllabus is to provide students with the necessary words, phrases, functional and social language and the grammatical structures that enable them to communicate in four language skills in English.

A typical lesson sequence within this program follows a systematic progression. Each subsection (A, B or C) begins with explicit vocabulary teaching, in which new words and formulaic sequences (or chunks) are introduced by using different teaching techniques and materials. These lexical items are subsequently re-presented within a listening or reading activity as the lesson progresses, most often in the form of short dialogues that contextualize the target language. Within these receptive activities, both the target words and fixed phrases are recycled and the new target grammatical structure is highlighted either in bold or underlined to draw learners' attention. After engagement with some listening or reading based comprehension activities, the target grammar structure is explicitly taught and practised in controlled exercises. Each unit's revision section involves a communicative task that focuses

mainly on productive skills and require learners to use and practice the newly acquired vocabulary, structures, and formulaic expressions in real-life contexts. With an effort to provide a balance between form-focused explicit instruction and opportunities for meaningful communicative practice, such a syllabus design might be valuable especially for older adult learners, whose declarative memory remains relatively intact while procedural automatisations is more limited (Ullman, 2016). Consequently, it can be said that the ETA A1.1 syllabus combines contextualized, needs-based content with an eclectic methodological orientation, in an effort to balance receptive and productive skills through an integration of vocabulary, grammar, and communicative practice in a specified amount and sequence.

Syllabus Type

The ETA A1.1 syllabus cannot be described as a single syllabus type. It rather embodies an eclectic orientation that incorporates features from different approaches. This eclecticism reflects the complex needs of this age group, requiring both explicit instruction for declarative knowledge and opportunities for meaningful communicative use.

1. Thematic/Situational Orientation: The most salient characteristic of this syllabus is its thematic and situational basis. The four macro-themes (*People, Home, City, World*) are subdivided into different units and sub-parts that mirror everyday situations in which older adult people may frequently encounter. For example, “*the Hospital*” context focuses on communicating with medical staff and describing symptoms, while the “*Shopping*” context aims to develop language for interacting with shop assistants to buy goods. “*Emergency Call*” context prepares learners for making phone calls to get help in urgent situations while “*At the Airport*” context teaches expressions for ticketing and travelling procedures or “*At the Park with Grandchildren*” context emphasizes intergenerational interaction. This situational orientation implies that language that is immediately applicable to real-life contexts is involved in this syllabus. In this respect, it aligns with the principles of a situational syllabus, in which content is selected according to the communicative demands of specific situations (Richards, 2001).

2. Lexical Orientation: Each lesson begins with explicit vocabulary teaching, which makes the lexical dimension central to this syllabus. Target words and phrases are presented with their Turkish equivalents and pronunciation guides as transcripts through

flashcards, videos or word lists and activities, then re-presented in listening or reading activities, and later consolidated through word lists, online Wordwall tasks, and Word sudoku activities. Vocabulary selection is based not only on CEFR A1 descriptors, involving less items than a typical A1 level syllabus or items from higher levels, but also on the specific communicative needs of older adults in different situations. For instance, items such as *hearing aid*, *cane*, or *bench* are drawn from higher CEFR levels (A2–B1) due to their functional relevance to this age group in a specific situation.

3.Structural Orientation: Grammar also plays a central role in this syllabus. Each unit contains a specific grammatical focus, introduced first through receptive input (reading/listening) where learners notice the target forms in bold or underlined forms, and subsequently taught explicitly with Turkish explanations of rules and reinforced through worksheets, drills, and online or paper-based exercises. This sequencing demonstrates the program's structural dimension, since grammar points are selected, graded, and taught systematically in very small portions. Such structural emphasis corresponds with older learners' preference for clear explanations and explicit rule learning (Gabrys-Barker, 2017).

4.Functional–Notional Orientation: Beyond vocabulary and structure, the syllabus also helps learners to carry out specific communicative functions. Each situational unit embodies functional–notional objectives such as *Emergency Call* for requesting help in an urgent situation, *At the Doctor* for describing symptoms, *Shopping* for asking about prices, *Meeting Someone New* for introducing oneself, etc. In this sense, it can be said that this syllabus also corresponds to a functional–notional syllabus, as students learn the linguistic means to perform functions that are socially and communicatively significant.

Consequently, the design of the ETA A1.1 syllabus should be classified as eclectic. Such design is believed to be pedagogically appropriate for a heterogeneous older adult learner group, whose declarative memory is likely to enable them to benefit from explicit vocabulary and grammar teaching more, while their communicative needs require situation-based functional practice. In this sense, relevant research findings imply that older adult learners might achieve best results when instruction blends explicit focus on form, lexical enrichment, and communicative use (Gabrys-Barker, 2017; Pfenninger & Singleton, 2017; Ramirez-Gomez, 2016; Ullman, 2016).

Syllabus Shape

The ETA A1.1 syllabus reflects a combination of cyclical and modular design principles. Unlike a strictly linear syllabus, in which items are introduced once and then discarded, this syllabus aims to recycle and revisit the content systematically in order to provide repeated practice, exposure, and consolidation. This cyclical feature is believed to be particularly appropriate for older adult learners, whose learning can be improved by repetition.

1. Modular Structure: The syllabus is divided into four macro-themes (*People, Home, City, World*), and each theme contains three units, each following the same internal structure—three sub-sections and a revision part. In addition, each macro-theme concludes with a thematic revision part involving all target language content in controlled practices and communicative tasks. This modular organization helps learning the target content in theme-based clusters, while also ensuring thematic coherence across units.

2. Cyclical Progression: Repetition and recycling are embedded at multiple levels of the syllabus. They appear within units in that vocabulary, expressions, and grammar are first introduced explicitly, then re-contextualized in listening and reading activities, and later revisited in controlled practices and communicative tasks. They also appear at unit level as each unit ends with a revision part where learners review all items and do practice through a communicative task. At theme level, on the other hand, learners engage in an extended revision week after three units (a full theme) were completed in order to reinforce the cumulative content of the entire theme. With this cyclical design, it is aimed that no language item is taught only once, rather, all items are encountered, practised, and then re-applied at regular intervals as much as possible, in line with the evidence that distributed practice and recycling enhance retention (Baddeley, 1999).

The cyclical-modular shape of this syllabus is considered to reflect the specific needs identified through needs analysis. It was concluded that older adults benefit from clear modular boundaries, providing structure and predictability, frequent revision opportunities, decreasing cognitive load and allowing for consolidation, recycling of language, reinforcing declarative memory and compensating for poor working memory capacity. Such a design aligns with principles of geragogical instruction, which emphasize repetition, scaffolding, and gradual progression (Findsen & Formosa, 2011). This design is believed to be appropriate for older

adults in that it provides both predictability and flexibility combining modular clarity with cyclical repetition to help them strengthen long-term retention.

Pilot Implementation

20 participants at the age of 60 and above, representing the target population for whom the syllabus had been specifically designed, were enrolled voluntarily in the pilot implementation of the ETA A1.1 syllabus. The program extended over a period of 14 weeks, comprising two sessions per week on Mondays and Thursdays, with each session day lasting about two hours (1 pm - 3 pm). This format involved a total of 28 instructional days, structured into two 50-minute lessons with 20 minutes breaks each day in order to maintain concentration and reduce fatigue.

During the piloting period, the lead-in part (focused on classroom language) and the first three units under the *People* theme were fully implemented. These initial units were deliberately intended to cover fully as they involved fundamental communicative routines, family-related vocabulary, and daily routines, providing learners with an essential linguistic foundation. It should be noted that the remaining units of the syllabus could not be piloted in this process due to the time limitation but recommended content and activities were already presented in the full version of the syllabus provided in appendix 8.

The pilot implementation procedure consisted of a weekly cycle followed a structured rhythm. Monday lessons were generally devoted to the introduction of new vocabulary, receptive input gaining activities (listening and reading), and raising awareness of grammatical structures through contextualized oral or written texts after a brief revision. Thursday lessons, on the other hand, began with a short revision session again reviewing the previous content, followed by explicit grammar instruction with Turkish explanations and structured grammar practice through exercises such as matching, fill-in-the gaps, multiple-choice questions or word puzzles. In every session, a period of time was also allocated for revision of the previous week's content and homework review, ensuring that learners had repeated opportunities to consolidate what they had studied and to clarify where they had difficulties. This weekly rhythm proved particularly beneficial for older learners, as distributed/spaced repetition and frequent recycling are known to support long-term retention and reduce cognitive load (Alfotais, Mahdi, Alkhamash, 2025; Bialystok & Craik, 2010).

Overall, the participants were taught in a learning environment that balanced predictability through a modular structure and a fixed weekly rhythm, and novelty through the introduction

of new thematic content. This balance intended to address the challenge of maintaining learner motivation and accommodating age-related learning preferences such as scaffolding, repetition, and contextualization of language (Gabrys-Barker, 2017; Ramirez-Gomez, 2016).

Units Implemented

The pilot implementation of the ETA A1.1 syllabus began with a lead-in section, followed by the first three units under the “People” theme.

Lead-in - Classroom Language: The lead-in part was designed to make students familiar with essential expressions and classroom routines for instructional interaction. Phrases such as *Repeat after me!*, *I don't understand!*, *What does it mean?*, and *Open your book* were taught to help learners to follow instructions effectively. Vocabulary related to classroom objects (e.g., *book, pencil, board, table*) was introduced, for both promoting functional communication in class and confidence-building at the start of the program. This part was also intended to play an affective role in reducing anxiety and make students prepared for subsequent thematic contents.

Unit 1-Me: The first unit focused on self-introduction and personal identity, allowing learners to engage in simple greetings and conversations. Formulaic expressions such as *Hi, Hello, How are you?, What's your name?, My name is ...*, and *Nice to meet you* were practised through dialogues in usually pair works. Grammar sections involved learning subject pronouns *I* and *You*; possessive adjectives *My* and *Your*; the verb *to be* (am, are) in positive, negative and question forms, and contractions. The vocabulary, on the other hand, featured numbers and words related to basic personal information. By the end of the unit, learners were able to introduce themselves, ask and answer basic questions, and communicate in short exchanges of personal information.

Unit 2 - My Family: The second unit expanded communication to include family and close relations in one's life, reflecting the social importance of kinship ties in older adults' lives. Expressions such as *This is my ... (mother, son, friend)*, *Who is she/he?*, *Is she your sister ...?*, *Yes, she is / No, she isn't*, and *How old are you?* were mainly introduced in this unit. Grammar topics included third person singular pronouns *he, she, it*; the possessive pronouns *his, her, its*.; the verb *to be* in third person singular (*is*) in its positive, negative and question forms as well as contractions. The vocabulary section mainly covered some family members words that are first needed to know by older

adults such as grandfather, grandson, etc, age, and numbers 13-100. Skills activities included reading or listening about others' family and creating their own, while the communicative tasks involved introducing family members to classmates. This unit both aimed to provide essential language for talking about family and friends and promote social bonding within the classroom.

Unit 3 - Others: The third unit, titled *Others*, moved beyond oneself and one's family to talk about other things/people on their countries, nationalities, colors, and personal belongings. Learners practised asking and answering questions such as *Where are you from?*, *Where is Istanbul?*, *What's their nationality?*, *Are they English?*, and *What's in your bag?*. Vocabulary included a selection of countries (Germany, France, Syria, America, Türkiye), nationalities (Turkish, German, Syrian, English, American), colors, and common personal items that are believed to be relevant to the target older adult sample group in this study (e.g., *eyeglasses*, *pill*, *pillbox*, *cane*, *hearing aid*). Grammar structures covered plural subject pronouns (*we*, *you*, *they*), possessive adjectives (*our*, *your*, *their*), the verb *to be* in plural forms (*are*), plural endings (*-s*, *-es*, *-ies*), and the use of *have/has*. Reading and writing tasks involved short social media-style posts, while vocabulary and speaking activities included a classroom memory game ("Guess the people!") or online Wordwall puzzles, Hangman, Find the Pairs memory games or Word Sudoku. By the end of the unit, learners were able to identify and describe other people in terms of country, nationality, and possessions.

All in all, the implementation of the lead-in and the first three units intended to provide learners with a gradual but comprehensive introduction to English, processing in small and relevant pieces and in a recycled rhythm. Selected deliberately, these units are believed to have addressed personally relevant and highly frequent communicative functions (introducing oneself, talking about family, describing others), while also introducing fundamental grammatical structures and vocabulary. These initial linguistic and functional steps served as the foundation for building the remaining syllabus content and activity selection in future implementations.

Lesson Structure and Weekly Rhythm

The lesson structure in the pilot implementation followed a consistent weekly rhythm that intended to provide scaffolding, predictability and low anxiety classroom atmosphere to older

adults. An example lesson flow was presented in Appendix 9. While each week of implementation period consisted of two 50 minute sessions held on Mondays and Thursdays sharing a similar framework, they differed slightly in focus. Typically dedicated to the introduction of new content, Monday lessons began with explicit vocabulary teaching, in which target words and formulaic expressions were presented with their Turkish equivalents and pronunciation guides in transcripts on board, in paper word lists or by videos created by Vidnoz AI. Vocabulary sessions were followed by listening or reading activities—usually presented in short dialogues—where the new vocabulary and grammatical structures appeared in context. Through listening or reading activities, learners were encountered with the target words again and encouraged to notice the target grammatical structures, highlighted visually (bold or underlined), to draw attention to grammatical features, while reading and listening understanding were consolidated by comprehension questions and short practice tasks.

Serving as a bridge between reinforcement and new learning, each Thursday lesson started with a short revision of the previous session's content, ensuring that learners revisited the target vocabulary and communicative expressions of that unit part. Time was also allocated to check and discuss homework assignments, allowing learners to receive feedback and clarify misunderstandings. After that, the lesson moved on to explicit grammar instruction and practice on the grammar point of that unit part, usually supported and exemplified by a handout involving grammar exercises and Turkish explanations. Such a weekly rhythm, mirroring the cyclical nature of the syllabus in which content was not only introduced once but systematically revisited at unit and theme levels, was intended to offer a sense of routine that reduce anxiety and promote long-term retention. It also emphasizes the importance of distributed repetition and retrieval practice, which are particularly effective in late-life learning.

Besides the regular weekly rhythm for each sub-part, the ETA A1.1 syllabus integrated a revision section/week at the end of each unit as well as revision weeks after each theme/three units. The unit-level revision sections were primarily devoted to Task-Based Language Teaching (TBLT) activities that required learners to actively use the target vocabulary, fixed phrases and grammatical structures in speaking or writing tasks in the forms of short role-plays, dialogues, and simple oral/written outputs. This structure is believed to allow learners to transform receptive input into productive output in a controlled but communicative context. Besides task-based activities as revision, learners were always provided a two page revision worksheet and online Wordwall memory activities at the end of each sub-part and unit. Moreover, after each three-unit, an extended revision week was scheduled, during which

learners recycled and consolidated the cumulative content of the theme. Such cyclical integration of revision is seen especially suitable for older adult learners in the need of frequent recycling and structured opportunities for output to boost long-term retention (Gabrys-Barker, 2017; Ramirez-Gomez, 2016).

Teaching Techniques

Several teaching techniques were applied to deliver the content of the lead-in part and the first three units under the *People* theme during the pilot implementation process. These techniques were selected to align with the eclectic methodological orientation of the ETA A1.1 syllabus so that they fit in older adults' specific learning profiles, preferences or abilities.

Firstly, each lesson started with explicit vocabulary/formulaic expressions teaching, usually practiced in the Grammar Translation Method (GTM), the Direct Method (DM), the Audiolingual Method (ALM) or the Communicative Language Teaching (CLT) method techniques such as Picture-word matching, oral and written repetitions, scrambled letters/words/sentences, short dialogues, question-answer drills, fill-in-the gaps, word lists, Turkish-English translations, etc. New lexical items were usually introduced with audios, visuals, Turkish equivalents and phonetic support in L1, and learners repeated them first as a whole class, then in pairs, and finally individually one by one. This step-by-step repetition was thought to allow participants to gain confidence and reinforced memory retention. Controlled drills and question-answer exercises were also used to practise formulaic sequences and grammatical structures. For example, in Unit 1, learners frequently drilled *Hello, What's your name? My name's and the verb to be with personal pronouns I and You (I am / You are) in pairs. These drills often began with choral repetition and gradually shifted to pair or individual practice, ensuring that all learners could produce the target forms. This practice was especially important to provide learners the opportunity to get help from the teacher or other students while they were still in class as most of them could not get sufficient help from other family members at home.*

Pair work, practising short dialogues in a specific context, playing language and memory boosting games, oral and written repetitive activities, doing online Wordwall puzzles and Word Sudoku activities were also integrated into class sessions in order to help learners to both learn and memorize the words and encourage them to use the new language in simple communicative exchanges, contributing to their cognitive, social and psychological well-being.

Finally, each unit concluded with a revision section, where Task-Based Language Teaching (TBLT) principles were applied and learners engaged in short speaking and writing tasks that recycled the content of the unit. For example, they role-played simple conversations when applying the Refreshment University and gave simple information about themselves (Unit 1), prepared a short description of their family on a postcard and presented it to their friends (Unit 2), or wrote and shared a Facebook-style post describing other people's job, nationality or belongings (Unit 3). These tasks allowed learners to use and transform the receptive knowledge they got previously into productive use in authentic-like contexts, while maintaining a low-stress atmosphere.

It should be strongly highlighted that, in addition to vocabulary drills, grammar exercises, and communicative practice, the pilot program also made extensive use of memory-boosting activities in both print-based and digital formats which the learners seemed to enjoy the most. Learners engaged with memory boosting activities such as English word sudoku (see Appendix 10) and online Wordwall games and activities such as wordsearch puzzles, crosswords, order the word or letter activities in puzzle forms, find the pairs memory game, anagram, look and remember, hangman, etc. which were specifically designed by the researcher to align with the objectives of the ETA syllabus so that they practise words, formulaic chunks or grammar structures outside of class. The integration of such activities served a dual purpose of the ETA syllabus: on the one hand, they provided repeated exposure to target items in a playful and motivating format, and on the other hand, they supported memory retention and cognitive stimulation.

Materials Used

The pilot implementation of the ETA A1.1 program relied on a combination of teacher-prepared materials, commercially adapted resources (mainly Oxford English File Beginner and Cambridge Face-to-Face Starter), and digital tools designed to meet the specific needs of older adult learners through Vidnoz AI and Wordwall. All materials were selected or created with the dual purpose of ensuring accessibility and promoting memorability, in line with principles of geragogical pedagogy that emphasise repetition, clarity, appropriate font and volume, visibility and multimodality (Formosa, 2012; Ramirez-Gomez, 2015).

Teacher-prepared printed handouts were distributed each week, including vocabulary lists with Turkish translations and phonetic transcription, grammar explanation sheets in Turkish, and controlled practice exercises such as gap-fills, matching tasks, and word-picture matching,

word/sentence completion, multiple-choice items, usually presented in short dialogues. In addition, worksheets (typically two pages per week) were delivered to reinforce in-class learning and provide opportunities for homework. Learners also received thematic word lists with Turkish equivalents and pronunciation support and were encouraged to copy multiple times, both to improve writing fluency and to enhance memory retention.

Through such supportive materials, both in print and in digital form by Wordwall, learners combined repetition with cognitive stimulation, recieved an enjoyable format for vocabulary consolidation and extended their learning beyond the classroom by the opportunity to listen and repeat the items at their own pace. Such playful activities were believed to lower anxiety and increase motivation and promote memorisation.

Wordwall activities also helped the teacher to monitor participation and progress without students information, however students were not informed that the Wordwall system allowed the teacher to track them. Additionally, a WhatsApp group was created to share activity links, reminders, and supplementary materials and students were given three different words or formulaic chunks with their Turkish equivalents and pronunciation support each day. They were also introduced to Duolingo, a language learning mobile app, for short daily practice sessions (10–15 minutes) which can support autonomous learning and strategy learning, thereby integrating mobile-assisted language learning into the syllabus.

Some commercial materials such as Cambridge *Face2Face Starter* and Oxford *English File Beginner* were also adapted to support the teacher-prepared resources. As the results of the needs analysis revealed that these two books were usually favoured in older adult EFL classes, selected dialogues and listening texts from these books were sometimes used in a simplified form to use as class materials. Also, short audiovisual clips (including AI-based mini-videos) were created through Vidnoz AI, when the researcher could not reach any appropriate listening files covering the target content of a specific lesson. All these teacher-made or modified materials were carefully adjusted to match the level and pace of older adult learners with high voice, low speed, big and bold text fonts, etc.

In sum, the materials used in the pilot implementation combined traditional print-based resources with online modern multimodal materials such as videos, online puzzles and games, or accessible digital platforms. It is believed that they together supported explicit vocabulary and grammar learning, encouraged frequent oral and written repetition, created meaningful opportunities for communicative and memory-boosting practic and addressed the cognitive and affective needs of older adults in English learning.

Digital Tools and Technology Integration

The digital tools in the pilot implementation functioned as a vehicle to carry out the practices in the workflow rather than as a necessity of a tool-centred approach. In this respect, *Wordwall* functioned as the primary out-of-class means and tracking layer and *Whatsapp* was used to share related links with the groups and and remind the previously learnerd words and phrases. In addition, *Duolingo* was also recommended to students to support daily micro-exposure (10–15 minutes) as a habit-forming complement for strategy training and autonomous learning but did not played a role as a substitute for the syllabus. *Vidnoz AI*, on the other hand was utilised to generate relevant audios and videos related to the class topics when necessary.

Low barrier of entry (single-tap links in WhatsApp; bold/underlined words and phrases, colorful and enjoyable background, high voice, large fonts and clear contrast in printable items) was prioritised in tool selection from an accessibility standpoint. For privacy and anxiety concerns, no public leaderboards were used in Wordwall activities and participants were informed that the teacher would only view whether they completed the activity or not and no one could view their results. In summary, technology was integrated to this syllabus implementation to extend time of activities between sessions, to maintain anxiety-free and autonomous engagement for older adults and to share and remind course content in order to enhance retention.

Assessment and Evaluation

Assessment in the piloting procedure was formative, continuous and low-stakes, focusing on insights of teacher and learners based on feedback and reflections over grades. Basically, three complementary evidence tools were used:

1. In-class evidence with controlled drills performance, brief comprehension checks, and teacher micro-observations (joy, participation, accuracy, comprehension, task completion, etc).
2. Out-of-class indicators as Wordwall participation (attempts or completion timestamps, the speed of completion, item-level success where available), which were reviewed weekly only to guide the guide the teacher for further plannings, not to give a rank to learners.

3. Self-assessment through short can-do statements completed at the end of each unit (e.g., “*I can say where someone is from*”), enabling learners to perceive progress.

It should be noted that no summative tests were administered based on scoring students during the pilot implementation. The emphasis rather remained on self- confidence, continuity in classes, and uptake.

Skill-Specific Focus

The rationale behind the ETA beginner level syllabus is to approach each language skill with a specific pedagogical focus and weigh. Vocabulary teaching was based on using high-salience words and formulaic language, aligning with the communicative function of each topic, which were selected to be relevant in daily lives of this age group such as greetings, family terms, health conditions, traveling and culture related expressions. Learners first were taught these words and expressions explicitly, then provided with opportunities to notice them in context and guided to produce these items within fixed frames during unit-end tasks, and finally retention was reinforced through the structured homework cycle and Whatsapp reminders. Pronunciation prioritised intelligibility over nativeness. Teacher directly gave the pronunciation guides and clues in their L1 for each word or formulaic expression besides providing their Turkish equivalents written on board and word lists. Instruction followed a sequence from first listening the target words and expressions from recorded audios/videos or by teacher modelling to the whole-class repetition, pair work and finally one by one individual practice. Although the International Phonetic Alphabet (IPA) is widely used in language teaching to indicate pronunciation, in the ETA A1.1 program implementation, phonetic support was provided through simplified Turkish-based transcriptions (e.g. teacher – *tiiçır*). This decision was made due to the findings on the cognitive and affective needs of older adult learners and class observations conducted in Poland, revealing that these people benefit more from accessible, familiar representations of sound rather than complicated phonetic symbols.

In reading sessions, on the other hand, mainly very short, age-relevant texts or dialogues with age-representative images and people were used, such as family descriptions, self-introduction blurbs, old-fashioned postcards or social media-style posts. The primary aim of these materials was form and meaning noticing, individual exposure to input, and developing the ability to extract information about people, places, and relationships.

Grammar instruction is not much focused in this syllabus while being taught and practiced explicitly after noticing the form through receptive input. Therefore, limited and small sets of context-relevant structures, such as the verb *to be* in singular and plural forms, *have/has* for possessives, and the plural *-s*, were taught, usually divided into short pieces. These items were first noticed in a listening or reading context in underlined or bold forms, then briefly explained in Turkish, and finally practised through controlled production.

Listening activities relied mainly on high volumed, slow and clearly articulated dialogues and sometimes paralleled the reading texts. Learners received multiple exposures to the same listening input, which were also supported by visuals and transcripts, in order to improve both gist and detailed comprehension. Students were provided the record of the listening activities beforehand through Whatsapp group so that they can find opportunities to listen it many times at home and get ready to reduce the negative effects of age-related declines. They were also allowed to listen to the same audio multiple times (usually around five times for one record) in class before carrying out related comprehension activities. Tapescripts were also provided to the students for both in class and out of class engagement.

Finally, speaking and writing skills, which were addressed less directly in this syllabus, were practiced most explicitly in the revision sections of each unit, where Task-Based Language Teaching (TBLT) principles guided short communicative tasks. Learners carried out role-plays and mini-presentations mainly guided by role-cards to practise speaking, and they produced short written descriptions of themselves, their families, or other people using a sample. These activities were believed to contribute to a gradual expansion of fluency. Apart from the activities with direct focus on speaking and writing skills, the implementation process involved indirect speaking and writing practices as well by such techniques as question-answer, oral and written repetition, etc. enabling a slow transition to the activities requiring higher production.

Data Analysis

Within a mixed-methods framework, the data analysis process was carried out combining both quantitative and qualitative procedures with the variety of instruments in this study. The quantitative tendencies obtained from the questionnaires and the can-do statement sections of the self-reflection forms and the in-depth qualitative findings derived from interviews, students' self-reflections, open-ended questionnaire responses, teacher journals and class observations were combined to ensure a comprehensive understanding of the research questions.

Quantitative data gathered from student and teacher questionnaires and the “can do” statements involved in the self-reflection forms were analyzed by using SPSS software. In order to identify the main patterns in responses regarding learner’s needs, expectations or perceived gains, descriptive statistics, specifically percentage and frequency distributions, were employed. This provided participants’ tendencies in measurable terms and enabled the findings to be presented in a systematic way.

Qualitative data, on the other hand, consisted of interview records transcribed via *Turboscribe.ai*, open-ended responses from questionnaires, classroom observations, teacher journals, and reflections written by students. In this study, the qualitative data were analyzed manually by the researcher and some part of the whole data were cross-checked by another researcher in the same field for confirmation. Especially in exploratory studies, manual analysis is common in qualitative research, as it is suggested to increase the researcher’s proximity to the data and thereby strengthens interpretive sensitivity (Miles, Huberman, & Saldana, 2014). Through an inductive, bottom-up approach, the researcher first read the relevant qualitative data pack in its entirety in order to gain a general understanding of the content and allow codes and themes to emerge. She identified meaningful units in the responses through repeated readings and then assigned the codes, grouped them into categories, and derived main themes reflecting the participants’ experiences and viewpoints, a process that was informed by the principles of thematic analysis (Braun & Clarke, 2006). Direct quotations from participants’ written or verbal responses were incorporated into the analysis to preserve the data authenticity and provide evidence for the interpretations, aiming to contribute to study’s *trustworthiness*.

Credibility of the qualitative findings in this study was improved by conducting a methodological triangulation in that data collected from several tools were compared and cross-validated through a re-examination of the initial coding performed by the researcher by another scholar working in the same field and reaching a consensus regarding the alignment of emerging codes, categories, and themes as well as participant validation for the correct interpretation. This study also attempted to ensure *transferability* by providing a detailed description of the participant characteristics, research context and instructional procedures, permitting readers to evaluate the applicability of the findings to other contexts. In addition, all data were revisited multiple times and cross-checked through researcher memos in teacher reflections, thereby increasing *dependability*.

In sum, the integration of quantitative and qualitative data strengthened the study, as the statistical summaries provided measurable evidence and the qualitative interpretation added contextual richness.



CHAPTER IV

RESULTS

This chapter presents the results of qualitative and quantitative data obtained from several data collection tools to fulfill the aims of this research. The research findings were organized separately under two different phases in this chapter: needs analysis results and syllabus implementation results.

Results of the Needs Analysis Stage

This stage was designed to identify the English learning needs of older adult EFL learners that must be considered while designing a beginner-level English teaching syllabus. In order to investigate the needs of older adults in this process, 60+ students' and their EFL instructors' views were questioned through questionnaires and individual follow-up interviews. Classroom observations were also carried out to both confirm the available data when applicable and to get insights regarding useful classroom practices and student reactions for the further research stage. The needs analysis stage findings have been presented under two distinct sections, each reflecting one participant group's viewpoints separately, in a way to correspond to the first and second research questions.

Research Question 1: What are Older Adult EFL Learners' Views on Their Aims, Characteristics and Needs in English Learning?

This section presents the findings related to the students' needs analysis questionnaires and the follow-up individual interviews carried out with older adult participants as well as the researcher's class observations. Combining the qualitative and quantitative data together, this section provides information about these students' viewpoints on (1) how they perceive

themselves as English learners, involving information on their aims, expectations, challenges, preferences, etc., and (2) what they think about the older adult EFL education provided for older adults to be able to get insights on the needs in older adult EFL instruction. The results are organized in two distinct topics in the subsequent parts incorporating both quantitative and qualitative information gathered from all data collection instruments when applicable.

Older Adults' Views on Their Own Language Learning Process

The analyses of the responses in the second questionnaire part, titled as "Older Adults as Language Learners" are presented in this section. The results related to participants' reasons for learning English, the challenges they face in the process of growing their English language abilities, the value they attribute to any language skill, views on English learning activities as well as their learning preferences have been systematically outlined. The quantitative results were mainly presented in a descriptive manner, verified by frequency and percentage distributions, supported by the thematic interpretations of the verbal data where available and applicable.

Older Adults' Reasons for Learning English

The viewpoints of the learners on the aims and reasons for learning English were examined through six separate statements, utilising a five-point Likert scale comprising "Strongly Agree", "Agree", "I'm not sure", "Disagree", and "Strongly Disagree".

Table 4

Distribution of Responses Regarding Reasons for Learning English

Why do you learn English?	No Answer		Strongly Agree		Agree		I'm not sure		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Socializing with other people in the country and making friends	12	8.1	56	37.8	52	35.1	17	11.5	9	6.1	2	1.4
Communicating in basic English during travelling abroad	1	0.7	106	71.6	38	25.7	2	1.4	1	0.7	0	0
Being able to read English books and news or watch films and videos	11	7.4	52	35.1	62	41.9	19	12.8	3	2.0	1	0.7
Keeping a healthy lifestyle	11	7.4	50	33.8	45	30.4	20	13.5	18	12.2	4	2.7
Accomplishing a high level of English	10	6.8	20	13.5	25	16.9	39	26.4	31	20.9	23	15.5
Being able to communicate with my foreign friends/relatives	8	5.4	65	43.9	57	38.5	9	6.1	5	3.4	4	2.7

As can be seen in the table above, "Communicating in basic English during travelling abroad" became the most rated item. 71.6% of participants indicated "Strongly Agree" and 25.7% answered "Agree". with a positive rating of 97.3%, this is the most powerful motivation for learning English. The second-ranked item is the statement "being able to communicate with my foreign friends/relatives with 43.9% of responses in "Strongly Agree", while 38.5% indicated "Agree", collecting a total of 82.4% expressing positive views. The third position was held by the statement "socialising with other people in the country and making friends". With 37.8% of participants demonstrating strong agreement as well as 35.1% indicating agreement (in total of 72.9%). The item "being able to read English books and news or to watch films and videos" was ranked by 35.1% "Strongly Agree" and 41.9% "Agree" with a total of 77% revealing the intellectual curiosity, pleasure and enjoyment reasons as important as well. "Keeping a healthy lifestyle" also received a significant agreement from the participants too, with 33.8% "Strongly Agree" and 30.4% "Agree" responses.

On the other hand, it was concluded that "Achieving a high level of English" received the least agreement from the participants with only 13.5% indicating "Strongly Agree", and 16.9% "Agree" (30.4% in sum).

The qualitative analysis of data from the "other reasons" section of the questionnaire and individual interviews revealed that their aims in learning English are varied, consistent with the quantitative questionnaire responses. The participants' verbal and written reports were thematically analysed and classified into the three primary categories as listed below:

Table 5

Qualitative Results of Learners' English Learning Motivations

	Categories	Codes	Quotations
Older Adult Learners' English learning motivations	Cognitive Development and Psychological Well-being	Cognitive stimulation, Brain health awareness, Belief on Alzheimer prevention, Mental activity	1. "Learning new words, a new language structure strengthens memory..." 2. "It allows you to be more active and happier." 3. "To strengthen my memory, to protect against Alzheimer's."
	Family-based Motivations	Family living abroad, Communication with foreign relatives and friends, Parental motivation	4. "My son settled in England. "I want to learn English so that I don't feel out of place during my visit." 5. "My daughter is married to an Englishman, thus I want to communicate with him."
	Personal Development and Social Engagement	Traveling, Self-development, Active aging, Enjoyment of learning, Making new friends, Use of free time	6. "To spend my free time for personal renewal." 7. "New friends and social networks... it makes me happier."

The qualitative analysis of the verbal reports also confirmed the quantitative responses in that learning English was linked with stimulating brain cells, enhancing memory and providing protection against Alzheimer's or dementia. Code samples are presented in the table above (see quotations 1, 2 and 3). Likewise, participants also confirmed that they learn English to communicate with family members or establish connections with their children living abroad (see quotations 4 and 5), implying that studying English helps older adults to maintain familial ties and promote closeness to their foreign relatives. Furthermore, through oral or written statements, participants defined learning English as a way of self-development engaging in leisure activities and avoiding a monotonous lifestyle (see quotations 6 and 7).

Findings from classroom observations further supported the questionnaire and interview data displaying higher engagement and motivation in lessons built around familiar and culturally meaningful topics, such as *Christmas*, *airport travel*, and *shopping*. These real-life and emotionally relevant contexts seemed to increase the enjoyment and curiosity toward learning new words. Learners often took detailed notes and eagerly asked about vocabulary related to travel and family communication, reflecting a desire for personally meaningful language use.

In conclusion, the qualitative findings were usually similar to the quantitative results indicating that older adults engage in English learning primarily for functional and emotional reasons like personal development, cognitive health maintenance, family communication, and interaction with others offering guidance in topic selection for a needs-oriented instructional design.

Perceived Difficulty of Language Skills

Participants were requested to rate language skills and components on a Likert-scale, in which "5" signified the utmost level of difficulty, while "1" indicated the minimal level of difficulty.

Table 6

Perceived Difficulty of Language Skills

Perceived Difficulty of Language Skills (5 is the highest, 1 is the lowest)												
	No answer		1		2		3		4		5	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Speaking	7	4.7	2	1.3	18	12.1	35	23.7	33	22.3	53	35.8
Pronunciation	11	7.4	10	6.8	22	14.8	46	31.1	30	20.3	29	19.6
Listening	13	8.8	19	12.8	16	10.8	27	18.2	37	25	36	24.3
Grammar	13	8.8	23	15.5	25	16.9	34	22.9	36	24.3	17	11.5
Vocabulary	16	10.8	10	6.8	36	24.3	43	29	35	23.7	8	5.4
Writing	16	10.8	18	12.1	30	20.3	35	23.7	30	20.3	19	12.8
Reading	13	8.8	34	23	37	25	27	18.2	24	16.2	13	8.8

The data obtained indicated that *Speaking* is considered as the most difficult language skill among older adults. 35.8% of the participants assigned a “5” to this skill while a score of “4” was recorded at 22.3%. In total, 58.1% of participants identified the speaking in English as the most challenging skill. The *Listening* skill, which was assessed as the second most difficult skill in this list, with an equally high degree of as speaking difficulty. Twenty-five percent of the participants assigned a rating of “4” for listening, while 24.3% assigned a rating of “5.” 49.3% of the participants regarded listening as a highly challenging skill. *Pronunciation* is another area that clearly exhibits difficulty for older adults with 20.3% of participants rated this component as “4” and 19.6% as “5”. The cumulative scores of “4 and 5” is about 40 %, indicating that pronunciation is also a considerable challenge for individuals studying English in later ages. On the other hand, the perception of difficulty in *Grammar* and *Vocabulary* was distributed at a moderate level. In terms of grammar, 24.3% of respondents assigned a rating of “4,” while 11.5% assigned a rating of “5.” The vocabulary scores predominantly emerged at levels “3” (29%) and “4” (23.7%). The *Writing* skill has been recognised as a significant area of difficulty too, despite not as much as speaking as a productive skill. 20.3 % of respondents assigned a rating of “4,” while 12.8% assigned a rating of “5” for writing. Nonetheless, the percentage of those who assessed writing skills as “2” (20.3%) and “3” (23.7%) is noteworthy. Finally, the *Reading* skill has been assessed as the least challenging of all the language skills and components. Merely 8.8% of the participants assigned a rating of “5” to this skill; 25% ranked it “2”, and 23% rated it “1”.

Observation data confirmed that speaking, listening and pronunciation were the most challenging skills for older adult learners. Teachers frequently used repetition drills, choral practice, and phonetic transcription in students’ own language on the board, suggesting that learners required extensive pronunciation support. Many lessons included explicit pronunciation teaching and L1-based explanations (e.g., Polish phonetic equivalents), reflecting learners’ difficulty in distinguishing and reproducing English sounds. These observations align with the quantitative results, confirming that productive and auditory skills (speaking, pronunciation, listening) posed the greatest difficulty, while reading and form-focused tasks were more manageable for this group.

In summary, these data reveal that older adults encounter greater challenges with productive skills, particularly Speaking and Pronunciation, as well as auditory receptive skills, primarily Listening; in contrast, they face fewer difficulties with visual receptive skills like Reading.

Perceived Importance of Language Skills and Components

Participants were asked to rate the importance level of seven basic language skills and components in line with their English learning objectives on a scale of 1 to 5. "5" was the highest level of importance on this scale, while "1" indicated the lowest level.

Table 7

Perceived Importance of Language Skills and Components among Older Adults

Perceived Importance of Language Skills												
	No answer		1		2		3		4		5	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Speaking	7	4.7	3	2	8	5.4	10	6.8	14	9.5	106	71.6
Pronunciation	13	8.8	7	4.7	10	6.8	27	18.2	37	25	54	36.5
Listening	15	10.1	10	6.8	8	5.4	15	10.1	29	19.6	71	48
Vocabulary	14	9.5	10	6.8	12	8.1	26	17.6	29	19.6	57	38.5
Reading	17	11.5	11	7.4	14	9.4	24	16.2	37	25	45	30.4
Writing	15	10.1	17	11.5	18	12.1	34	22.9	35	23.7	29	19.6
Grammar	16	10.8	19	12.8	18	12.1	39	26.4	33	22.3	23	15.5

The data collected showed that *Speaking* is the language skill that older people value the most. The speaking skill was assessed as "5 (Very Important)" by 71.6% of participants and as "4" by 9.5%. Of the participants, 81.1% believe that this skill is essential. The *Listening* skill stands out as another area of high importance. 48% of the participants rated it with a score of "5" and 19.6% with a score of "4." Thus, it can be said that with a total of 67,6%, listening skills hold an important place, especially in comprehension-based communication. Additionally noteworthy are the *Pronunciation* skill scores. This skill was rated as "5" by 36.5%, "4" by 25%. Older adults also recognised the significant role of *Vocabulary*. 38.5% rated this component as "5," while 19.6% rated it as "4" (58.1% in total).

On the other hand, the participants rated *Writing* and *Reading* skills as less important. 30.4% of respondents gave Reading a "5" rating and 25% gave "4", while 19.6% gave Writing "5" point and %23.7 % rated "4". Finally, it was seen that participants consider *Grammar* proficiency as a slightly significant language component. This component had ratings of "4" from 22.3%, and "5" from 15.5% of respondents, and the scores were primarily in the "3 - 4" range. As it can be seen, according to the statistics, speaking, listening, pronunciation and vocabulary are the most important to older people while learning English, whereas they pay less attention to reading, writing, and grammar.

In parallel with these findings, observation notes clearly showed that speaking, listening, pronunciation, and vocabulary were not only frequently practiced but also given high priority by both teachers and learners, mirroring the questionnaire data. Teachers repeatedly designed and used tasks emphasizing oral communication, such as pair work, dialogues, role cards, and information-gap activities, which learners seemed to enjoy and engage with enthusiastically. Pronunciation received consistent attention across all levels: teachers used repetition drills, phonetic transcription, and even Polish equivalents and transcripts to help students grasp sound differences—indicating that both teachers and students perceived pronunciation as vital for effective communication. Vocabulary teaching was visibly prioritized through matching, translation, and memory games (e.g., Bingo, Hangman); learners seemed very interested in learning any word and often took notes, confirming vocabulary's perceived value. Conversely, writing tasks were limited and brief, often lasting only a few minutes, suggesting that this skill was not viewed as a central classroom focus by either the teacher or the learners. In summary, classroom practices and learner engagement patterns strongly corroborate the questionnaire findings: older adults prioritize communicative and oral-aural skills (speaking, listening, pronunciation, vocabulary) over literacy-oriented skills such as reading and writing

Task Difficulty in English Language Learning

Upon analysing the respondent's views of the perceived ease of activities, six activity types were discovered where the combined percentage of "Very easy" and "Easy" responses exceeded 50%, which is regarded as indicative of the majority of participants in surveys (Richards, 2001).

Table 8

Older Adults' Ratings of Task Difficulty in English Language Learning

Ratings of Task Difficulty in English Language Learning												
	No answer		Very easy		Easy		Neither easy nor difficult		Difficult		Very difficult	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Fill in the blanks	6	4.1	14	9.5	72	48.6	48	32.4	7	4.7	1	0.7
Complete the sentences	5	3.4	5	3.4	60	40.5	66	44.6	9	6.1	3	2
Ordering words to make a sentence	5	3.4	7	4.7	60	40.5	53	35.8	22	14.8	1	0.7
Ordering words to make a paragraph	10	6.8	3	2	26	17.6	60	40.5	31	20.9	8	5.4
Spot the different word/sentence/picture	5	3.4	5	3.4	45	30.4	63	2.6	23	15.5	7	4.7
Role-play	7	4.7	5	3.4	33	22.3	64	43.2	25	16.9	14	9.4
Asking and answering written questions	5	3.4	4	2.7	39	26.4	70	47.3	25	16.9	5	3.4
Asking and answering oral questions	5	3.4	0	0	31	20.9	67	45.3	33	22.3	12	8.1
Choosing the correct option	8	5.4	11	7.4	49	33.1	64	43.2	15	10.1	1	0.7
Match the words/sentences with the pictures	5	3.4	24	16.2	69	46.6	41	27.7	8	5.4	1	0.7
Match the words with the definitions	6	4.1	19	12.8	63	42.6	46	31.1	12	8.1	2	1.3
Write True or False	6	4.1	19	12.8	68	45.9	48	32.4	6	4.1	1	0.7
Listen and choose the correct option	8	5.4	7	4.7	36	24.3	56	37.8	36	24.3	5	3.4
Listen and write	4	2.7	5	3.4	15	10.1	60	40.5	45	30.4	19	12.8
Giving short answers to oral questions	4	2.7	6	4.1	49	33.1	73	49.3	14	9.5	2	1.3
Exchanging information	7	4.7	3	2	33	22.3	71	48	29	19.6	5	3.4
Creating dialogues	5	3.4	1	0.7	26	17.6	69	46.6	40	27	7	4.7
Translation	7	4.7	3	2	32	21.6	66	44.6	31	20.9	9	6.1
Making repetitions	9	6.1	16	10.8	58	39.2	53	35.8	10	6.8	2	1.3
Practising pronunciation	8	5.4	10	6.8	41	27.7	49	33.1	38	25.7	2	1.3
Playing memory games	9	6.1	1	0.7	30	20.3	67	45.3	32	21.6	9	6.1
Playing language games	9	6.1	1	0.7	30	20.3	65	43.9	34	23	9	6.1
Oral presentation	9	6.1	3	2	14	9.4	51	34.5	52	35.1	19	12.8
Working in pairs or groups	8	5.4	4	2.7	52	35.1	59	39.9	21	14.2	4	2.7
Writing short notes	7	4.7	1	0.7	50	33.8	69	46.6	17	11.5	4	2.7
Writing paragraphs	9	6.1	2	1.3	26	17.6	66	44.6	38	25.7	7	4.7
Drawing pictures	8	5.4	12	8.1	41	27.7	57	38.5	22	14.8	8	5.4
Using online language sources (e.g. English websites)	8	5.4	18	12.1	51	34.5	48	32.4	18	12.1	5	3.4
Using mobile applications	6	4.1	26	17.6	67	45.3	34	23	11	7.4	4	2.7
Using social media (e.g. Instagram, Facebook)	10	6.8	15	10.1	55	37.1	50	33.8	12	8.1	6	4.1

Note. Only activities with $\geq 50\%$ 'Very easy' and 'Easy' responses were classified as "easy" in this study.

The following activities are considered easy: *Using mobile applications* (62.9%), *Matching the words/sentences with the pictures* (62.8%), *Writing True or False* (58.7%), *Fill in the blanks* (58.1%), *Matching the words with the definitions* (55.4%), *Making repetitions* (50.0%). Over fifty percent of the participants classified each of them as "easy" or "very easy." Conversely, activities regarded as difficult are mostly those with percentages below 30%. The rates of "Very

easy" and "Easy" are notably low in activities such as *Oral presentation* (11.4%), *Listen and write* (13.5%), *Writing paragraphs* (18.9%), *Ordering words to make a paragraph* (19.6%), *Creating dialogues* (18.3%), *Asking and answering oral questions* (20.9%), *Playing language and memory games* (21 %), *Exchanging information* (24.3%), *Role-play* (25.7%), *Asking and answering written questions* (29.1 %) and *Practising pronunciation* (34.5%). These activities were mostly rated as a moderate level “3”.

Observation notes supported the questionnaire findings by showing that older adults seemed to be performing better and feeling more comfortable with structured, guided, and repetitive tasks, such as matching, filling in blanks, and controlled and guided dialogues. Teachers frequently applied repetition drills, matching exercises, translation, and memory games (e.g., Hangman, Bingo), which students tried to complete in pairs and with enjoyment. In contrast, productive or open-ended activities—such as oral question-answers, role-plays, and creating dialogues—often required more teacher guidance and repetition. Some students hesitated to speak or preferred to remain silent, confirming that tasks demanding spontaneous language use were perceived as more challenging.

Overall analysis of data revealed that participants view certain activities as less challenging than others in the language learning process, exhibiting a notably favourable disposition towards structured, repetitive, and guided activities by the teacher or their partners. Conversely, a decreased level of ease was noted for activities requiring productivity and cognitive effort.

Perceived Enjoyment of Activity Types in English Learning

This part of the questionnaire enquired participants' views on the "enjoyability" of activities carried out during the English learning process, followed by a ranked analysis based on the cumulative percentage of "Very enjoyable" and "Enjoyable" responses. A participation rate of 50% or over was seen as a critical benchmark signifying that the majority perceive this activity as enjoyable (Richards, 2001).

Table 9

Older Adults' Perceptions of Enjoyable Classroom Activities

Ratings of Activities Based on Reported Enjoyment												
	No answer		Very enjoyable		Enjoyable		Neither enjoyable nor boring		Boring		Very boring	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Fill in the blanks	5	3.4	46	31.1	70	47.3	23	15.5	3	2	1	0.7
Complete the sentences	8	5.4	31	20.9	68	46	27	18.3	11	7.4	3	2
Ordering letters to make a sentence	2	1.3	54	36.5	66	44.6	22	14.9	1	0.7	3	2
Ordering words to make a paragraph	5	3.4	27	18.2	55	37.1	45	30.4	11	7.4	5	3.4
Spot the different word/sentence/picture	4	2.7	31	20.9	60	40.5	38	25.7	12	8.1	4	2.7
Role-play												
Asking and answering written questions	6	4.1	26	17.6	60	40.5	40	27	8	5.4	8	5.4
Asking and answering oral questions	3	2	25	16.9	61	41.2	48	32.4	8	5.4	3	2
Choosing the correct option	3	2	22	14.8	70	47.3	45	30.4	6	4.1	2	1.3
Match the words/sentences with the pictures	8	5.4	42	28.4	62	41.9	30	20.3	4	2.7	2	1.3
Match the words with the definitions	7	4.7	53	35.8	66	44.6	17	11.5	4	2.7	1	0.7
Write True or False	6	4.1	48	32.4	65	43.9	24	16.2	4	2.7	1	0.7
Listen and choose the correct option	6	4.1	42	28.4	80	54.1	12	8.1	5	3.4	3	2
Listen and write	9	6.1	25	16.9	60	40.5	39	26.4	12	8.1	3	2
Giving short answers to oral questions	11	7.4	18	12.1	48	32.4	48	32.4	18	12.1	5	3.4
Exchanging information	8	5.4	33	22.3	59	39.9	40	27	6	4.1	2	1.3
Creating dialogues	12	8.1	25	16.9	55	37.1	47	31.8	7	4.7	2	1.3
Translation	11	7.4	19	12.8	57	38.5	48	32.4	10	6.8	4	2.7
Making repetitions	11	8.1	26	17.6	57	38.5	34	22.9	14	9.5	6	4.1
Practising pronunciation	9	6.1	35	23.7	68	45.9	23	15.5	11	7.4	2	1.3
Playing memory games	9	6	36	24.3	52	35.1	38	25.7	9	6.1	4	2.7
Playing language games	11	7.4	19	12.8	63	42.6	37	25	10	6.8	8	5.4
Oral presentation	12	8.1	19	12.8	67	45.3	36	24.3	6	4.1	8	5.4
Working in pairs or groups	12	8.1	13	8.8	45	30.4	53	35.8	17	11.5	8	5.4
Writing short notes	12	8.1	25	16.9	65	43.9	40	27	12	8.1	4	2.7
Writing paragraphs	8	5.4	31	20.9	68	45.9	42	28.4	6	4.1	4	2.7
Drawing pictures	12	8.1	12	8.1	44	29.7	57	38.5	15	10.1	8	5.4
Using online language sources (e.g. English websites)	14	9.4	24	16.2	38	25.7	42	28.4	18	12.1	12	8.1
Using mobile applications	12	8.1	40	27	58	39.2	24	16.2	9	6.1	5	3.4
Using social media (e.g. Instagram, Facebook)	9	6.1	52	35.1	51	34.5	27	18.2	7	4.7	2	1.3
	13	8.8	34	22.9	58	39.2	30	20.3	9	6.1	4	2.7

Note. Only activities with $\geq 50\%$ 'Very enjoyable' and 'Enjoyable' responses were classified as enjoyable in this study.

The investigation indicates that the activity considered "the most enjoyable" was *Write True or False*, with a rating of 82.5%. This activity was followed by *Ordering letters to make a word* (81.1%), *Matching the words/sentences with pictures* (80.4%), *Fill in the blanks* (78.4%), *Matching the words with definitions* (76.3%), *Choosing the correct option* (70.3%), *Making repetitions* (69.6%), *Using mobile applications* (69.6%), *Writing short notes* (66.8%), *Working*

in pairs/groups (60.8%), *Using online language sources* (66.2%), *Using social media* (62.1%), *Giving short oral answers* (62.2%), *Practising pronunciation* (59.4%), *Listen and choose the correct option* (57.4%), *Translation* (56.1%), *Playing language games* (58.1%), *Playing memory games* (55.4%), *Creating dialogues* (51.3%), The findings revealed that over 50% of the 30 provided activities were classified as "enjoyable." Nonetheless, certain sorts of activities were perceived as less pleasurable. In the activities such as *Oral presentation* (39.2%), *Drawing pictures* (41.9%), *Write paragraphs* (37.8%), and *Listen and write* (44.5%) the combined percentage of "Very enjoyable + Enjoyable" consistently remained below 50%.

Classroom observations also showed that older adult learners enjoyed structured, repetitive, and interactive tasks that combined visual support. Across A1 to B1 levels, teachers frequently used matching, fill-in-the-blank, repetition drills, vocabulary puzzles, Bingo, Hangman, and short pair-work dialogues, which students seemed to complete with enthusiasm and active participation. Additionally, learners seemed to be more interested in cultural or personally relevant topics, such as *Christmas*, *New Year's traditions*, and *airport or shopping* lessons. Teachers' notes described them as "*very eager to learn any word*" and "*enjoying games and song-based tasks.*" Conversely, extended writing or oral presentation tasks were not used during the observation sessions and some students remained silent or asked for help when more creativity or spontaneous speech was required.

Overall, the majority of participants reported that they found structured, short-answer, and visually/technologically enhanced exercises both easy and enjoyable and prefer short, guided, game-like, and visually supported tasks over open-ended productive ones. Participants reported the highest interest in the *Write True or False* (82.5%), *Ordering letters to make a word* (81.1%), and *Matching* (80.4%) activities. Conversely, activities such as *Oral presentation* (39.2%), *Writing paragraphs* (37.8%), and *Drawing pictures* (41.9%) were rated as less enjoyable.

Preferred Methods for Learning English

Analysis of the responses to the multiple-choice question concerning participants' favourite ways of studying English reveals that the most favoured strategies include structured exercises, vocabulary studies, and the use of digital technologies.

Table 10

Older Adults' Preferred Methods for Learning English

How do you like studying English?	<i>n</i>	%
Doing exercises	102	68.9
Making vocabulary list	55	37.1
Memorising vocabulary	92	62.2
Doing homework	77	52
Listening to music	55	37.1
Listening to radio talks or podcasts	31	20.9
Watching films or videos	60	40.5
Reading books, magazines or news in English	52	35.1
Making translation	50	33.8
Using a mobile application to learn a foreign language (e.g. Duolingo)	91	61.5
Communicating with foreign friends/relatives	50	33.8
Studying with a dictionary	76	51.4
Using online dictionaries to listen to the pronunciation of words (e.g. Google Translation)	92	62.2
Using social media	39	26.4
Using words in sentences	61	41.2
Oral repetition	85	57.4
Written repetition	71	48
Using flashcards or pictures	63	42.6

As can be seen in the table above, the option *Doing Exercises* had the greatest preference rate, at 68.9%. The next set of activities are *Memorising Vocabulary* (62.2%), *Using Online Dictionaries for Pronunciation* (62.2%), *Using a Mobile Application to Learn a Foreign Language* (61.5%), *Oral Repetition* (57.4%), *Doing Homework* (52.0%), *Studying with a Dictionary* (51.4%), and *Written Repetition* (48.0%). Among the moderately preferred activities are *Using Flashcards or Pictures* (42.6%), *Using Words in Sentences* (41.2%), *Watching Films or Videos* (40.5%), *Making a Vocabulary List* and *Listening to Music* (both 37.1%), *Making Translations* and *Communicating with Foreign Friends/Relatives* (both 33.8%), and *Reading books, magazines or news in English* (35.1%). Finally, the activities carried out at lower rates are as follows: *Using social media* (26.4%) and *Listening to radio talks or podcasts* (20.9%).

The verbal data gathered from the question, "How do you like studying English?" along with the "others" part of the questionnaire and individual interviews were also analysed. Within a primary theme, a qualitative analysis found six categories revealing codes, referring to the techniques employed by older students in learning English. Each key code has similar statements and is illustrated below with sample quotations.

Table 11

Qualitative Findings on Older Adults' Preferred Strategies for Learning English

	Categories	Codes	Quotations
Older Adult Learners' Preferred Activities to Learn English	Exposure to Language	Watching movies, listening to music, watching videos with subtitles	"I watch videos about health and travel in English." "Being exposed to direct dialogues is the most effective."
	Vocabulary study	Repetition, word games, crossword puzzles	"I frequently repeat new words for a while." "I enjoy solving English word puzzles."
	Oral Communication	Speaking practice, conversation with relatives, messaging in English	"I practice speaking with friends and relatives who speak English." "I found a pen pal and I chat with people who speak English on social media".
	Grammar and Formal Instruction	Grammar study, learning in a course, learning from scratch	"I study grammar." "I want to learn English from scratch as if teaching a child to read and write."
	Reading Activities	Reading storybooks, reading comics, age-appropriate materials	"I read short stories in English." "I read English comics like Red Kit that remind me of my youth."
	Real-life Usage	Traveling to English-speaking countries	"I travel abroad." "I visit English-speaking countries."

Qualitative data derived from individual interviews and open-ended replies to the "others" section of this question revealed different methodological preferences of older adults in learning English. The results generated by content analysis have been classified under six main categories: language exposure, vocabulary studies, oral communication, grammar and structure learning, reading activities, and real-life usage.

First of all, within the *Exposure to Language* category, participants said that films, music, and subtitled content help learning English in a natural setting. Participant's statements, "*I watch English health and travel videos*" and "*Being exposed to direct dialogues is the most effective*" exemplify this category. Within the *Vocabulary Study* category, repetition, word games, and puzzles have emerged clearly. Participants demonstrated that they often repeat new vocabulary and enjoy solving English puzzles. The *Oral Communication* category indicates that older adults value speaking practice. Participants typically try to participate in verbal communication with friends and relatives by speaking English and messaging on social media. For instance, one participant stated, "*I practice with my friends and relatives who speak English*," while another said that "*I found a pen pal and I chat with people who speak English on social media*". In the *Grammar and Formal Instruction* category,

participants specifically expressed a desire to learn English in a course and start from the basic level. Statements like *"I want to learn English from scratch as if teaching a child to read and write"* and *"I study grammar"* emphasise this inclination towards systematic learning. Within the *Reading Activities* category, short stories, comic books, and materials suitable for their age group were favoured. A participant formed a nostalgic association, saying, *"I read English comics like Red Kit that remind me of my youth."* Ultimately, it has been asserted that travelling to English-speaking countries enhances learning a language. Participants emphasised the need of use the language in authentic situations, providing examples such as *"I travel abroad"* and *"I visit English-speaking countries."*

Overall, the data showed that older persons not only prioritise old learning techniques such as doing homework, fill in the blanks, active oral and written repetition, memorization and dictionary studies but also they are eager to keep up to date with technology use to some extent. Furthermore, it must be noted that they tend to prefer more personally addressed study techniques in their English learning process.

Preferences Regarding Instructional Materials

Participants were questioned on their preferred forms of instructional materials for learning English language. The data were evaluated by two criteria: the inclination towards using only one textbook involving everything to be learned and the inclination towards employing a variety of learning materials concurrently. The results are presented in the following table.

Table 12

Participant Choices Between Using one Textbook or Multiple Resources

Preferences regarding instructional materials		
	<i>n</i>	<i>%</i>
No answer	2	1.4
I prefer studying English with a single text book.	82	55.4
I prefer studying English with various materials.	64	43.2

The data revealed that 55.4% of participants expressed a preference for studying English by using a single textbook. Older adults mostly preferred organised, straightforward, and systematic content. Conversely, 43.2% of the participants indicated a preference for utilising various learning materials together. Nearly half of the participants valued learning from

different sources and welcomed diversity in the educational experience, which classified older adults into two primary groups according to their material preferences.

In classroom observation sheets, the researcher noted that students reacted positively to colourful visuals and cultural content, yet occasionally questioned whether some materials seemed too childish for their age group, highlighting their awareness of material relevance and self-image as adult learners. In the A1 and A1+ classes, one teacher regularly followed a single textbook supplemented with role cards, additional worksheets, and short games for role-play and dialogue practice. In contrast, in the A2/B1 class, another teacher mainly used a compiled photocopied booklet prepared from the *Linguhouse.com* website, integrating communicative, real-life content such as *airport travel*, *restaurant conversations*, and *Christmas traditions*, often supported by video visuals. Although learners in both settings appeared satisfied with the materials, participation was notably higher in the class where a consistent textbook was combined with teacher-guided role-card dialogues and structured supplementary activities. Overall, observation data confirm that older adults value clarity, organisation, and visual support in classroom materials, appreciating a balance between structured textbook-based instruction and interactive, context-rich supplementary resources as long as they remain age-appropriate and cognitively manageable.

Views on General EFL Instruction

This section presents the findings regarding older adults' views on the methodology, materials employed and topics covered in English classes, together with their overall suggestions.

The relevant data have been analysed both quantitatively and qualitatively under 5 main themes referring to one unique question each in the questionnaire. The quantitative results demonstrated to what extent participants find the materials, activities, and topics used in English classes appropriate for their aims, learning needs and age characteristics and their viewpoints regarding the ideal lesson duration and frequency. Qualitative results, on the other hand, presented a combined analysis of the responses to open-ended questions, important participant statements gathered via individual interviews, if available, and insights derived from classroom observations.

Appropriateness of the Instructional Materials, Activities and Topics

Participants were asked to assess the appropriateness of the textbooks and materials utilised in English lessons, the learning activities conducted, and selected topics/themes in relation to their

personal learning aims, expectations, and age-specific characteristics. The statistics in this context indicated satisfaction in general and perceived appropriateness of the process of learning among older adults.

Table 13

Evaluation of Teaching Materials, Activities, and Topics by Older Learners

Views on the Appropriateness of Materials, Activities, and Topics												
	No answer		Very appropriate		Appropriate		No idea		Not very appropriate		Inappropriate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The textbooks and other course materials	7	4.7	58	39.2	66	44.6	8	5.4	8	5.4	1	0.7
The learning activities	10	6.7	45	30.4	75	50.7	15	10.1	3	2	0	0
The topics/themes	12	8.1	38	25.7	74	50	20	13.5	1	0.7	3	2

Regarding textbooks and additional resources, 44.6% of participants assessed these elements as "appropriate," while 39.2% indicated "very appropriate." This scenario shows that the materials selected by their instructors predominantly meet the participants' educational needs. Nonetheless, 5.4% of the participants rated the materials "not very appropriate," while 0.7% considered them "inappropriate." A group of 5.4% failed to present an absolute stance on this issue. Concerning the learning activities, over half of the participants (50.7%) assessed them as "appropriate," while 30.4% rated them "very appropriate." Merely 2% of the participants reported that they did not consider the activities adequately suitable. 10.1% of the participants expressed neutrality towards this issue. Regarding topic and theme selections, 50% of participants considered them "appropriate," while 25.7% rated them as "very appropriate." Conversely, 13.5% of the participants replied with "I have no idea," whilst 2.7% expressed that they found the issues inappropriate.

The results indicate that the questionnaire respondents predominantly regard the materials, activities, and topic selections in their courses as appropriate for their educational needs and personal characteristics. However, the existence of indecisive or negative replies are also noteworthy. Classroom observations likewise revealed that learners were generally satisfied with the materials selected by their teachers; nevertheless, in the A2/B1 class—where materials were used more irregularly and no fixed textbook was followed—there were noticeably more silent students and lower levels of participation although the real-life topics were selected

compared to the A1 and A1+ classes that relied on a single textbook supplemented with structured worksheets and role-card activities.

Views on the Appropriateness of Course Materials

In this question, participants were asked to provide their views on the appropriateness of the materials employed in English classrooms (books, audiovisual content, worksheets, etc.) in relation to the learning objectives that are typically specified. The results differed based on the specific learning objectives.

Table 14

Appropriateness of Course Materials for Older Adults' English Learning Aims

How appropriate are the course materials (textbooks, audios, videos, worksheets, etc.) used in English classes for the following English learning aims?												
	No answer		Very appropriate		Appropriate		No idea		Not very appropriate		Inappropriate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Socializing with other people in the country and making friends	8	5.4	32	21.6	82	55.4	17	11.5	6	4.1	3	2
Communicating in basic English during travelling abroad	1	0.7	58	39.2	64	43.2	20	13.5	5	3.4	0	0
Being able to read English books and news or watch films and videos	6	4.1	29	19.6	82	55.4	19	12.8	10	6.8	2	1.3
Keeping a healthy lifestyle	17	11.5	23	15.5	58	39.2	30	20.3	13	8.8	7	4.7
Accomplishing a high level of English	13	8.8	23	15.5	61	41.2	32	21.6	11	7.4	8	5.4
Being able to communicate with my foreign friends/relatives	8	5.4	35	23.7	82	55.4	14	9.4	6	4.1	3	2

77% of respondents considered the materials to be very appropriate or appropriate for the objective of "*socialising with other people in the country and making friends*." In the context of "*Communicating in basic English while travelling abroad*," 82.4% of the participants found the materials suitable, with no participant classifying the materials as "inappropriate." In addition, seventy-five percent of the respondents evaluated the materials appropriate for "*reading English books and news or watching films and videos*," whereas 8.1% indicated that the materials were inadequately appropriate. On the other hand, responses concerning the appropriateness of materials for the objective of "*maintaining a healthy lifestyle*" tended to be divergent. A proportion of 54.7% believed the materials were appropriate, however 13.5%

articulated an adverse viewpoint on the matter in question. *"To accomplish a high level of English proficiency"*, 56.8% of the participants assessed the materials as "very appropriate" or "appropriate." Conversely, 12.8% indicated that the materials available were inappropriate for this purpose. Regarding the objective of *"communicating with my foreign friends/relatives,"* 79.1% of the participants found the materials appropriate.

Views on Topic Relevance in English Lessons

Participants were asked to assess the extent to which different topics and themes covered in English lessons match with their own English learning aims, needs and expectations. The results are displayed in the table below.

Table 15

Older Adults' Views on the Appropriateness of Lesson Topics

How appropriate are these topics for meeting your needs and expectations in learning English?												
	No answer		Very appropriate		Appropriate		No idea		Not very appropriate		Inappropriate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Communicating at the airport	8	5.4	70	47.3	53	35.8	12	8.1	2	1.3	1	0.7
Daily communication	14	9.5	59	39.9	62	41.9	10	6.8	2	1.3	1	0.7
Health issues	19	12.8	32	21.6	51	34.5	37	25	6	4.1	3	2
Shopping	13	8.8	64	43.2	62	41.9	7	4.7	1	0.7	1	0.7
School life	23	15.5	17	11.5	47	31.8	38	25.7	14	9.5	9	6.1
Cooking	22	14.8	23	15.5	56	37.8	31	20.9	14	9.5	2	1.3
Business life	27	18.2	15	10.1	38	25.7	42	28.4	15	10.1	11	7.4
Celebrities	29	19.6	77	52	40	27	45	30.4	16	10.8	11	7.4
Fashion and design	25	16.9	9	6.1	43	29	50	33.8	20	13.5	11	7.4
Art and literature	25	16.9	12	8.1	52	35.1	41	27.7	13	8.8	5	3.4
Science	29	19.6	15	10.1	47	31.8	38	25.7	15	10.1	4	2.7
Current news	24	16.2	32	21.6	60	40.5	20	13.5	9	6.1	2	1.3
Sports	31	20.9	8	5.4	50	33.8	39	26.4	15	10.1	5	3.4
Television and cinema	20	13.5	23	15.5	70	47.3	25	16.9	5	3.4	5	3.4
Food	23	15.5	23	15.5	69	46.6	23	15.5	7	4.7	3	2
Hobbies/Interests	23	15.5	31	20.9	68	45.9	21	14.2	3	2	2	1.3
Different cultures	23	15.5	32	21.6	61	41.2	25	16.9	5	3.4	2	1.3

The quantitative data revealed that older adults found topics related to everyday life and functionality to be more appropriate. As an example, 47.3% of participants rated the topic *"Communicating at the airport"* as "very appropriate," while 35.8% voted it "appropriate". Likewise, the *"Shopping"* topic received significant acceptance, with 43.2% classifying it as

"very appropriate" and 41.9% as "appropriate." Topics such as "*Daily communication*," "*Food*," "*Hobbies/Interests*," and "*Television and cinema*" had generally received positive ratings as well.

The number of responses indicating "no idea" or "not very appropriate" increased in assessments of more abstract, professional, or specialised topics such as "*Business life*," "*Science*," "*Art and literature*," and "*Fashion and design*." Concerning the "Business life" topic, 28.4% of participants indicated "no idea," 10.1% found it "not very appropriate," and 7.4% regarded it as "inappropriate." Furthermore, it was noted that indecision rates (over 25% "no idea") increased in several topics including "*School life*," "*Fashion and design*," "*Celebrities*," and "*Science*." Finally, topics such as *agriculture*, *ecosystems*, and *climate change* also emerged as additional content topics that participants found interesting and worth learning about, based on the analysis of qualitative data obtained from open-ended parts of the relevant question and individual interviews.

Overall, assessments of participants' topic preferences revealed that content that is directly related to older adults' life experiences and interests was deemed more helpful in the process of language learning for older adults. In other words, functional topics, including daily life, basic communication, health, and shopping, were considered more appropriate, but those regarded as professional or directly related to youth received lower suitability ratings.

Views on Optimal Lesson Time in Older Adult EFL Classes

As for the optimal duration for lessons, a notable variation in preferences was found among participants. The results are presented in the succeeding table.

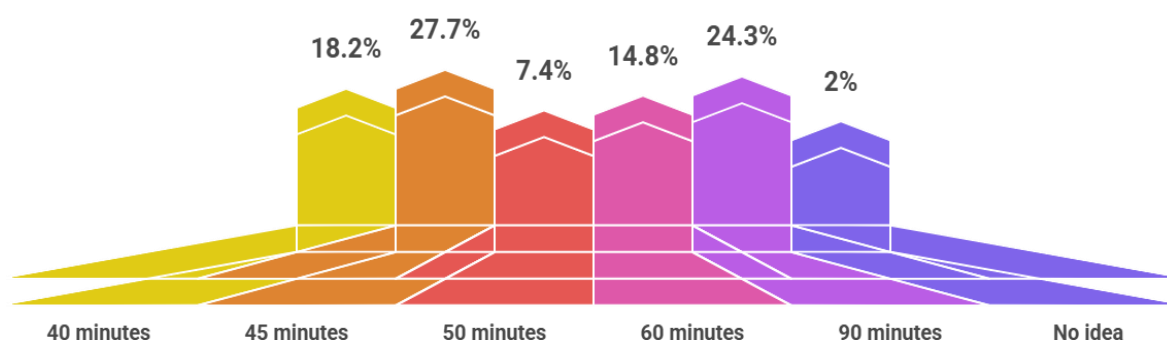


Figure 1. Preferred lesson duration for English classes

Figure 1 illustrates that 27.7% of the participants considered a duration of 45 minutes to be appropriate. This represents the highest percentage in the sample, signifying a balanced preference regarding participants' mental and physical sustainability. In second place, with 24.3%, the 90-minute class duration was observed, suggesting that certain participants might favour longer and more thorough classes. In fact, this preference was common among Polish participants more than Turkish students. In all the three observed classes in Poland, lessons were conducted as 90-minute sessions without a break. While learners generally maintained attention and motivation throughout these lessons, some signs of mental fatigue and decreased concentration were occasionally noted toward the final part of the sessions. On the other hand, 18.2% of the participants chose 40 minutes, while just 14.8% rated 60 minutes ideal. Furthermore, only 7.4% showed a preference for 50 minutes.

Overall, these results demonstrate variability in older adults' preferences for lesson duration indicating that older adults predominantly liked lessons of medium duration, particularly those lasting between 40 and 45 minutes. A considerable portion also supported for longer class durations (60 and 90 minutes). Furthermore, 5.4% of the sample refrained from responding to this inquiry, while 2% selected the "No idea" option.

Preferred Weekly Frequency of Older Adult English Classes

The analysis of the participants' preferences for the frequency of English classes revealed an apparent majority advocating for lessons to be conducted 1-2 days per week. 61.5% of participants ($n=91$) favoured this option, suggesting that older adults adopt a less intensive but sustainable program structure in their learning processes. The relevant statistics can be seen in table 14.

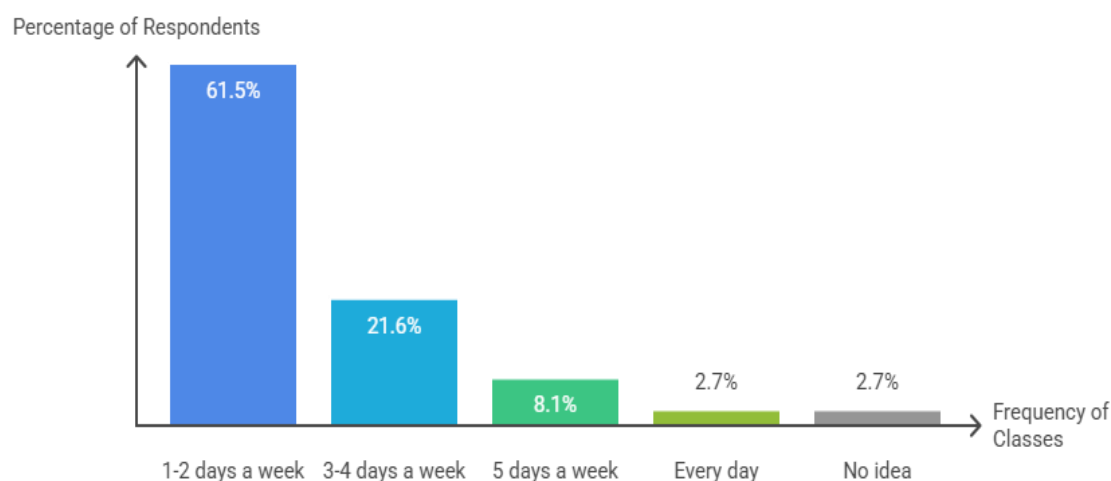


Figure 2. Participants' preferences on weekly frequency of English classes

As can be seen in the figure above, 21.6% of participants preferred classes to be conducted 3-4 days per week. The proportion of respondents preferring to have classes five days a week (Monday to Friday) was 8.1%, but the proportion pursuing classes every day of the week (seven days) was merely 2.7%. Furthermore, 2.7% of the respondents indicated "No idea," while 3.4% of the participants provided no answer.

In addition, observation data revealed that all three classes observed in Poland were held once a week, each lasting 90 minutes. The researcher did not encounter any explicit feedback or observable signs regarding learners' satisfaction or dissatisfaction with this weekly Schedule there. Learners appeared generally attentive and cooperative during the sessions. However, during interviews, Turkish participants stated that having lessons only once a week was insufficient, suggesting that two sessions per week would be more effective and ideal for better continuity and retention in language learning.

Suggestions for Effective English Language Teaching

Upon analysing the views of the respondents regarding English learning instruction for older adults, an extensive set of suggestions emerged that were classified into four primary themes. The categories and codes within each theme represent the pedagogical, cognitive, and technological needs that must be addressed in a comprehensive approach to language learning for older adults. The categories, codes, and sample quotes corresponding to these themes are listed in the following table.

Table 16

Older Adults' Suggestions for More Effective English Language Instruction

Theme	Category	Code	Participant Quote
The Teacher's Role and Pedagogical Approach	Teacher's Guidance and Authority	Teacher-led instruction and direction, Teacher's classroom management	<i>"The teacher should say the name of the student who is supposed to speak or do the activity. The teacher should follow a daily plan and stick to it during the lesson.</i>
	Subject Knowledge and Methodological Expertise	Pedagogical competence, Age-specific teaching knowledge	<i>Our teacher's teaching ability and experience, combined with the quality of the books, suit our learning process. Older adult education requires instructors with specific knowledge for this age group.</i>
	Feedback and Error Correction	Teacher-led error correction, Real-time corrective feedback	<i>Mistakes should only be corrected by the teacher. Errors should be identified and corrected immediately by the teacher during dialogues.</i>
	Pre-task Training and Orientation	Learner orientation on materials and strategies	<i>Learners should be trained on course materials and language learning methods before the course. It would speed up the lesson flow.</i>
Instructional Methods and In-Class Activities	Communicative and Interactive Practices	Speaking-based instruction, Dialogues and conversations, Q&A-based learning, Conversational focus	<i>There should be more speaking activities. Dialogues should be frequent. Lessons should include more question-answer activities. We should learn by engaging in conversations adapted to daily life.</i>
	Learner-Centered and Active Participation	Group and peer collaboration, Low student-to-teacher ratio	<i>There should be group work outside the class with classmates. The class size should be small, maximum 7 students.</i>
	Age-Appropriate Instructional Design	Child-like learning progression for older adults, Repetition and gradual input	<i>English should be taught to us as if we are 7-year-old children learning for the first time. We need constant repetition and we should start from the very basics.</i>
Learning Content and Cognitive Preferences	Functional and Daily Life Topics	Real-life communicative content, Socially relevant examples	<i>The topics should be current and applicable to our daily lives. Let's practice through current issues like fashion or social trends.</i>
	Simplicity and Memorability	Short and meaningful structures, Minimal expressive competence	<i>We should learn through short and clear expressions that are easier to remember. I want to learn just enough to express myself in simple sentences.</i>
	Learning Motivation and Age Awareness	English as brain exercise Cognitive limitations and forgetfulness Vocabulary retention priority	<i>For a retiree, it is the perfect brain exercise. Let's do puzzles. Our perception is still sharp, but we forget things more quickly at this age. Activities that help remembering must be employed. Learning and not forgetting new words is the most important thing, especially at our age. Playing word games is helpful.</i>
Use of Materials and Technological Integration	Visual and Auditory Materials	Video and listening-based input, Listening clarity	<i>I would like to watch videos in class and then talk about them. Visual listening is important. Speakers should speak clearly and slowly.</i>
	Technological Support and Infrastructure	Need for classroom technology, Improved digital access	<i>Smart boards should be used, and we should benefit from technological tools. Computer and technological infrastructure should be more developed.</i>
	Age-Friendly and Repetitive Materials	Repetition-rich materials, Online and adapted resources	<i>We should use repetition-based activities with more visuals. Online materials should be developed for our age group.</i>

The first theme emerged from the qualitative analyses is "The Teacher's Role and Pedagogical Approach." Participants frequently highlighted the teacher's role as a facilitator and the essential pedagogical skills they must possess. In line with the expectation expressed by the code of "teacher-led instruction and direction", it was outlined that the teacher must actively facilitate classroom interactions: *"The teacher should say the name of the student who is supposed to speak or do the activity."* Moreover, the need of a systematic and consistent lesson flow was underscored: *"The teacher should follow a daily plan and stick to it during the lesson."* In addition, it was asserted that teachers instructing older age groups must possess age-specific teaching expertise; *"Older adult education requires instructors with specific knowledge for this age group."* This quotation clearly emphasises this expectation. Concerning the error correction, the codes of "Teacher-led error correction" and "Real-time corrective feedback" emerged obviously. Participants expressed a preference for mistakes to be corrected only by the teacher, without delay: *"Mistakes should only be corrected by the teacher."* *"Errors should be identified and corrected immediately by the teacher during dialogues."* Furthermore, in the category of "Learner orientation on materials and strategies", a comprehensive preparatory process for teaching materials and techniques was requested before the starting the language learning process: *"Learners should be trained on course materials and language learning methods before the course. It would speed up the lesson flow."* Furthermore, participants indicated a preference for prioritising communicative and interactional approaches, leading to the emergence of the codes "Speaking-based instruction", "Dialogues and conversations", "Question/Answer-based learning", and "Conversational focus" within the "Instructional Methods and In-Class Activities" theme. Statements such as *"There should be more speaking activities,"* *"Dialogues should be frequent,"* and *"We should learn by engaging in conversations adapted to daily life"* clearly demonstrate participants' interest in oral production-based practices. Expectations regarding the classroom environment were reflected in the codes of "Group and peer collaboration" and "Low student-to-teacher ratio". Small group collaboration and smaller class size were recognised as crucial factors that enhance participation in learning. *"The class size should be small—maximum 7 students."* *"The class size should be small—maximum 7 students."* However, age-specific instructional methods were reported to be necessarily addressed as well. The "child-like learning progression for older adults", together with "Repetition and gradual input" codes, suggests that learning should be built from the scratch and in a gradual way. *"English should be taught to us as if we are 7-year-old children learning for the first time."*

"Learning Content and Cognitive Preferences" emerged as the third theme in this analysis. Participants consistently stated that instructional materials should be practical, simple, and suitable for their age group. It was asserted that topics must focus on practical use in daily life and socially relevant, as indicated by codes such as "Real-life communicative content" and "Socially relevant examples." *"The topics should be current and applicable to our daily lives."* Moreover, it was underscored that structures that are cognitively simpler to recall should be selected. Under the codes of "Short and meaningful structures" and "Minimal expressive competence", participants stated that language learning should not be overly academic but rather understandable and applicable: *"I want to learn just enough to express myself in simple sentences."* In the motivational dimension of learning, the codes "English as brain exercise", "Cognitive limitations and forgetfulness", and "Vocabulary retention priority" stand out.

Moreover, it was observed that gaining proficiency in English serves as a cognitive workout for older adults and special strategies are desired to cope with forgetfulness that comes with age: *"Our perception is still sharp, but we forget things more quickly at this age."* and *"Learning and not forgetting new words is the most important thing—especially at our age."*

The last theme that came from the qualitative analysis of suggestions is the "Use of Materials and Technological Integration." Participants' suggestions on material usage indicated a demand for audiovisual content and technological opportunities. Under the codes of "Video and listening-based input" and "Listening clarity", it was stated that watching and listening activities should be included in the lessons: *"I would like to watch videos in class and then talk about them."* Codes like "Need for classroom technology" and "Improved digital access indicate the necessity of enhancing technological infrastructure: *"Smart boards should be used, and we should benefit from technological tools."* Finally, the codes "Repetition-rich materials" and "Online and adapted resources" indicate that age-specific materials must be created and repetition-based content should be augmented: *"Online materials should be developed for our age group."*

Research Question 2: What are EFL Instructors' Views on Older Adult EFL Learners' Aims, Characteristics and Needs in English Learning?

This section unveils the findings related to the needs in older adult EFL learning and teaching process from the viewpoints of EFL teachers having experience in teaching older adults. The results will be presented based on the analyses of the qualitative and quantitative responses in the teachers' needs analysis questionnaires, supported by individual interviews and classroom

observations. As in the first question, the presentation of the teachers' viewpoints were organised in line with the two primary components of the teacher questionnaire (section 2 and section 3), by incorporating the responses to each question with relevant information from individual interviews and classroom observations when applicable. The combination of several data sources (triangulation) is believed to improve the validity of the questionnaire findings and enable to take advantage of supplementary data that could not be obtained by questionnaires.

Views on Older Adults as English Language Learners

Questions 10 to 15 in the questionnaire form aimed to reveal teachers' understanding of older adults in terms of reasons, expectations and abilities in learning English, the difficulties they may face in the process, the importance of specific language skills or tasks, significance, complexity or simplicity of multiple activities. In other words, the results demonstrate teacher views and awareness on the cognitive, social, and emotional variables associated with older adults and ageing.

Older Adults' Reasons for Learning English

The participant teachers believed that older adults' efforts in English learning stem from social, cultural, and personal motivations, as outlined below, but mainly generated by the necessity for communication and social involvement.

Table 17

Distribution of Teachers' Responses Regarding the Reasons Why Older Adults Learn English

What are older adults' reasons for learning English?	No answer		Strongly Agree		Agree		I'm not sure		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Socializing with other people in the country and making friends	0	0	9	64.3	3	21.4	1	7.1	1	7.1	0	0
Communicating in basic English during travelling abroad	0	0	11	78.6	3	21.4	0	0	0	0	0	0
Being able to read English books and news or watch films and videos	0	0	2	14.3	11	78.6	0	0	1	7.1	0	0
Keeping a healthy lifestyle	0	0	4	28.6	7	50	3	21.4	0	0	0	0
Accomplishing a high level of English	0	0	0	0	3	21.4	8	57.1	3	21.4	0	0
Being able to communicate with their foreign friends/relatives	0	0	8	57.1	5	35.7	1	7.1	0	0	0	0

All of the teachers rated for “Strongly Agree” (78,6 %) or “Agree” (21.4 %) for the item “Communicating in basic English during travel abroad”, demonstrating that teachers also believe that travel motivation is the most important learning reason for older adults as indicated by the learners too.

Being the second most reported reasons for learning English, the statements “*Being able to read English books and news or watch films and videos*” and “*Being able to communicate with their foreign friends/relatives*” received nearly an equal amount of rating from teachers (about 93 %) as slightly opposed to the students’ answers. The reason “*Learning English to be able to read books and news or watch films and videos*” was further down the list of highest voted items in the student questionnaire results while still agreed by students at a high percent (87%). This finding shows that teachers assume that being able to communicate with foreign relatives and friends, intellectual curiosity and a desire for personal growth and having pleasure are among the most important reasons for learning English for older adults.

Being the fourth on teachers’ list, the item “*Socialising with other people in the country and making friends*” was rated as “Strongly Agree” by 64.3% of teachers and “Agree” by 21.4 % of all (85.7% in sum). The item “*Keeping a healthy lifestyle*,” which serves as a more pragmatic and health-focused incentive, received an “Agree” rating from 50% and a “Strongly Agree” rating from 28.6% of respondents while a small number of all (21.4%) adopted a neutral position with the response “I’m not sure”. Taking the cumulative sum of the “Strongly Agree” and “Agree” responses (78.6%) into account, teachers are likely aware of the health-related benefits of learning a language in latelife as also seen in students’ results. Conversely, 21.4% of the instructors indicated “Disagree” to the statement “*Accomplishing a high level of English*” while 57.1 % expressed a neutral belief about that and only 21.4% agreed on this item confirming students’ results. Teachers seemed to consider older adults as lacking ambitions for high level foreign language proficiency similar to the little quantitative data results.

Perceived Difficulty of the Language Skills and Components

The participating teachers indicated that older adults predominantly struggle with speaking and pronunciation skills in learning English. Details are presented in the following table.

Table 18

Distribution of Teachers' Ratings on the Level of Difficulty Experienced by Older Adults in Language Skills and Components

Perceived Difficulty of Language Skills and Components												
	No answer		1		2		3		4		5	
	n	%	n	%	n	%	n	%	n	%	n	%
Speaking	0	0	2	14.3	1	7.1	5	35.7	1	7.1	5	35.7
Writing	0	0	1	7.1	4	28.6	5	35.7	3	21.4	1	7.1
Reading	0	0	1	7.1	7	50.0	2	14.3	3	21.4	1	7.1
Listening	0	0	0	0	1	7.1	3	21.4	7	50.0	3	21.4
Grammar	0	0	1	7.1	4	28.6	5	35.7	1	7.1	3	21.4
Vocabulary	0	0	1	7.1	5	35.7	2	14.3	5	35.7	1	7.1
Pronunciation	0	0	1	7.1	1	7.1	7	50.0	1	7.1	4	28.6

Note. 1 = not very difficult, 5 = very difficult

35.7% of teachers evaluated the "Speaking" skill as "5" (the highest difficulty level) and the same proportion assessed it as "3"; just 14.3% considered this skill to have low difficulty. Likewise, "Pronunciation" was correlated with a difficulty level of "5" at a frequency of 28.6% and "3" at a frequency of 50%. Fifty percent of teachers assessed the "Listening" skill at level "4," while 21.4% rated it at level "5." Conversely, "Writing", "Grammar", and "Vocabulary" were evaluated as possessing a moderate degree of difficulty. The "Grammar" component revealed a difficulty level of "3" at a rate of 35.7% and a level of "5" at a rate of 21.4%. In the category of "Vocabulary," 35.7% of respondents submitted a rating of "2," while another 35.7% assigned a rating of "4." Conversely, the "Reading" skill is usually considered as the least difficult area. Fifty percent of the participants rated this skill to be a difficulty level of "2," but just 7.1% rated it as "5."

Overall, the teachers' assessments over older adults indicated that older adults have greater challenges with production-oriented skills (Speaking, Pronunciation) and abilities necessitating rapid perception (Listening); in contrast, they tend to perform better in receptive skills such as Reading.

Perceived Importance of Language Skills and Components

The participating teachers believed that, given the objectives and age-related characteristics of older adults studying English, the speaking skill should be emphasised more.

Table 19

Distribution of Teachers' Ratings on the Importance of Focusing on Language Skills and Components for Older Adults

Note. 1 = not important, 5 = very important

Perceived Importance of Language Skills												
	No answer		1		2		3		4		5	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Speaking	0	0	1	7.1	0	0	3	21.4	1	7.1	9	64.3
Writing	0	0	2	14.3	2	14.3	7	50.0	3	21.4	0	0
Reading	0	0	0	0	2	14.3	5	35.7	5	35.7	2	14.3
Listening	0	0	1	7.1	0	0	4	28.6	3	21.4	6	42.9
Grammar	0	0	0	0	4	28.6	7	50.0	1	7.1	2	14.3
Vocabulary	0	0	0	0	1	7.1	5	35.7	4	28.6	4	28.6
Pronunciation	0	0	0	0	2	14.3	6	42.9	2	14.3	4	28.6

As can be seen in the table above, 64.3% of participants assigned the highest priority level of "5" to "Speaking," while 21.4% ranked it as "3" and just 7.1% rated it as "1". The listening skill has also been assigned a high priority. 42.9% of the teachers assessed "Listening" at level "5," whereas 28.6% evaluated it at level "4." The "Reading", on the other hand, demonstrates a balanced distribution. 35.7% of the participants rated this area at levels "4" and "5," whereas only 14.3% assessed it at level "2." Conversely, the "Writing" received comparatively less emphasis from instructors. Fifty percent of the participants evaluated this skill at level "3," while 14.3% assigned it levels "1" and "2." The teachers regarded the "Grammar" and "Vocabulary" components as moderately important. For instance, grammar had a rating of "3" from 50%, "2" from 28.6%, and only 14.3% of respondents rated it as "5". Furthermore, 28.6% of participants ranked the "Pronunciation" component as "5," whereas 42.9% rated it as "3," indicating its significance, particularly due to its direct correlation with effective speaking skills.

Perceived Difficulty Level of English Activities

The assessments from the participating instructors indicate that the challenges faced by older adult learners when learning English vary considerably according to the sorts of activities employed. It is generally believed that older adults would find visual, structured, and familiar activities simpler to engage in, whereas those requiring high cognitive load, abstract reasoning, or rapid action are perceived as more difficult.

Table 20

Teachers' Ratings on the Difficulty Level of Different English Activity Types for Older Adults

Ratings of Task Difficulty in English Language Learning												
	No answer		Very easy		Easy		Neither easy nor difficult		Difficult		Very difficult	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Fill in the blanks	0	0	2	14.3	6	42.9	4	28.6	2	14.3	0	0
Complete the sentences	0	0	1	7.1	4	28.6	5	35.7	4	28.6	0	0
Ordering words to make a sentence	0	0	5	35.7	0	0	5	35.7	3	21.4	1	7.1
Ordering sentences to make a paragraph	0	0	1	7.1	1	7.1	5	35.7	5	35.7	2	14.3
Spot the different word/sentence/picture	0	0	3	21.4	9	64.3	1	7.1	0	0	1	7.1
Role-play	0	0	1	7.1	6	42.9	5	35.7	1	7.1	1	7.1
Asking and answering written questions	0	0	4	28.6	3	21.4	7	50.0	0	0	0	0
Asking and answering oral questions	0	0	1	7.1	7	50.0	3	21.4	3	21.4	0	0
Choosing the correct option	0	0	4	28.6	8	57.1	2	14.3	0	0	0	0
Match the words/sentences with the pictures	0	0	12	85.7	2	14.3	0	0	0	0	0	0
Match the words with the definitions	0	0	3	21.4	4	28.6	5	35.7	2	14.3	0	0
Write True/False	0	0	6	42.9	8	57.1	0	0	0	0	0	0
Listen and choose the correct option	0	0	1	7.1	2	14.3	4	28.6	3	21.4	4	28.6
Listen and write	0	0	0	0	1	7.1	3	21.4	7	50.0	3	21.4
Giving short answers to oral questions	0	0	5	35.7	4	28.6	4	28.6	1	7.1	0	0
Exchanging information	1	7.1	0	0	3	21.4	7	50.0	2	14.3	1	7.1
Creating dialogues	0	0	0	0	1	7.1	8	57.1	3	21.4	2	14.3
Translation	0	0	1	7.1	4	28.6	5	25.7	2	14.3	2	14.3
Making repetitions	1	7.1	5	35.7	2	14.3	3	21.4	2	14.3	1	7.1
Practising pronunciation	0	0	2	14.3	4	28.6	3	21.4	3	21.4	2	14.3
Playing memory games	0	0	1	7.1	4	28.6	3	21.4	3	21.4	3	21.4
Playing language games	0	0	2	14.3	3	21.4	5	35.7	4	28.6	0	0
Oral presentation	0	0	0	0	2	14.3	4	28.6	0	0	8	57.1
Working in pairs or groups	0	0	0	0	6	42.9	3	21.4	5	35.7	0	0
Writing short notes	0	0	1	7.1	6	42.9	3	21.4	4	28.6	0	0
Writing paragraphs	0	0	0	0	0	0	6	42.9	6	42.9	2	14.3
Drawing pictures	0	0	1	7.1	4	28.6	5	35.7	2	14.3	2	14.3
Using online language learning sources (e.g. English websites)	0	0	0	0	3	21.4	4	28.6	3	21.4	4	28.6
Using mobile applications	0	0	0	0	8	57.1	3	21.4	1	7.1	2	14.3
Using social media (e.g. Instagram, Facebook)	0	0	1	7.1	6	42.9	4	28.6	2	14.3	1	7.1

Note. 1=very easy, 5=very difficult

The instruction "Match the words/sentences with the pictures" received a "Very easy" rating from 85.7% of participants, distinguishing it as the simplest task. Likewise, the "Write True or

False” (42.9% "Very easy", 57.1% "Easy") and “*Spot the different word/sentence/picture*” tasks are categorised as highly simple to use. Conversely, most activities have been assessed as having a medium level of difficulty. Activities such as “*Fill in the blanks*”, “*Complete the sentences*”, “*Asking and answering written/oral questions*”, “*Match the words with the definitions*”, and “*Practising pronunciation*” have largely been categorised as "Easy," "Neither easy nor difficult," and "Difficult." Classroom observations revealed that in fill in the blanks tasks, older adults could find answers easier when provided with target words in a box. On the other hand, according to the EFL instructors, the most challenging activity was undoubtedly the “*Oral presentation*”. 57.1% of participants classified this activity as "Very difficult." Also, the “*Writing paragraphs*” is noteworthy, with 42.9% ranking it as "Difficult" and 14.3% as "Very difficult." Likewise, tasks such as “*Ordering sentences to make a paragraph*”, “*Creating dialogues*”, “*Listen and write*”, “*Exchanging information*”, “*Using online language learning sources*”, and “*Using social media*” have been regarded difficult by instructors.

Based on qualitative evaluations, the activities that teachers regard as challenging for older adults to perform are as follows:

1. The concern regarding speed and patience: Teachers have highlighted that older adults have slower attention and cognitive processing speeds relative to younger learners, perhaps leading to a decline in motivation during fast tasks. “*...too fast paced might also be a problem since many of older learners get frustrated and lose their patience...*”
2. Higher abstraction and unrelatable content: It has been asserted that activities characterised by a high degree of abstraction and weak connections to real life, particularly those without personal significance, may cause challenges for older adults. “*...any activity that they don't find relatable, a game with complicated rules would be hard to carry out with these learners...*”
3. Role-playing and anxiety about speaking with a foreigner: It has been noted that role-playing or communicating with a native speaker may generate anxiety and put pressure on those with low self-confidence. “*Role play. Encouraging them to speak English with a foreigner may be quite stressing*”

Classroom observations also indicated that learners encountered difficulties with auditory information transfer, tasks requiring swift comprehension and response, and personal talks requiring long explanations and they generally exhibited hesitation to speak to the foreign researcher monitoring their lessons for this study; however, they showed more interest and success in techniques such as paired work, loud repetition, and visual/word matching.

The Enjoyability Level of Activity Types for Learning English

Teachers' assessments provided valuable insights regarding the engagement and involvement of older adults in English class activities. In general, activities that are meaningful, structured, and applicable to real life were regarded more "enjoyable," whereas abstract and mentally demanding activities were considered more "boring."

Table 21

Distribution of Teachers' Ratings on the Enjoyability or Boredom Level of English Activities for Older Adults

Ratings of Activities Based on Reported Enjoyment												
	No answer		Very enjoyable		Enjoyable		Neither enjoyable nor boring		Boring		Very boring	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Fill in the blanks	0	0	2	14.3	7	50	2	14.3	2	14.3	1	7.1
Complete the sentences	0	0	2	14.3	6	42.9	3	21.4	2	14.3	1	7.1
Ordering sentences to make a sentence	0	0	2	14.3	7	50	1	7.1	3	21.4	1	7.1
Ordering sentences to make a paragraph	0	0	0	0	4	28.6	5	35.7	4	28.6	1	7.1
Spot the different word/sentence/Picture	0	0	4	28.6	8	57.1	0	0	1	7.1	1	7.1
Role-play	0	0	4	28.6	6	42.9	3	21.4	0	0	1	7.1
Asking and answering written questions	0	0	2	14.3	10	71.4	0	0	1	7.1	1	7.1
Asking and answering oral questions	0	0	3	21.4	4	28.6	3	21.4	4	28.6	0	0
Choosing the correct option	1	7.1	7	50	5	35.7	1	7.1	0	0	0	0
Match the words/sentences with the pictures	0	0	2	14.3	7	50	2	14.3	3	21.4	0	0
Match the words with definitions	0	0	1	7.1	9	64.3	2	14.3	2	14.3	0	0
Write True of False	0	0	5	35.7	8	57.1	1	7.1	0	0	0	0
Listen and choose the correct option	0	0	5	35.7	5	35.7	4	28.6	2	14.3	1	7.1
Listen and write	0	0	2	14.3	1	7.1	6	42.9	5	35.7	0	0
Giving short answers to oral questions	0	0	3	21.4	7	50	3	21.4	1	7.1	0	0
Exchanging information	0	0	2	14.3	6	42.9	5	35.7	1	7.1	0	0
Creating dialogues	0	0	2	14.3	5	35.7	4	28.6	3	21.4	0	0
Translation	0	0	3	21.4	5	35.7	2	14.3	2	14.3	2	14.3
Making repetitions	0	0	4	28.6	6	42.9	2	14.3	1	7.1	1	7.1
Practising pronunciation	0	0	4	28.6	2	14.3	7	50.0	1	7.1	0	0
Playing memory games	0	0	4	28.6	4	28.6	4	28.6	2	14.3	0	0
Playing language games	0	0	4	28.6	5	35.7	4	28.6	1	7.1	0	0
Oral presentation	0	0	2	14.3	3	21.4	6	42.9	2	14.3	1	7.1
Working in pairs or groups	0	0	2	14.3	9	64.3	2	14.3	1	7.1	0	0
Writing short notes	0	0	2	14.3	7	50	3	21.4	2	14.3	0	0
Writing paragraphs	0	0	0	0	0	0	7	50.0	4	28.6	3	21.4
Drawing pictures	0	0	0	0	6	42.9	2	14.3	4	28.6	2	14.3
Using online language sources (e.g. English websites)	0	0	2	14.3	4	28.6	3	21.4	2	14.3	3	21.4
Using mobile applications	0	0	3	21.4	6	42.9	1	7.1	2	14.3	2	14.3
Using social media (e.g. Instagram, Facebook)	0	0	4	28.6	4	28.6	2	14.3	1	7.1	3	21.4

Note. 1=very enjoyable, 5=very boring

The most enjoyable activity was “*Write True or False*”, receiving a rating of “Very enjoyable” from 35.7% and “Enjoyable” by 57.1% of participants. Subsequently, the activity “*Spot the different word/sentence/picture*” received 28.6% for “Very Enjoyable” and 57.1% for “Enjoyable,” while “*Role-play*” also got 28.6% for “Very Enjoyable.” “*Playing memory games*”, “*making repetitions*”, “*social media*”, “*practicing pronunciation*”, and “*working in pairs or groups*” were also identified as highly favourable, interactive, and rhythmic activities. Conversely, the activity considered the most boring was “*Writing paragraphs*”, with 21.4% rating it as “Very boring” and 28.6% as “Boring.” Tasks such as “*Ordering sentences to make a paragraph*”, “*Drawing pictures*”, and “*Using online language learning sources*” are perceived to be the most likely tedious for older adults although the rates do not exceed 50 %. Furthermore, some tasks, particularly “*Listen and Write*”, “*Oral presentation*”, and “*Translation*”, were assessed more as “Neither enjoyable nor boring” by over 40% of participants.

Ultimately, the qualitative analysis of the responses in the “others” section of the relevant question and individual interviews revealed the following main themes and illustrative comments about the activities that older adults may enjoy.

1. Practical, real-world activities: Teachers reported that older adults increase enthusiasm when their language use is useful and applicable to everyday situations: “*Definitely any practical activity that they can imagine themselves using in real life is enjoyable to them (role play in restaurant, bar, airport etc)*”
4. Visual matching activities: It has been asserted that matching activities enhance learning by offering a low cognitive load and a sense of success: “*All matching activities work really well.*”
5. Collaborative work necessitating social connection: Teachers stated that for older adults, learning involves a social work, where social interaction and a sense of community have significant importance: “*Gathering them with another English course students group may be enjoyable.*”

These qualitative findings align with the observation data. During the observations, it was noted that older individuals were more comfortable and active, especially in paired activities in familiar contexts, dialogues involving real-life scenarios, and low-risk repetition activities.

Older Adults' Grammar, Lexis and Phonological Difficulties

The teachers' responses on the questionnaire and interviews revealed that they believe older individuals face more difficulties especially certain phonological, grammatical and lexical areas while learning English compared to younger individuals as outlined below.

Table 22

Teachers' Views on Older Adults' Grammar, Lexis, and Phonology Difficulties

Theme	Category	Code	Supporting Extract (Quotation)
Cognitive Constraints	Memory-based limitations, Processing complex structures Repetition need	Forgetting vocabulary, Difficulty in Present Perfect, Phrasal Verbs, Relative Clauses, Need for more practice, forgetting easily	<i>"They have weaker short-term memory than younger people."</i> <i>"Present Perfect Tense, Phrasal Verbs, Relative Clauses are more complex structures for them.."</i> <i>"They forget easily. They need more practice."</i>
Phonological Barriers	Articulatory difficulties, L1 interference, Anxiety in speaking	Age-related physical issues (e.g., facial muscles), Carrying Turkish pronunciation habits, Shyness, pronunciation perfectionism	<i>"Older adults' face muscles are less flexible."</i> <i>"Turkish older adults lean on Turkish habits a lot while learning English sounds.."</i> <i>"They try hard to output perfect pronunciation because they don't want to feel shy."</i>
Grammatical Preferences	Need for clarity	Preference for explicit and deductive instruction	<i>"...older adults prefer more explicit training and deductive instruction..."</i>
Affective-Motivational Issues	Mental fatigue, Resistance to new linguistic structures	Busy minds, tiredness due to age, Struggling to accept rules different from Turkish	<i>"Yes, because of their age and busy minds, they face difficulty in studying these language elements."</i> <i>"They want to speak English like Turkish. They can't accept the rules in English easily."</i>
Learner Variation	Role of educational background	Prior education influences difficulty level	<i>"...not the result of being older adults but background of each one like education."</i>

Under the theme of "*Cognitive Constraints*", it can be seen that teachers reported difficulties in processing vocabulary learning and grammar structures, particularly due to the cognitive limitations of older adults. This situation, described as "short-term memory weakness," manifests itself in the easy forgetting of new words. A teacher has expressed this situation as follows: *"They have weaker short-term memory than younger people."* Additionally, when

looking at the category of "Processing complex structures", structures such as Present Perfect, Phrasal Verbs, and Relative Clauses were mentioned as difficult linguistic elements for older adults to grasp: *"Present Perfect Tense, Phrasal Verbs, Relative Clauses are more complex structures for them."* The constant need for repetition is defined with the code "Repetition need," and one teacher expressed this need as follows: *"They forget easily. They need more practice."*

On the other hand, as mentioned in the theme of *"Phonological Barriers"*, it was stated that older individuals experience difficulties in pronunciation, and these difficulties stem from both physiological and linguistic habits. For example, in the "Articulatory difficulties" category, the loss of muscle flexibility due to aging has been emphasized as a significant factor: *"Older adults' face muscles are less flexible."* In addition, according to the teachers, the transfer of native language habits, defined by the code "L1 interference," also makes it difficult to accurately acquire sounds in a foreign language: *"Turkish older adults lean on Turkish habits a lot while learning English sounds."* Additionally, it was stated that the fear of making mistakes in pronunciation causes "Pronunciation anxiety" in some students: *"They try hard to output perfect pronunciation because they don't want to feel shy..."*

As the third theme, the *"Grammatical Preferences"* theme stands out. In this theme, the preferences of older individuals regarding teaching methods are categorized under "Preference for explicit instruction." Teachers have noted that this group benefits more from explicit and rule-based (explicit, deductive) teaching methods: *"...older adults prefer more explicit training and deductive instruction."*

Under the theme of *"Affective-Motivational Issues"*, there are mental fatigue and motivational barriers that come with age. In the "Mental fatigue" category, the impact of distraction and busyness on the learning process is conveyed as follows: *"Yes, because of their age and busy minds, they face difficulty in studying these language elements."* Additionally, some older adults were evaluated in the "Resistance to new linguistic structures" category, where they struggle to accept English language rules and cannot break free from their habit of thinking in Turkish: *"They want to speak English like Turkish."*

Finally, under the *"Learner Variation"* theme and the "Role of educational background" category, some teachers highlighted the individual differences among older adults and noted that the difficulties are not only related to age but also connected to the individual's past learning experiences: *"...not the result of being older adults but background of each one like education."*

In conclusion, the analyses revealed that, according to their EFL teachers, the areas where older individuals struggle the most in language learning processes are cognitive limitations, pronunciation problems, and complex grammar structures; however, it also suggests that individualized and structured teaching methods can alleviate these difficulties.

Views on Older adult EFL Instruction

This section presents the analysis of responses to questions 16 to 24 in the third part of the teacher questionnaire. This inquiry seeks to carefully examine the views of teachers on instructional methods, strategies, resources and problems experienced in the process of teaching English to older adults. Each question was assessed under distinct headings, with both numerical distributions and thematic insights when applicable.

The analysis process combined both the closed-ended question replies and the open-ended explanations and the verbal data gathered by individual teacher interviews and classroom observation notes. Consequently, both the general trends in English teaching practices employed by teachers for older adults and the pedagogical implementation of these practices, alongside teachers' assessments of this process and their views on experienced situations, were examined comprehensively.

The Appopriateness of English Teaching Materials

Teachers were requested to assess the appropriateness of current textbooks and instructional materials utilised in English lessons in matching with the needs of learning and age-related attributes of older adults. Quantitative results revealed that fifty percent of the teachers consider these materials inadequately appropriate while the other half believe in the opposite.

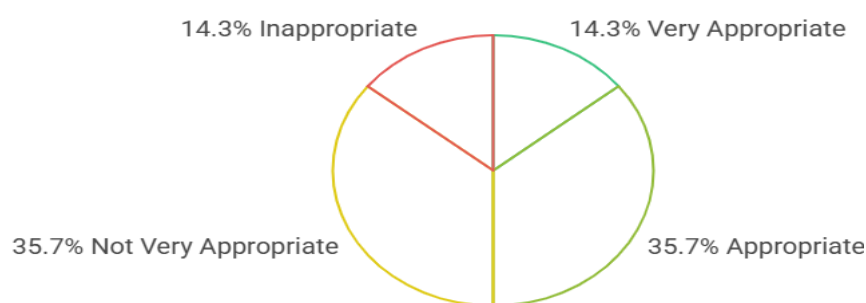


Figure 3. Distribution of appropriateness ratings of course materials for older adults' characteristics

Data indicates that merely 14.3% of respondents classified the course materials as "very appropriate." The largest percentages, at 35.7%, were observed in both the "appropriate" and "not very appropriate" categories. This circumstance suggests that a significant number of teachers possess an uncertain or critical stance about available materials. Furthermore, 14.3% of the participants clearly categorised the materials as "inappropriate." These findings reveal major problems of developing materials appropriate for the learning processes of older adults. Additionally, in open-ended feedback, some teachers have expressed that the language teaching resources they utilise in classes do not align with the interests of older adults, and that the examples are not tailored for younger demographics. This quote from a teacher exemplifies this clearly: *"Most coursebooks are designed with young adults in mind; my older students feel disconnected from the topics and visuals."*

In conclusion, the results showed that whether existing English teaching materials sufficiently address the pedagogical and psychosocial attributes of older adults seem to be uncertain among teachers.

The Relevance of Teaching Materials

Teachers were asked to evaluate the extent to which teaching materials used in English classes, such as textbooks, audio recordings, videos, and worksheets, align with the English learning reasons of older adults. The data in the table 23 show that the teaching materials align more closely with some learning objectives, while they exhibit limited suitability with others.

Table 23

Appropriateness of Course Materials for Older Adults' English Learning Aims

	How appropriate are the course materials (textbooks, audios, videos, worksheets, etc.) used in English classes for the following English learning aims?											
	No answer		Very appropriate		Appropriate		No idea		Not very appropriate		Inappropriate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Socializing with other people in the country and making friends	0	0	4	28.6	7	50.0	1	7.1	2	14.3	0	0
Communicating in basic English during traveling abroad	0	0	5	35.7	9	64.3	0	0	0	0	0	0
Being able to read English books and news or watch films and videos	0	0	3	21.4	9	64.3	2	14.3	0	0	0	0
Keeping a healthy lifestyle	0	0	1	7.1	9	64.3	2	14.3	2	14.3	0	0
Accomplishing a high level of English	0	0	1	7.1	10	71.4	1	7.1	2	14.3	0	0
Being able to communicate with their foreign friends/relatives	0	0	4	28.6	8	57.1	1	7.1	1	7.1	0	0

The research indicates that the overwhelming majority of teachers considered the current materials as aligned with the objectives, particularly with *"Communicating in basic English during traveling abroad"* (100% appropriate + very appropriate) and *"Being able to read English books and news or watch films and videos"* (85.7% appropriate + very appropriate). It can be understood that available course materials are seen as promoting basic communicative skills and topics pertinent to everyday life. On the other hand, the degree of appropriateness for more specialised or advanced aims, such as *"Keeping a healthy lifestyle"* and *"Accomplishing a high level of English"*, is lower. The findings indicated that the materials designed for these objectives is restricted. A teacher described this situation: *"Coursebooks hardly cover real-life topics such as health in later life or emergency scenarios, which are crucial for older learners."* Moreover, although objectives related to social interaction, such as *"Being able to communicate with their foreign friends/relatives"* are largely considered appropriate, a portion of up to 14.3% views the materials as inappropriate in this respect, which suggests that certain teachers view present materials as inappropriate for use of older adults.

The Appropriateness of Lesson Topics

Teachers were asked to assess the degree to which the instructional resources and the topics align with the aims, needs, and characteristics of older learners in their English learning efforts.

Table 24

Teachers' Views on the Appropriateness of Lesson Topics

How appropriate are these topics for meeting older adults' needs and expectations in learning English?												
	No answer		Very appropriate		Appropriate		No idea		Not very appropriate		Inappropriate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Communicating at the airport	0	0	11	78.6	3	21.4	0	0	0	0	0	0
Daily communication	0	0	14	100	0	0	0	0	0	0	0	0
Health issues	0	0	10	71.4	4	28.6	0	0	0	0	0	0
Shopping	0	0	10	71.4	3	21.4	1	7.1	0	0	0	0
School life	0	0	2	14.3	2	14.3	3	21.4	6	42.9	1	7.1
Cooking	0	0	1	7.1	12	85.7	0	0	1	7.1	0	0
Business life	0	0	1	7.1	5	35.7	4	28.6	4	28.6	0	0
Celebrities	0	0	2	14.3	5	35.7	5	35.7	1	7.1	1	7.1
Fashion and design	0	0	0	0	5	35.7	6	42.9	3	21.4	0	0
Art and literature	0	0	3	21.4	9	64.3	1	7.1	1	7.1	0	0
Science	0	0	0	0	7	50.0	6	42.9	1	7.1	0	0
Current news	0	0	8	57.1	5	35.7	1	7.1	0	0	0	0
Sports	0	0	0	0	9	64.3	3	21.4	1	7.1	1	7.1
Television and cinema	0	0	3	21.4	11	78.6	0	0	0	0	0	0
Food	0	0	6	42.9	7	50.0	1	7.1	0	0	0	0
Hobbies/Interests	0	0	10	71.4	4	28.6	0	0	0	0	0	0
Different cultures	0	0	9	64.3	4	28.6	1	7.1	0	0	0	0

The findings indicate that teachers generally consider the majority of the lesson topics presented in the list to be quite appropriate for older adults. As can be seen in the table above, topic related to daily life, including daily communication, health issues, hobbies/interests, television and cinema, shopping, and cooking, are seen to be ideal by teachers. All teachers assessed the topic of “*Daily Communication*” as “highly suitable” (100%). This clearly demonstrates that the content pertaining to basic communication skills required by older adults has been properly recognised by teachers and emphasised in their instructional methodologies. Conversely, a few topics were considered less appropriate for older adults owing to mismatches in age and interests. Particularly for topics such as “*School life*” (42.9% Not very appropriate, 7.1% Inappropriate), “*Business life*”, “*Celebrities*”, “*Fashion and design*”, “*Science*”, and “*Sports*”, the rates of “not very appropriate” and “no idea” replies are high.” A teacher described this scenario as follows: “*Many of the topics in standard coursebooks, such as school life or celebrities, are irrelevant to my older learners' daily needs and interests, so I need to make lots of modifications.*”

Individual interviews and open-ended replies to the “other” option on the questionnaire revealed the strategies teachers employ in determining their topic and content choices for older adults. Certain teachers have asserted that real-life topics are essential in the instructional process. They specifically emphasised topics such as “travel, wellness, hobbies, telephone conversations, hotel check-in, and restaurant scenarios,” recording that these are useful to the experiences of older adults in their daily lives and recommending these subjects to be prioritised. Classroom observations further corroborate these viewpoints. When topics connecting with daily life were addressed, it was noted that students' engagement and drive in class increased, while their interest decreased in more abstract or youth-centric issues.

In conclusion, teachers asserted that the criteria of age appropriateness and practical use of information should be prioritised in selecting the study topics in the English learning processes for older adults. In other words, the selection of topics in lessons must align with the life experiences of older adults, ensuring that the learning processes are relevant, motivating, and accessible.

Appropriate Syllabus Types for Older Adult Learners

In this question, teachers were asked to specify the types of syllabus they consider most suitable for teaching English to older adults. Participants were able to select multiple options and also

elaborated on their views with open-ended responses. As can be seen in the figure below, the most preferred type of syllabus among teachers was the “*Situational and thematic syllabus*”, with 31.4%. This is followed by the “*Grammar and Structural Syllabus*” at 23.5% and the “*Content-based syllabus*” at 15.7%.

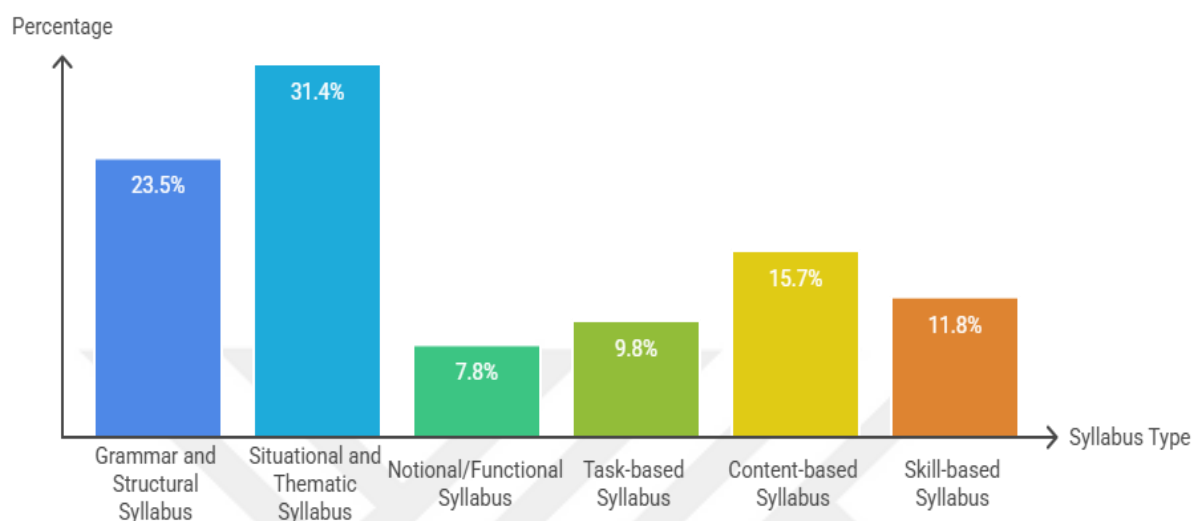


Figure 4. Teachers’ views on the appropriate syllabus types for older adult learners

The results indicate that teachers mostly favoured programs grounded in actual-life scenarios and functional content for older adults. However, the Grammar and Structural syllabus, a traditional methodology, was also favoured to a significant degree. These trends were expressed in more detail in open-ended responses. A teacher remarked, “*It is hard to pinpoint one type that would be suitable... older students sometimes respond better to more classic approaches because that is what they know from school and are used to,*” underscoring the importance of an eclectic approach. Another participant also asserted that all types of syllabus in the list might be helpful, noting, “*I find each syllabus type appropriate as time to time I need all of them.*” These viewpoints suggest that teachers employ a flexible and hybrid methodology adapted to student needs instead of sticking to a fixed framework.

Some teachers, on the other hand, underscored the significance of the learning environment and the psychological well-being of learners rather than the syllabus type: “*We don’t prepare them for the exams... they just need fun and to be slow during the class.*” “*It is important to create a platform to unite students for a learning process together.*” With such assertions, it was seen that older adults are believed to perform better in non-examination-oriented, supportive, and socially strong learning environments.

In conclusion, teachers recommended an integrated application of situational, functional, and, when appropriate, traditional structural syllabus in instructing older adults in English. In other words, the necessity for an eclectic and flexible syllabus approach that incorporates the past habits of learning and modern needs of older adults emerged as a need by teachers viewpoints.

Suggestions on the Optimal Weekly Lesson Frequency

Teachers were asked to specify the number of days per week appropriate for English classes targeting older adult learners.

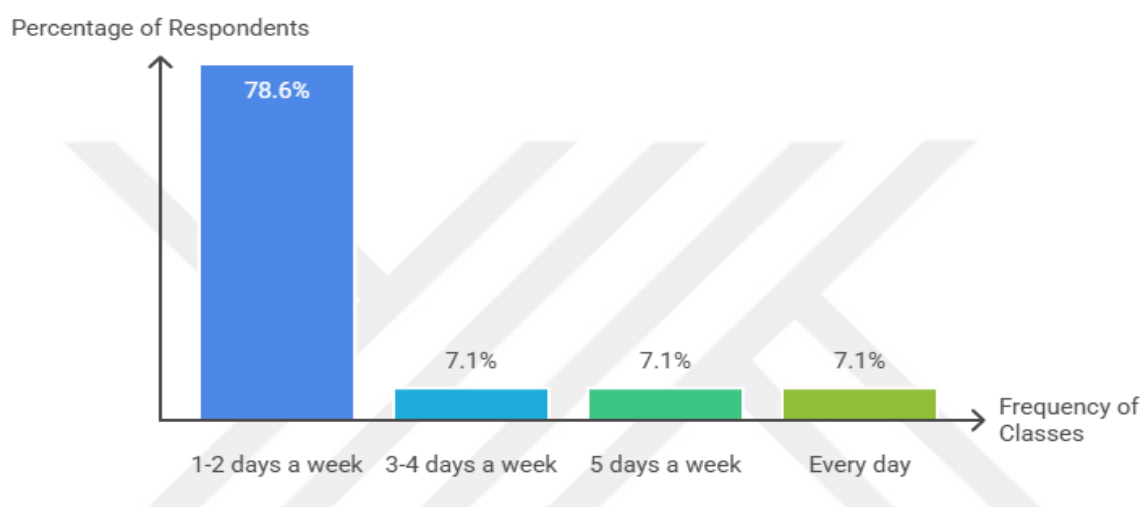


Figure 5. Teachers' preferences for weekly frequency of English classes for older adults

The data in the graph above indicates that a large percentage of teachers (78.6%) believed that sessions should be carried out 1–2 days per week. The remaining participants expressed a preference for intensive schedules, specifically 3–4 days a week (7.1%), 5 days a week (7.1%), and every single day (7.1%). In other words, a majority of teachers asserted that holding courses 1-2 days per week is more helpful to the learning rhythm, attention span, and motivation of this age group. Furthermore, during individual interviews, teachers indicated that intensive programs can be physically and cognitively demanding for older adults, while low-intensity but continuous lesson programs generate better outcomes. Also, it was observed that the classes being observed in Poland had a 90-min lesson once a week while it usually takes around 50 minutes in Türkiye. Overall, it can be said that a reasonable and balanced frequency of lessons, which was mostly 1–2 days per week, was considered more appropriate for both their ' physical capabilities and their motivation to study.

The Ideal Lesson Duration for Older Adult English Classes

In this question, teachers were questioned for opinions on the optimal length of English sessions targeted for older adult learners of English. The results are presented in figure 6 below.

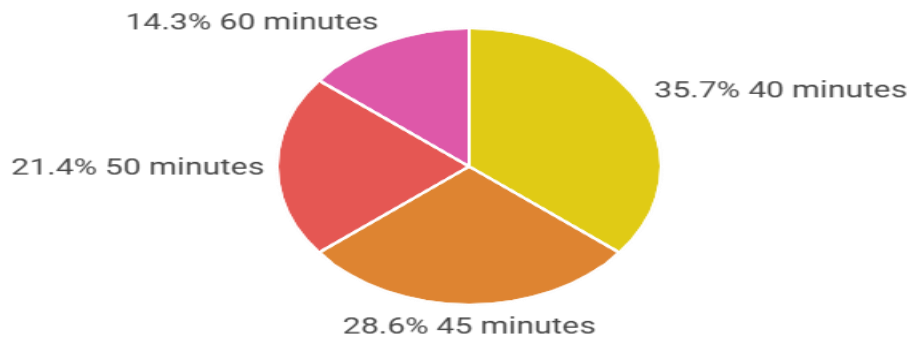


Figure 6. Teachers' views on the ideal lesson duration for older adult English classes

The analysis revealed that the predominant preference among participants for lesson duration is 40 minutes, with 35.7% approving this duration as ideal. This is succeeded by 45 minutes (28.6%), 50 minutes (21.4%), and 60 minutes (14.3%) respectively. No participants considered the 90-minute class duration as optimal. In other words, the available data showed that, according to the teachers, course lengths for older adults should be short, focused on, and appropriate for their attention span. Durations of 40 and 45 minutes yielded a total preference rate of 64.3%, suggesting that a shorter yet sufficiently intense timeframe is favoured over traditional class durations for adult learners, which is 50 minutes in Türkiye and 90 minutes in Poland. Furthermore, the two teachers who were interviewed reported that older adults may become distracted during long classes and may suffer from cognitive and physical tiredness. As a result, they believed that the lesson duration should be kept short, although the lesson structure must be carefully organised to incorporate participation, repetitions, and practical exercises. To conclude, it can be said that the optimal duration for English courses for older adults is suggested to be around 45 minutes.

Necessity of a Different English Syllabus for Older Adults

The views of teachers and various intellectual orientations regarding whether a completely different syllabus is needed for teaching English to older adults were presented in three main categories through thematic analysis.

Table 25

Teachers' Views on the Necessity of a Different English Syllabus for Older Adult Learners

Theme	Category	Codes	Sample Quotes
Teachers' Views on the Necessity of a Different Syllabus	Support for a Different Syllabus	Different needs, interests, pace, motivation, social background	<i>"Yes, it is. Their needs and social networks are different than the younger adults."</i> <i>"Older learners need more patience... the pace of the class should be slower and there should be more repetition."</i>
	Opposition to a Different Syllabus	No difference needed, communication focus, adaptable content	<i>"Definitely not. They just want to communicate with their children..."</i> <i>"No, not at all. All they need is a humanly touch with powerful English information related with current local life."</i>
	Conditional or Contextual Views	Depends on learner needs, flexible adaptation, case-by-case judgment	<i>"I'm not sure. I think it depends on learners need."</i> <i>"As a teacher, I always find a way to cover it."</i>

Teachers in the "Support for a Different Syllabus" group highlighted that older adults have specific needs, social networks, interests, and learning paces in contrast to younger students. Consequently, they believed that the syllabus must be specifically modified regarding content and methodologies. One teacher noted, *"Their needs and social networks are different than the younger adults."* Another emphasised the importance of the appropriacy for the class pace and learning techniques by stating that *"Older learners need more patience. The pace of the class should be slower and there should be more repetition."*

Some teachers, on the other hand, contended that an alternative syllabus was unnecessary and that standard content addressing fundamental communication needs might be adequate. This approach prioritises the teacher's methodology and communication abilities regarding age-appropriate content. While one teacher just replied to this question with a simple "No," another one stated, *"Definitely not. They just want to communicate with their children and grandkids."* Similarly, a third person noted, *"No, not at all. All they need is a humanly touch with powerful English information related with current local life."* These viewpoints demonstrated that a differentiated syllabus is unnecessary if teachers focus on enhancing communication motivation in the daily lives of older adults.

Finally, some participants indicated that the selection of syllabus is dependent upon specific conditions. Teachers reported that designing a syllabus should be flexible to individual needs and complete differentiation is not required in all instances. A teacher stated, *"I think it depends*

on learners' needs." while another teacher emphasised the significance of their teaching skills and methodology by stating, "As a teacher, I always find a way to cover it."

In conclusion, many teachers focused on the particular educational needs of older adults, thus emphasising the need for redesigning elements such as content, methods, pace, and repetition. Conversely, certain teachers argued that the teaching process should be flexible and centred on the teacher, which concluded the need for a differentiated syllabus to be debatable.

Preferred Instructional Materials and Teaching Methods

In this section, the materials used by teachers while teaching English to older adult learners and the teaching methods and approaches they adopt were analyzed under two main themes: Types of Materials Used by Teachers and Selection Criteria and Teaching Methods and Approaches.

Table 26

Instructional Materials and Methodology Used in Teaching English to Older Adults

Theme	Category	Codes	Sample Quotes
Teachers' Material Preferences and Selection Criteria	Printed Materials	Coursebooks, Worksheets, Handouts	"I use course books." "I use Worksheets and online exercises." "I often use ready made handouts from LinguaHouse.com."
	Digital and Audio-Visual Materials	Videos, Animations, Smartboard-based books	"I like using videos high in volume." "I use projection and laptop..." "I use a course book... with smart board feature."
	Authentic and Real-Life Materials	Authentic texts, Real-life based content	"I use simple authentic text samples..." "I use authentic videos or texts..."
	Interactive and Game-Based Materials	Memory games, Roleplay tasks	"I use memory games for repetition..." "I try to implement a lot of roleplay..."
	Material Selection Criteria	Based on students' needs, Simplicity, Everyday relevance	"The selected materials must be related to their life and objectives." "Simplicity and humour are important."
Teachers' Methods and Approaches in Teaching	Task-Based Language Teaching (TBLT)	Task-based exercises, Roleplay, Speaking-focused tasks	"Task Based exercises on speaking." "I try to implement a lot of roleplay..."
	Communicative Language Teaching (CLT)	Real-life communication, Speaking-focused content, Roleplay, Everyday topics	"...focused on speaking more than grammar or writing..." "...talk about everyday subjects." "...not focus too much on writing."
	Teacher-Generated Instruction	Self-prepared materials, Adapted resources	"I prepare the materials myself."

The theme of *"Teachers' Materials Preferences and Selection Criteria"* indicates that the teachers employ diverse materials in English lessons for older adults. Printed materials, such as coursebooks, worksheets, and handouts, were seen to continue to occupy a significant role. For instance, one teacher stated, *"I use course books,"* while another mentioned, *"I use worksheets and online exercises,"* indicating their reliance on traditional resources. Furthermore, it was seen that "digital and audiovisual materials" are mainly favoured for facilitating learning among older adults via auditory and visual modalities. A teacher noted, *"The videos should be high in volume and text font should be big in size."* His statement highlighted the necessity for accessibility. Content that is authentic and relevant to daily life seemed to be utilised to facilitate students' connections with their everyday experiences. A teacher confirmed this by stating, *"I use simple authentic text samples; simplicity and humour are important."* Also, "Interactive and game-based materials" served as tools that promote repetition, pleasure and interaction as suggested by one of the teachers, *"I use memory games for repetition...."*. The key criteria in material selection, on the other hand, include alignment with students' age, interests, and needs, simplicity and relevance of the content, and the creation of links to everyday experiences. One teacher commented, *"The selected materials must be related to their life and objectives."* This statement clearly illustrates a focus on student-centredness.

In the theme of *"Teachers' Teaching Methods and Approaches"*, data indicate the teaching methods that were commonly employed by teachers in the instruction of older adults. One of these methods, the "Task-Based Language Teaching (TBLT)," is notably utilised through speaking practice and role-playing activities. The phrase *"Task Based exercises on speaking.."* from one teacher and the expression *"I try to implement a lot of roleplay"* from another indicated the application of this method in older adult EFL classes. Furthermore, a method emphasising communication in real-life contexts, referred to as "Communicative Language Teaching (CLT)," emerged to be a favoured approach for teaching older adults among teachers. With expressions like *"...focused on speaking more than grammar or writing..."* and *"CLT gives chance to talk about everyday subjects."*, a teacher highlighted the significance of speaking skills and everyday subjects. Additionally, by stating *"...not focus too much on writing"*, he adopted a speaking-focused approach instead of writing. Apart from these, it was noticed that certain teachers create their own materials to more effectively address special needs. A teacher noted, *"I prepare the materials myself."* This statement clearly conveys her orientation.

In conclusion, it can be said that teachers try to employ a sensitive approach to the interests, needs, and learning styles of older adults in their selection of materials and teaching strategies.

Theoretical Basis of Foreign Language Teaching for Older Adults

As a result of the analysis of the theoretical foundations proposed by teachers for a special foreign language teaching methodology for older adults, five main categories were identified.

Table 27

Theoretical Basis of Foreign Language Methodology for Older Adults

Theme	Category	Codes	Sample Quotes
Theoretical and Pedagogical Basis for Older Adult EFL Instruction	Communicative Language Teaching (CLT)	Communicative practice, real-life situations, speaking-focused, confidence-building	<i>"Communicative approach should be adopted."</i> <i>"...they want to know how to communicate during their travels..."</i> <i>"Communicative language method is the best."</i>
	Task-Based and Critical Thinking Approach	Roleplay, problem-solving, cognitive stimulation	<i>"Task Based Role Play activities and Critical Thinking activities should be implemented."</i>
	Simplified and Interest-Based Input	Simplified delivery, child-like structuring, interest-based topics	<i>"Information must be simplified like it is given to the children but it should be provided with the topics they're interested in."</i> <i>"Information must be given in relevant situations and be simple."</i>
	Grammar and Vocabulary Focus	Basic tenses, essential grammar, vocabulary development	<i>"...reinforce the basic tenses and improve their vocabulary knowledge."</i>
	Needs-Based Instruction	Personalized instruction, needs-oriented planning	<i>"As a teacher I always create my plans according to their needs."</i>

Many teachers asserted that the Communicative Approach directly meets the communicative needs of older adults as in such examples as *"Communicative approach should be adopted."*, *"...they want to know how to communicate during their travels..."*, and *"Communicative language method is the best."*. Moreover, some teachers proposed using exercises centred on the "Task-Based and Critical Thinking Approach" to enhance the cognitive functions of older adults. *"Task Based Role Play activities and Critical Thinking activities should be implemented."* Furthermore, it was underscored that the content and

materials need to be simplified, although this should be done through identifying their areas of interest rather than their age as stated such examples: *“Information must be simplified like it is given to the children but it should be provided with the topics they're interested in.”* and *“Information must be given in relevant situations and be simple.* This method was considered to reduce cognitive load while making the content entertaining and meaningful.

In addition to these, a teacher asserted that priority should be given to basic tense structures and fundamental vocabulary by stating that *“...reinforce the basic tenses and improve their vocabulary knowledge.”* Some teachers additionally suggested designing programs tailored to individual needs as stated in this quotation, *“As a teacher I always create my plans according to their needs.”*

In conclusion, teachers generally believed that effective foreign language instruction for older adults must be grounded by communication-oriented, needs-driven, and simplified yet captivating content. Therefore, pedagogical adaptability and theoretical diversity were concluded to be essential for language learners in later life.

Results of the Syllabus Implementation Stage

The second stage of the study focused on the implementation of the ETA A1.1 syllabus, which was designed in light of the needs analysis findings. Unlike the first stage, which explored learners' profiles and instructors' perspectives, this stage aimed to examine how the syllabus functioned in practice and whether it successfully addressed the identified needs and expectations of older adult learners. The findings are presented with respect to Research Question 3, beginning with learners' voices, followed by teacher reflections, and concluding with an overall evaluation of the program.

Research Question 3: To what extent does the beginner-level English syllabus meet the needs of older adult EFL learners?

The third research question investigated the extent to which the ETA A1.1 syllabus met the aims, needs, and characteristics of older adult learners. This part of the study is crucial, as it directly evaluates the appropriateness and effectiveness of the syllabus that was specifically designed based on the needs analysis and theoretical framework outlined in the previous chapters. Unlike the first two research questions, which focused on identifying learners' and instructors' perspectives on the needs in the older adult EFL learning, the present section

concentrates on the actual implementation of the syllabus and the reflections it generated from both learners and the teacher.

To answer this question, multiple sources of data were collected and triangulated. First, a pre-implementation questionnaire elicited learners' initial aims and expectations and perceived English language abilities prior to the start of the program. Second, student reflection sheets gathered after the Lead-in and the first three units provided insights into learners' ongoing experiences with the content, methods, and materials. Third, the teacher's reflection journals, written after each lesson day, documented classroom dynamics, methodological effectiveness, and challenges encountered during instruction. Finally, post-course interviews with learners offered an overall evaluation of the syllabus and its perceived suitability for later life learning contexts.

Accordingly, the results of this research question are organized into three main sub-sections: 1) the learners' perspectives, drawing from both pre-implementation expectations and post-unit reflections, as well as their overall evaluation interviews, 2) the teacher's perspective through systematic reflection journals, 3) synthesis of these findings, offering an overall evaluation of the syllabus in terms of its fit for older adult language learners.

Students' Voices

In order to evaluate the fit of the ETA A1.1 syllabus to older adult learners, three sources of evidence are presented under this title: the pre-implementation questionnaire, which revealed learners' English language abilities, aims, expectations and relevant concerns prior to instruction; reflection sheets completed after the Lead-in and the first three units, which documented their immediate reactions to content and methodology; and post-course interviews, which offered a comprehensive evaluation of the syllabus as a whole.

Pre-implementation Findings

The findings of the pre-implementation questionnaire revealed that the majority of the participants entered the program with little to no prior knowledge of English. Out of twenty learners, eighteen reported that they did not speak English at all, while only two indicated a minimal proficiency corresponding to the A1 level. Most participants had been exposed to English many years ago during middle or high school, yet almost all stated that they had forgotten what they once learned. A small number had used English occasionally in professional contexts such as tourism or business, or maintained limited contact with the language through

children or grandchildren living abroad. Overall, consistent exposure to English was almost absent, and the self-reported “can do” statements showed that even basic communicative functions such as greetings, self-introduction, and giving personal information were challenging for most learners.

Despite their limited linguistic resources, participants expressed strong motivation and diverse aims for learning English. Functional needs, such as communicating while traveling, shopping, or visiting healthcare services, were frequently emphasized. Social and family-related motives also emerged strongly, particularly the desire to converse with grandchildren or support their children’s education. Cognitive and psychological dimensions were equally evident: many learners believed that studying English would contribute to mental alertness, confidence, and social engagement, often referring to the idea that “learning a language means gaining a new identity.” Such perspectives suggest that older adult learners attach both instrumental and intrinsic value to the language learning process.

When asked about their expectations, students overwhelmingly indicated that they believed they could learn English, provided that instruction was adapted to their pace and needs. While a few expressed uncertainty due to memory problems or the perceived difficulty of pronunciation and grammar, the majority voiced confidence that with effort and teacher support, progress was achievable. Anticipated challenges were mainly related to vocabulary retention, correct pronunciation, and the complexity of grammar rules. These concerns were coupled with requests for frequent repetition and practical application in order to overcome potential difficulties.

Finally, learners articulated specific preferences regarding the content and methodology of instruction. They emphasized the importance of focusing on all four skills, yet placed particular value on speaking and listening as the most immediate needs. Suggested classroom practices included dialogue-based activities, role-plays, question–answer tasks, and the use of authentic materials such as videos, songs, or TV programs. Writing tasks and homework assignments were also seen as necessary reinforcements for memory and practice. In terms of themes, participants prioritized everyday communication topics, such as greetings, asking for directions, ordering food, shopping, family, travel, and health. Taken together, these findings indicate that although learners started from a very limited proficiency level, their expectations were highly aligned with the communicative and functional orientation of the ETA A1.1 syllabus.

Students' Reflections on Lead-in Unit

To evaluate the immediate outcomes of the Lead-in unit, students were asked to complete a can-do checklist focusing on the objectives of the lead in unit related to the classroom language and basic communicative functions. The checklist included statements such as recognizing classroom objects, understanding teacher instructions, and using polite expressions. Table 28 presents the frequency and percentage of students who endorsed each statement, thereby illustrating the areas where participants perceived progress at the very beginning of the program in this unit.

Table 28

Lead in Can-Do Statements Results

Statement	<i>n</i>	%
I know the meanings of classroom objects (table, chair, etc.)	13	65
I can ask my teacher 'What's ... in English?' or 'What does it mean?'	9	45
I can ask my teacher 'Can you repeat that?'	11	55
I can tell my teacher 'I don't know.'	13	65
I can say 'I don't understand.'	13	65
I can say 'Sorry, I am late.'	9	45
I can thank someone in English.	16	80
I can say 'Okay.'	15	75
I can apologize to someone in English.	11	55
I can say 'Please.'	13	65
I know what to do when my teacher says 'Open page 5.'	14	70
I know what to do when my teacher says 'Close your books.'	13	65
I know what to do when my teacher says 'Stand up / Sit down.'	16	80
I know what to do when my teacher says 'Look at the board / me.'	13	65
I know what to do when my teacher says 'Work in pairs / alone.'	10	50
I know what to do when the teacher says 'Listen to me / audio.'	14	70
I know what to do when my teacher says 'Do exercise five.'	10	50
I know what to do when my teacher says 'Ask / Answer questions.'	12	60
I know what to do when my teacher says 'Read the text.'	12	60
I know what to do when my teacher says 'Write the words in your notebooks.'	12	60
I know what to do when my teacher says 'Repeat after me.'	11	55
I know what to do when my teacher says 'Check your answers.'	11	55

The results of the can-do checklist administered after the Lead-in unit showed a clear improvement compared to the pre-implementation questionnaire, where almost none of the students reported being able to perform even the most basic tasks in English, except for one or two participants who indicated limited A1 abilities. In contrast, following the introductory lessons, a considerable proportion of students stated that they could successfully carry out classroom-related functions and simple social expressions in English. For instance, between

60% and 80% of the learners reported being able to recognize classroom objects, follow teacher instructions such as “*Open page 5*” or “*Close your books,*” and use polite expressions like “*thank you,*” “*please,*” and “*okay.*” Moderate endorsement levels (40–55%) were observed for slightly more demanding tasks such as asking the teacher to repeat a phrase or apologizing in English, indicating that while most learners gained basic classroom survival skills, more interactive functions remained challenging. These findings suggest that even within the short Lead-in unit, learners experienced tangible gains in their perceived abilities, moving from almost no functional knowledge of English to a foundational repertoire of classroom language and politeness strategies.

The qualitative reflections collected after the Lead-in reflections revealed seven interrelated themes, presented in Table 29.

Table 29
Qualitative Analysis of Lead-in Student Reflections

Theme	Category	Codes	Sample Quote
Content Relevance & Classroom Survival Language	Classroom instructions & objects; Politeness set; Topic suitability	learned teacher instructions; classroom items; politeness expressions; some words difficult; long sentences challenging	<i>“I learned teacher instructions and classroom objects; these are necessary and useful.”</i>
Cognitive–Linguistic Challenges	Pronunciation; Memory/retention; Vocabulary load; Word order; Listening comprehension	pronunciation hard; forget quickly; too many new words; word order issues; difficulty understanding input	<i>“Pronunciation is difficult; I forget quickly; too many words to memorize.”</i>
Methodological Scaffolding & L1 Support	Repetition & copying; L1 explanations; Visuals; Controlled listening	frequent repetition; write many times; Turkish explanations; Turkish meaning + pronunciation; pictures aid memory; gap-fill activities	<i>“Writing the Turkish meaning and pronunciation next to the word, frequent repetition, and pictures made it easier.”</i>
Homework & Out-of-class Constraints	Solitary study context; Motivation drop; Digital tasks	living alone makes homework hard; motivation evaporates; digital puzzles help; prefer in-class learning	<i>“I live alone; homework is hard; after class my motivation evaporates.”</i>
Affective Responses & Self-efficacy	Enjoyment & confidence; Overload & adaptation; Trust in teacher; Social value	5/5 satisfaction; excellent start; some shocked/alienated; trust in teacher; family/social motivation	<i>“I’d rate it 5/5; we started very well; but at one point I felt shocked and couldn’t adapt.”</i>
Accessibility & Classroom Ecology	Visual/video materials; Seating & board visibility; Audio clarity	more visuals and videos; improve seating; end-of-lesson group discussions	<i>“More visuals and videos; fix seating so we can all see the board.”</i>
Homework & Out-of-class Constraints	Solitary study context; Motivation drop; Digital tasks	living alone makes homework hard; motivation evaporates; digital puzzles help; prefer in-class learning	<i>“I live alone; homework is hard; after class my motivation evaporates.”</i>

Content relevance and classroom survival language was frequently emphasized. Learners consistently valued the acquisition of classroom instructions and basic objects, noting that these expressions were both necessary and directly applicable. As one participant explained, *“I learned teacher instructions and classroom objects; these are necessary and useful.”* Politeness expressions such as *thank you* and *please* were also highlighted as meaningful learning outcomes.

The second theme concerned cognitive–linguistic challenges. Pronunciation, memory, and vocabulary load were the most recurrent difficulties, with several participants acknowledging that *“pronunciation is difficult; I forget quickly.”* Problems with word order and limited comprehension of written or spoken input were also identified.

Learners underlined the importance of methodological scaffolding and L1 support. Frequent repetition, copying, and translation into Turkish were reported as essential for retention. Visual aids and controlled listening tasks, such as gap-fills, further facilitated comprehension. One student noted, *“Writing the Turkish meaning and pronunciation next to the word, frequent repetition, and pictures made it easier.”*

The fourth theme, activity preferences and participation patterns, revealed a strong appreciation for games and puzzles such as Hangman and picture matching. However, attitudes towards pair work and competitive group activities were divided, with some participants finding them motivating and others discouraging. A preference for structured turn-taking was suggested, with requests for quiz-style activities to ensure equal participation.

Homework and out-of-class constraints formed another theme. While digital word games were positively received, many learners reported difficulties with independent study, particularly those living alone. As one participant stated, *“I live alone; homework is hard; after class my motivation evaporates.”* This underscores the importance of classroom-based practice over home assignments.

The sixth theme focused on affective responses and self-efficacy. Learners expressed high satisfaction and motivation, describing the lesson as an *“excellent start”* and rating it positively. Yet a few reported feelings of overload or difficulty adapting, noting, *“At one point I felt shocked and couldn’t adapt.”* Overall, trust in the teacher and the social value of learning English—for family and community purposes—were strongly endorsed.

Finally, issues of accessibility and classroom ecology were noted. Requests for more visuals and videos were common, and some learners suggested improvements in seating and board

visibility. As one participant remarked, “*More visuals and videos; fix seating so we can all see the board.*”

In summary, the Lead-in reflections indicated that learners recognized tangible learning gains in classroom survival language and politeness routines, while also identifying persistent challenges related to pronunciation, memory, and vocabulary retention. They valued scaffolding strategies, interactive games, and teacher support, but raised concerns about partner work, homework, and classroom accessibility. These findings highlight the dual importance of responsive pedagogy and supportive learning environments in addressing older adults’ needs from the very beginning of syllabus implementation.

Students’ Reflections on Unit 1

To evaluate learners’ perceived achievements in Unit 1 (*Me*), students completed a can-do checklist aligned with the unit’s objectives: greetings and introductions, exchanging personal information (names, phone numbers), spelling using the alphabet, and using basic grammatical structures such as subject pronouns and the verb *to be*. Compared to the Lead-in stage, the Unit 1 results revealed notable progress in both functional communication and early grammatical competence. Table 30 summarizes the self-reported outcomes.

Table 30
Unit 1 Can-Do Statements Results

Statement	<i>n</i>	%
I can greet someone in English.	17	85
I can ask someone’s name in English.	16	80
When asked, I can say my name in English.	16	80
I can say “nice to meet you” in English to someone I just met.	15	75
I can ask and answer the question “how are you?” in English.	17	85
I know how to say “good morning, good afternoon, good evening and good night.”	16	80
I know how to say “goodbye” to someone in English.	16	80
I know how to pronounce the letters of the English alphabet.	12	60
I know how to spell a word using alphabet letters.	11	55
I can count from 0 to 12 in English.	16	80
I can ask for someone’s phone number in English.	12	60
I can give someone my phone number in English.	11	55
I can use the subject pronouns I and You and the possessive adjectives my and your.	14	70
I can use the correct form of the verb be with the subject pronouns I and you.	12	60
I can make positive, negative and question sentences using the verb be.	7	35
I know how to make contractions when using the verb be.	12	60

The data suggest that learners developed a solid foundation in social routines and greetings. The highest endorsement rates (75–85%) were found for greeting, self-introductions,

exchanging pleasantries, and farewells, reflecting that Unit 1's focus on everyday communication was well received and largely achieved.

More mixed results emerged in areas requiring literacy skills and grammatical manipulation. Only about half of the class (55–60%) felt confident in spelling words, using phone numbers, or applying the verb *be* in context. The most challenging outcome was the ability to construct full positive, negative, and question sentences with *be*, endorsed by only 35% of the learners. Overall, the quantitative findings reveal that while Unit 1 effectively equipped older adults with the essential communicative tools for greetings and personal exchanges, further reinforcement is needed in the alphabet, numerical expressions, and grammar.

The qualitative reflections gathered after Unit 1 highlighted six major themes: positive aspects and useful activities, challenges and difficulties, usefulness and relevance, homework and out-of-class study, suggestions for improvement, and affective responses, as illustrated in Table 31 below.

Table 31

Qualitative Analysis of Students' Reflections on Unit 1

Theme	Category	Codes	Sample Quote
Positive Aspects & Useful Activities	Greetings, introductions, numbers, alphabet; Pair-work dialogues; Role-plays	greetings useful; personal info exchange; alphabet and numbers valued; enjoyed dialogues and role-plays	<i>"I was happy to introduce myself in English and practice with my classmates."</i>
Challenges & Difficulties	Pronunciation; Vocabulary retention; Grammar (*be* verb, negatives, questions); Pace	spelling words aloud difficult; forget new words; contractions hard; need slower explanations	<i>"Pronunciation and spelling were hard for me, and I needed more time."</i>
Usefulness & Relevance	Practical daily communication; Social/family use	introduce self; ask names and numbers; relevant for travel; useful with grandchildren	<i>"Now I can say my name and ask a friend's name — this is important for me when traveling."</i>
Homework & Out-of-class Study	Copying tasks; Short writing exercises; Difficulties with independent study	copying helped; some struggled alone at home; memory issues	<i>"Copying into my notebook helped, but at home I sometimes forgot quickly."</i>
Suggestions for Improvement	Repetition; Listening drills; Visual support	more practice with alphabet and numbers; repeat grammar; use visuals	<i>"We need more repetition and listening practice for pronunciation."</i>
Affective Responses	Enjoyment; Motivation; Confidence; Mild frustration	happy and motivated; proud to introduce self; some frustration with grammar	<i>"I felt proud when I could say 'Nice to meet you' in English."</i>

The qualitative reflections collected after Unit 1 indicated that learners generally perceived the unit as useful, enjoyable, and relevant to their daily lives. Students particularly valued the focus on greetings, introductions, numbers, and the alphabet, which they saw as practical skills that increased their confidence in real-life communication. Role-plays and pair-work dialogues were consistently mentioned as the most beneficial activities, since they enabled participants to practice authentic interactions in a supportive environment. As one student commented, *“I was happy to introduce myself in English and practice with my classmates.”*

Learners also referred to the revision stage activities, where communicative tasks and game-based exercises such as memory games, word sudoku, and Wordwall puzzles were used to consolidate learning. Many students found these activities both enjoyable and effective, noting that they provided opportunities to recycle vocabulary and expressions in a motivating way. One reflection noted, *“The puzzles made it easier to learn new words,”* while another emphasized that memory games supported retention. Although a minority of participants preferred more traditional exercises, the majority endorsed game-based activities as valuable tools that combined repetition with enjoyment.

Despite the overall positive responses, several difficulties were reported. Pronunciation and spelling were recurrent challenges, especially when spelling words aloud or using contractions with the verb *be*. Vocabulary retention also proved demanding, with some students acknowledging that they often forgot new items after class. The grammar component, particularly forming negative and interrogative sentences with the verb *be*, was described as complex, and some learners requested slower explanations and more recycling. As one participant explained, *“Pronunciation and spelling were hard for me, and I needed more time.”* Homework and out-of-class study received mixed evaluations. While copying tasks and short writing exercises were considered helpful reinforcements, several participants found independent study difficult due to memory constraints or lack of support at home. One student admitted, *“Copying into my notebook helped, but at home I sometimes forgot quickly.”* This highlights the central role of classroom practice for older learners, who often depend more heavily on teacher guidance than autonomous study.

Overall, reflections on Unit 1 conveyed strong affective responses. Learners reported that they enjoyed the lessons, felt motivated to continue, and experienced pride in being able to greet others or introduce themselves in English for the first time. As one participant put it, *“I felt proud when I could say ‘Nice to meet you’ in English.”* At the same time, a few expressed mild

frustration with grammar and spelling tasks, pointing to the need for patience and additional scaffolding.

In summary, Unit 1 was perceived as both practical and motivating, equipping older adults with essential communicative routines while also revealing persistent challenges in pronunciation, memory, and grammar manipulation. The inclusion of communicative tasks and game-based revision activities was especially successful in reinforcing learning in an engaging manner, underscoring the importance of combining repetition with enjoyment to sustain motivation.

Students' Reflections on Unit 2

The self-reflection results for Unit 2 present learners' perceptions of their own achievements at the end of the unit. Table 32 illustrates the number and percentage of learners who selected each "can do statement," thereby indicating their perceived level of competence in relation to the unit's objectives. These outcomes reveal learners' self-assessed progress in areas such as introducing family members, asking and answering about age, talking about occupations, and applying basic grammatical structures (possessive adjectives, apostrophe –'s, and the use of articles *a/an*).

Table 32

Unit 2 Can-Do Statements Results

Statement	n	%
I know the English words for family members that we learned in this unit.	18	90
I can introduce my family members in English.	17	85
I know whom the subject pronouns 'he, she, it' are used for in English.	16	80
I know how to use the possessive adjectives 'his, her, its'.	15	75
I know what the apostrophe 's' is in English and how it is used.	14	70
I can count numbers from 12 to 100 in English.	12	60
I can ask someone's age and answer when someone asks my age or my family members' age.	13	65
I can understand and use the English terms of the jobs we learned in this unit.	16	80
I can ask and answer questions about my own job and other people's job.	15	75
I can make and understand sentences such as 'this is my mother.'	18	90
I can make and understand sentences such as 'this is not my mother.'	14	70
I can make and understand sentences such as 'is this your mother?'	13	65
I can make and understand sentences such as 'Are you sixty years old.'	12	60
I can make and understand sentences such as 'my daughter is not thirty years old'	11	55
I can make and understand sentences such as 'Ali's daughter is a teacher.'	10	50
I know what the words 'a' and 'an' are in English and how they are used.	12	60

The findings indicate that learners reported the highest level of achievement in recognizing family vocabulary (90%) and introducing family members in English (85%). This suggests that the thematic core of the unit, family and relationships vocabulary, was effectively acquired and internalized by the learners. In contrast, relatively fewer students selected statements involving

more complex grammatical structures, such as “Ali’s daughter is a teacher” (50%) and the use of *a/an* (60%). This reflects the greater difficulty learners experienced with abstract grammatical rules and variable structures compared to simple declarative sentences. Moderate levels of achievement were observed in counting numbers from 0 to 100 (60%) and asking/answering about age (65%), which highlights the need for additional practice and reinforcement in these areas. On the other hand, learners reported relatively higher confidence in vocabulary and sentence structures related to jobs (approximately 80%), suggesting that teaching lexical sets supported comprehension and retention. Overall, the results demonstrate that learners were motivated and able to perform communicative tasks on the themes of family, age, and jobs with reasonable confidence. However, certain grammar-focused sub-skills (e.g., possessives, articles) appeared to require further pedagogical support and practice.

The results also shed light on learners’ perceived progress, challenges, and classroom experiences. Unlike the checklist data, the reflections revealed which activities, vocabulary, and grammar points were seen as useful, enjoyable, or difficult. They also provide insights into learners’ views on teaching methods, classroom atmosphere, and the overall relevance of the unit. Table 32 presents the main themes, categories, and sample excerpts from the analysis.

Table 33

Qualitative Analysis of Students’ Reflections on Unit 2

Theme	Category	Codes	Illustrative Quotes
Perceived Learning Outcomes	Vocabulary	Family terms easy, jobs useful, numbers partly difficult	“Family members were easy to remember.” / “Jobs were interesting, but numbers were harder.”
	Grammar	His/her/its confusing, a/an manageable, contractions easy	“It was difficult to understand his/her.” / “a and an were easy because I know vowels and consonants.”
	Skills	Asking/answering age moderately hard, negative & question forms confusing	“Forming negative sentences was difficult.” / “Asking questions is easier for me.”
Engagement with Activities	Enjoyable	Wordwall, puzzles, memory games, bingo, chain game	“Wordwall games were fun.” / “Sudoku was hard but good for the brain.”
Evaluation of Communicative Task	Challenging	Listening tasks, role-plays, pronunciation, spelling	“I could not understand dialogues easily.” / “Acting out dialogues made me nervous.”
	Usefulness	Relevant, enjoyable, self-expression	“The final role-play was very useful because we introduced our families.”
	Anxiety	Performance anxiety, forgetting during class	“I was excited and forgot everything during the role-play.”
Teacher and Classroom Practices	Techniques	Step-by-step grammar explanation, repetition, asking each student, WhatsApp reminders	“The teacher asked everyone one by one, it was very helpful.” / “WhatsApp reminders helped me remember.”
	Atmosphere	Supportive, clear explanations, appropriate level	“The teacher explained slowly and clearly, it was suitable for us.”
Relevance and Expectations	Alignment	Meets learners’ goals, practical for family and daily life	“Talking about family was useful because I can use it with my grandchildren.”
	Suggestions	More practice with numbers and questions, balanced homework	“We need more practice with numbers.” / “Please continue giving lists of words at the end of units.”

The qualitative self-reflection analysis of Unit 2 demonstrates that learners perceived considerable progress in their vocabulary knowledge, particularly in relation to family members and occupational terms, which were described as easy to learn, memorable, and relevant to everyday life. In contrast, numbers, especially those between twelve and one hundred, were frequently mentioned as challenging, requiring repeated practice and reinforcement. Grammar was evaluated with mixed perceptions: while learners reported that the use of *a/an* and the subject pronouns *he, she, it* were relatively easy to understand, they also acknowledged that possessive adjectives such as *his, her, its* and the formation of negative and interrogative sentences were more difficult to master. Several learners also identified pronunciation and spelling as problematic, noting that inconsistencies between written and spoken English often undermined their confidence during oral production.

With regard to classroom activities, learners expressed high levels of satisfaction with interactive and game-based practices. Wordwall tasks, puzzles, bingo, memory games, and chain games were consistently described as enjoyable, motivating, and effective in supporting retention. Cognitive tasks such as sudoku were also positively received, with learners describing them as beneficial mental exercises that went beyond language learning. Nevertheless, certain activities were perceived as more demanding. In particular, listening comprehension tasks and role-plays were reported as challenging, with learners highlighting difficulties in understanding rapid speech and expressing feelings of nervousness when required to perform in front of their peers.

The end-of-unit communicative task, which required learners to introduce their families, was highly valued and seen as directly relevant to their personal and social lives. Many participants emphasised that this task allowed them to integrate vocabulary and grammar into meaningful, real-life communication and that it was especially useful because family-related interactions are central in their daily contexts. At the same time, some participants admitted experiencing performance anxiety, reporting that nervousness or memory lapses limited their performance during role-play. This suggests that additional scaffolding and opportunities for low-stakes practice would be beneficial in preparing learners for communicative production.

Reflections on teaching methods and classroom atmosphere were overwhelmingly positive. Learners appreciated the teacher's clear and step-by-step explanations, the frequent use of repetition, and the inclusive practice of addressing each student individually, which they felt increased participation and reinforced retention. WhatsApp reminders and the provision of vocabulary lists at the end of the unit were also praised as valuable supports that helped learners

review and consolidate what they had learned outside the classroom. Homework assignments were generally welcomed as appropriate in scope and frequency, although some learners requested more practice opportunities in specific areas such as numbers and question formation. Overall, learners evaluated Unit 2 as both suitable to their proficiency level and well aligned with their personal needs and expectations. They regarded the most enjoyable and beneficial aspects of the unit as vocabulary learning, memory and puzzle-based tasks, and the communicative activities that encouraged meaningful use of language. The main difficulties were associated with pronunciation, spelling, and the acquisition of more complex grammatical structures. Taken together, these reflections suggest that Unit 2 was effective in combining communicative practice with cognitive stimulation, contributing to learners' linguistic development as well as their sense of achievement.

Students' Reflections on Unit 3

The self-reflections were completed only by twelve learners for this unit. Table 3 displays the number and percentage of learners who endorsed each can-do statement, reflecting their self-assessed progress in vocabulary, grammar, and communicative skills.

Table 34

Unit 3 Can-Do Statements Results

Statement	n	%
I can understand and use the country and nationality words we learned in this unit.	9	75
I can recognize and use plural pronouns (we, you, they) and plural possessive adjectives (our, your, their) in sentences.	6	50
I can make positive, negative and interrogative sentences in English with plural pronouns you, we, they and possessive adjectives our, your, their.	3	25
I can recognize and use the English color words such as white, red, black, yellow, blue and green.	9	75
I can ask and answer questions about where I am from or where someone is from in English.	9	75
I can ask and answer questions about my nationality and someone's nationality in English.	7	58.3
I can ask and answer about the color of an object in English.	7	58.3
I can recognize and use the English words of my personal belongings such as a mobile phone, a bag, a wallet, a cane, a hearing aid, glasses or an ID card.	9	75
I know what the verb 'have' means and I can use it in a sentence.	6	50
I can write a word in its plural form.	7	58.3

The results indicate that the strongest perceived achievements in Unit 3 were associated with vocabulary learning. Three-quarters of learners reported confidence in using country and nationality words (75%), colors (75%), and personal belongings (75%) and ask-answering questions about their country of origin.

Moderate success was observed in areas such as asking and answering about nationality (58%) and object colors (58%), as well as writing plural forms (58%), suggesting while learners were comfortable with basic lexical and communicative tasks, further practice and reinforcement were still required to consolidate accuracy and fluency.

The lowest endorsement was recorded for grammar-related objectives. Only half of the learners (50%) indicated confidence in recognizing plural pronouns and the verb *have*, while just a quarter (25%) felt able to construct positive, negative, and interrogative sentences with plural pronouns and possessive adjectives. It confirms that while vocabulary learning was accessible and rewarding for the learners, abstract grammar structures continued to pose challenges.

Overall, the data suggest that Unit 3 generally met its communicative and lexical objectives, while also pointing to the need for additional instructional support in grammar-focused areas.

The qualitative self-reflections provided valuable insights into learners' experiences, perceived progress, and challenges throughout the unit as well. Themes were structured in line with the reflection questions guiding the self-reflection form as in table 35.

Table 35

Qualitative Analysis of Students' Reflections on Unit 3

Theme	Category	Codes	Illustrative Quotes
Learning Outcomes	Vocabulary learning	Countries & nationalities memorable; colors easy; adjectives confusing; personal belongings practical	"Countries and colors were fun and easy." / "Adjectives were confusing for me."
	Grammar learning	Plural pronouns and possessives challenging; negatives & questions manageable; plural forms needed more practice	"I confused subject and possessive pronouns." / "Making questions was easier than making plurals."
	Relevant/Irrelevant content	All topics useful for daily life; nothing unnecessary; learners wanted more on seasons and shopping	"All topics were useful, especially for our daily life." / "We should also learn about seasons and climate."
Methodology & Classroom Practices	Enjoyable activities	Flag-country matching, Facebook communicative task, puzzles, Wordwall, visuals	"The Facebook activity was very enjoyable, I could write simple comments."
	Challenging activities	Gap-fills, role-plays, spelling long words, memorization	"I struggled with filling in the blanks."
	Homework & out-of-class work	Word lists and WhatsApp tasks useful; homework doable but more time needed for memorization	"The word lists at the end of the unit are very useful." / "We need more daily repetition at home."
Teacher & Materials	Explanations & support	Step-by-step teaching, frequent repetition, clear visuals	"The teacher explained slowly and clearly, it was suitable for us."
	Materials & design	Visuals, characters, font size and Wordwall puzzles and activities appropriate	"The visuals and large font helped me a lot."
Suggestions & Expectations	Future topics	Seasons, climate, shopping, daily routines requested	"We should also learn about seasons and climate."
	Improvement ideas	More time for activities, more practice for plurals & adjectives, daily repetition	"We need daily repetition even at home."

The qualitative analysis of Unit 3 self-reflections reveals several patterns regarding learners' achievements and difficulties. Vocabulary acquisition was consistently mentioned as a positive outcome. Learners highlighted that countries, nationalities, and colors were both "fun and easy," while personal belongings were considered practical and memorable thanks to the use of videos and visuals. In contrast, adjectives were identified as confusing, and some learners expressed uncertainty about whether to pluralize the noun or the adjective. Grammar, overall, was described as more demanding. Several participants admitted that they "confused subject and possessive pronouns" and that rules for pluralization (-s, -es, -ies) were difficult to apply, though they noted that making negative and interrogative sentences were easier with practice. Pronunciation and spelling challenges emerged, particularly for longer nationality words. One learner stated, *"The word nationality was very difficult to pronounce"*, while another explained, *"I recognize words when written but cannot pronounce them."* These comments underline the importance of continuous pronunciation practice and multimodal reinforcement.

Learner engagement with classroom activities was generally positive, with particular enthusiasm expressed for interactive and visual tasks. Matching countries with flags, Wordwall games, and the end-of-unit Facebook communicative task were described as both enjoyable and useful. The Facebook activity, in particular, was appreciated for its real-life relevance, as one learner remarked, *"Now I can introduce myself on Facebook and understand some comments."* Another participant stated *"Even though we made simple sentences, I was happy thinking I will write better ones in the future."* At the same time, gap-fills, role-play, and memorization tasks were identified as relatively more challenging.

Reflections on methodology and classroom practices highlighted the value of repetition, step-by-step explanations, and visual support. Learners emphasized that "the word lists at the end of the unit are very useful" and praised the supplementary WhatsApp activities for providing opportunities for review and self-correction beyond the classroom. The classroom atmosphere was described as supportive and level-appropriate, with one learner noting, *"Everything was suitable for our age, nothing was too hard."*

Finally, several participants focused on expanding content in future unit with such topics as seasons, climate, shopping, and daily routines, pointing out their direct relevance to everyday life. Others emphasized the need for more time to complete activities at home. Overall, the Unit 3 seemed to be successful in addressing learners' communicative and lexical needs, while also further pedagogical support is needed identifying areas particularly grammar, pronunciation, and pluralization.

Post-implementation Interview Findings

The interview conducted after the pilot implementation aimed to explore learners' experiences, perceptions, and reflections on the course content, materials, methods, and outcomes in relation to their goals, motivations, and age-related learning characteristics. The data were analysed thematically and categorised under ten major themes: Objectives and Goal Alignment, Motivation and Feelings, Expectations, Content and Methodology, Materials and Classroom Environment, Challenges, Beliefs about Age and Language Learning, English Language Abilities, Personal Development and Suggestions and Future Expectations. Each theme is illustrated with direct quotations from learners to highlight their authentic voices and lived experiences. Overall, the interview data provide rich insights into how older adults perceive and experience language learning in later life—revealing not only their linguistic progress but also broader psychosocial and cognitive transformations fostered by participation in the ETA program.

Theme 1- Objectives and Goal Alignment: Learners entered the program with clear and practical objectives, most commonly related to daily communication, supporting family members, and traveling abroad. Some participants emphasized intergenerational reasons, such as helping grandchildren with English homework (L03), while others pointed to the need for English in travel situations (L08). Some also described a more general aspiration for self-development and personal enrichment in later life. In addition to functional goals such as communication and travel, many learners emphasized social and cognitive objectives. Several participants reported that attending the course provided opportunities for *social interaction* and reduced feelings of isolation, as one explained that being in class with peers “*was good for making friends and spending time together*” (L09). Others highlighted the role of the program in promoting *mental health and cognitive vitality*, describing the activities as “*mental exercise*” and “*helpful for memory*” (L04, L10). These reflections show that learners' objectives were not limited to language acquisition, but also extended to broader dimensions of well-being. The program thus functioned simultaneously as a linguistic, social, and cognitive resource in later life.

When reflecting on whether the program aligned with these objectives, most learners indicated overall satisfaction. One participant noted that the program was “*suitable for us, not too hard, all topics were important and necessary.*” (L11), while another stated that “*what I learned matched my goals, especially learning simple useful phrases and sentences*” (L05). These responses highlight that the course addressed the functional, age-appropriate expectations

expressed at the outset. The interviews also revealed the emergence of new or extended objectives. After completing the initial units, several learners reported a desire to learn higher level vocabulary and grammar, increase speaking practice, and continue their studies beyond the current program. No one wanted to drop out the course in the following term. For example, one participant explained, *“Now I also want to improve my grammar and I believe I can learn English in higher levels”* (L06), while another commented, *“I would like to continue next terms, to practice speaking more”* (L14). Such statements suggest a developmental trajectory: initial goals centered on survival communication, while later goals shifted toward greater linguistic accuracy and broader communicative competence.

Theme 2-Motivation and Feelings: Learners reported predominantly positive levels of motivation throughout the program, often noting that their willingness to attend classes and engage with tasks grew as they began to observe concrete progress. Several participants emphasized that the course never felt boring, even when the learning process was demanding. One learner remarked, *“It may be boring for some; for me it’s not—despite the difficulty, it doesn’t feel boring”* (L11). This sense of gradual achievement encouraged sustained participation.

A central factor in sustaining motivation was the design of classroom activities. Short game-like tasks, including memory games and puzzles, were described as enjoyable and less tiring, which supported learners’ confidence. One participant explained, *“If you repeat a lot, it sticks”* (L01). Such repetition and playful exercises were valued as effective tools for remembering and consolidating new knowledge. The teacher’s supportive stance also played a crucial role. Participants highlighted patience, clarity, and encouragement as essential motivational drivers. As one learner observed, *“You ensure a very good classroom environment; I’m aware of that”* (L02). Occasional use of first-language explanations was also mentioned as a helpful strategy that reduced frustration and helped them continue with the lesson. In addition, the classroom climate itself was described as safe, welcoming, and socially rewarding. Learners indicated that being in an environment where mistakes were tolerated allowed them to feel more confident. Social aspects were also motivational, as attending the class was experienced as an opportunity to interact and spend time with peers. Another recurring theme was the importance of dialogue and repetition. Learners expressed that question–answer practice and repeated review at the beginning of lessons helped them feel that they were making measurable progress. One participant stated, *“We need to do Q&A”* (L19), underlining the perceived usefulness of

interactive oral practice. Finally, out-of-class supports such as short review tasks or word reminders via mobile phones were seen as useful in maintaining continuity and reducing forgetfulness. These small interventions enabled learners to stay engaged even outside the classroom. In summary, learners became and remained motivated primarily because the classroom activities were enjoyable and manageable, the teacher's approach reduced anxiety, the class environment fostered social and emotional support, dialogue and repetition made progress visible, and out-of-class practice especially with online cognitive games and language activities sustained continuity. Their feelings about the program were overwhelmingly positive, with frequent mentions of enjoyment, pride, and confidence.

Theme 3- Expectations: At the outset, learners entered the program with expectations that were primarily functional and realistic. Many hoped to acquire basic vocabulary, construct short sentences, and use English in simple daily interactions such as greetings, introducing themselves, or understanding commonly used words. A number of participants also expected that the program would provide a supportive environment where they could learn at their own pace without feeling pressured.

The interviews suggest that these initial expectations were largely met. Learners consistently reported that the course content was appropriate for their age and learning pace. They emphasized that the program was neither too difficult nor irrelevant, and that it gave them the chance to practice the type of English they had anticipated. For instance, some noted that they could now form simple sentences and communicate basic ideas, which had been a central goal from the beginning. Others commented that the learning environment was supportive, confirming their hope that they would not be left behind due to age-related challenges.

A particularly strong theme was the appreciation for the flexible pace and repeated practice provided during the lessons. Learners explained that they were aware of learning more slowly compared to younger students, but they valued the opportunity to progress step by step. They highlighted that *repetition, patience, and the absence of time pressure* allowed them to focus on learning correctly rather than rushing through content. For them, enjoying the process was as important as the outcome: they felt free to spend “as much time as necessary” on each topic until they feel they learned, which created a sense of comfort and prevented frustration. At the same time, the experience of progressing through the course led to the emergence of new expectations. Several learners stated that after building initial confidence, they wanted more grammar practice as some thought it was confusing to learn simple words and phrases—

particularly in areas such as plurals (-es, -ies) and pronouns (*subject or object*)—while others asked for more opportunities for oral interaction and dialogue practice. These evolving expectations reveal a natural shift: once learners' primary needs for survival communication were satisfied, it seems they gained self-confidence and began to aspire to higher levels of competence. Another noteworthy finding was that learners expressed satisfaction with the quantity and type of homework and supplementary tasks. The weekly balance of short paper-based assignments, repeated online exercises, and vocabulary lists was described as sufficient and appropriate. Participants appreciated that online activities could be repeated multiple times, allowing them to review at their own pace. This structure aligned with their expectations for manageable yet consistent practice: more would have felt overwhelming, but less would have seemed insufficient. In summary, the interviews confirm that learners' initial expectations were well addressed, as they achieved basic communicative abilities and studied in an accessible, supportive environment. Importantly, they especially valued that the program allowed them to move at their own pace, with enough repetition and no sense of external pressure. This focus on process rather than speed made learning enjoyable and motivating. At the same time, the program stimulated new ambitions, such as a desire for learning English in higher levels, engaging in more oral communication, and covering a broader range of everyday topics. The balance of in-class practice and homework was also viewed as suitable, suggesting that expectations were not only met but also carefully managed to avoid fatigue or dissatisfaction. As one learner explained, "*The amount of homework was just right, not too much and not too little; if it were more, it would tire us because we also have other roles at home, but if it were less, it would not be enough*" (L17).

Theme 4: Content and Methodology: Learners consistently emphasized that the activities and methods used in the program were both enjoyable and effective. Almost all participants praised the game-based and memory-boosting word and phrase activities on Wordwall, puzzles, Word Sudoku, word searches, and crosswords mentioned repeatedly as highlights of the course. Simple formats such as true–false items, matching exercises, and vocabulary quizzes were also highly valued, as they offered low-stress opportunities to practice and repeat what had been learned. Several learners even asked for more such online activities and games, stating that these activities not only made lessons fun but also helped them to restart the game for several times and therefore remember words more easily over time.

At the same time, participants identified areas for improvement in the assignments and materials. While the weekly paper-based tasks were seen as useful, some learners suggested that they should include more visual support to make them more engaging. Some others underlined the benefits of multimodal online activities, where listening, images, and text are combined. One participant commented, *“It is better when I can hear the word, see the picture, and read it at the same time”* (L09). Another frequently mentioned strength was the use of Turkish explanations and support during lessons. Learners appreciated that new vocabulary was introduced together with its Turkish equivalent and pronunciation, which made them feel secure and confident. Seeing that they could immediately understand and pronounce a word correctly was highly motivating and contributed to their enjoyment of the process. This practice reassured them that learning was possible at their age and reduced the fear of being left behind. Repetition and pacing were viewed as central strengths of the methodology. Learners appreciated that the teacher always began lessons with a review of previous topics before moving to new content, and that both oral and written repetitions were frequent. One participant noted, *“Starting with revision helped me remember; then I could follow the new topic more easily”* (L05). Another explained that reading texts aloud improved their pronunciation: *“Now my tongue turns better in English”* (L12). However, while most found written exercises useful, a few admitted that extended writing tasks were difficult, given their weaker skills in this area.

The overall pacing of the program was considered highly appropriate. Learners emphasized that focusing on three units across fourteen weeks with a relatively small number of words per unit was realistic and manageable. They appreciated the slow and steady approach, which allowed them to learn at their own speed without feeling rushed. As many explained, what mattered most was not finishing quickly but *learning correctly with enough repetition*. However, there were also some participants who asked even more time to learn all given content as they could not study much at home due to lack of help from others. A small number of participants requested for more dialogue and question–answer activities, and a few wished the course hours could be increased as they had free time to attend the classes. However, the majority found the current schedule—four hours per week across two days in the afternoon—convenient and sufficient, describing it as *“just right for us”* (L19). Finally, the use of authentic tasks was highlighted as a meaningful and motivating feature. For example, completing the 60+ Refreshment University (Tazelenme University) application form in English, supported by a real photo from an actual registration day, was remembered as an especially engaging task. Learners explained that such activities felt realistic and relevant to their own lives, thereby

increasing both motivation and enjoyment. Overall, interview data combined with learners' reflections demonstrate that the content and methodology of the program matched their expectations and supported learning in ways that were age-appropriate and engaging. The most valued elements were the game-based activities, frequent repetition, gradual pacing, Turkish support and explanations, and authentic communicative tasks. Suggestions for improvement focused on expanding the use of visuals in paper-based tasks and increasing multimodal online activities, ensuring that learning remains accessible, memorable, and motivating for older adults.

Theme 5-Materials and Classroom Environment: Learners frequently commented on the materials used during the course, with generally positive evaluations but also some constructive suggestions. The visuals in the teaching materials were considered useful and age-appropriate, making new vocabulary easier to remember. However, it was also noted that the program lacked a ready-made set of materials specifically designed for older adults. Because such resources were not available, the instructor had to develop most of the materials independently, and at times struggled to find appropriate age-representative visuals.

Despite these limitations, learners greatly appreciated several aspects of the material design. Online exercises were praised for their multimodal features, as they often combined sound, images, and text. One learner explained, *"It is better when I can hear the word, see the picture, and read it at the same time"* (L09), emphasizing how multiple input channels supported memory and comprehension. Listening exercises were also evaluated positively when delivered with clear, slow speech and high volume, which was appropriate for older learners' needs. In terms of written materials, learners found the large font size (14-point) practical and comfortable to read. However, they highlighted the need to watch more related videos in and out of class.

Another highly valued feature was the integration of culturally relevant elements. Learners expressed enjoyment when they encountered well-known Turkish actors, such as Fatma Girik and Kemal Sunal, in dialogues and visuals. They explained that seeing familiar figures representing their own culture and generation made the learning experience more meaningful and fun. These inclusions reinforced the perception that the program had been designed specifically for them, which increased their sense of belonging and motivation.

The classroom environment itself was consistently described as comfortable, safe, and motivating. Learners appreciated the physical layout of the room and stressed the importance

of the teacher's friendly, patient, and encouraging manner, which helped them feel secure and willing to participate. As one participant observed, *"You try to be patient all the time and ensure a very good classroom environment; I'm aware of that"* (L02). Reading aloud, pair work, and being called on in turn were considered helpful strategies, as they guaranteed that everyone had multiple opportunities to practice and more exposure to the target language. In sum, Theme 5 shows that while the absence of ready-made materials for older adults required the instructor to create much of the content independently—sometimes leading to limitations in visual richness—learners were overall satisfied with the materials and classroom environment. They particularly valued multimodal and culturally familiar elements, large fonts, clear audio recordings, and the positive classroom atmosphere. Together, these factors created the sense that the program was carefully tailored to their age, culture, and needs, which significantly enhanced both satisfaction and engagement.

Theme 6-Challenges: Although learners were overall satisfied with the program, they also identified several challenges that made certain aspects of learning more demanding. One of the most commonly mentioned difficulties concerned grammar, especially plural forms, pronouns, making questions, and word endings. Learners often felt uncertain when distinguishing subject versus possessive pronouns or applying rules such as -s, -es, or -ies. As one participant admitted, *"I confused subject and possessive pronouns"* (L06). This challenge was compounded by their awareness that memorizing abstract rules was harder at an older age. Pronunciation and spelling presented another source of frustration. Several participants explained that they could easily recognize a word in its written form but struggled to pronounce it correctly, particularly with long words such as "nationality" One learner reflected, *"I recognize words when written but cannot pronounce them"* (L10). The mismatch between written and spoken English reduced their confidence in oral practice they always complained about. Some participants also pointed to writing tasks as an area of difficulty. While they appreciated written repetition as it helped them both to learn the word spelling and remember that word, learners who were less confident in writing sometimes found extended written repetitions a little bit tiring. They expressed a preference for oral practice and short written activities rather than long written repetitions.

With regard to activities, learners agreed that games and puzzles were enjoyable, but some tasks—especially gap-fill exercises with no clues and memorization-heavy drills—were seen as harder and less engaging. A participant explained that filling in blanks without words given in the box was stressful, while memorizing long word lists felt overwhelming. Nevertheless,

they usually balanced these criticisms by stressing that enjoyable activities such as games and authentic tasks outweighed the difficulties. Challenges were also noted in the homework and assignments. While most learners described the weekly workload as balanced, a few admitted that they occasionally struggled to keep up, particularly when multiple paper-based exercises required sustained concentration. For older adults who already had family responsibilities or health-related fatigue, completing every task was not always feasible. However, they also acknowledged that too little homework would not have been sufficient for retention. Finally, a small number of learners expressed discomfort with being called on directly without preparation. They preferred pair work followed by turn-taking, which allowed everyone to answer in sequence rather than being put on the spot. One participant remarked that she felt more comfortable when they knew when their turn was coming, as this gave them time to prepare their response and hear others' answers before her own turn. All in all, the main challenges identified in the program included such things as grammar complexity, pronunciation difficulties, and lack of help from others out of class and memorization of long words or phrases (longer than 3 words). Learners also reported discomfort with unexpected direct questioning. Despite these difficulties, they emphasized that the majority of activities and methods were enjoyable and that the supportive and collaborative class environment helped them cope with challenges rather than discouraging them.

Theme 7: Beliefs about age and language learning: Interview data showed a clear shift in learners' beliefs about the possibility of learning a foreign language at an older age. Before the program, many participants reported feeling uncertain or even doubtful about whether they could succeed in learning English. Some of the learners expressed the view that new language learning was primarily for the young people, and that their own memory and concentration might not be sufficient. This initial skepticism was linked to previous experiences of forgetting new words quickly or struggling with pronunciation. One participant recalled, "*I thought I was too old and could not learn a new language*" (L04).

After fourteen weeks of instruction, however, learners' beliefs had shifted significantly. They now expressed greater confidence that older adults are indeed capable of learning a new language, provided that the methods are adapted to their pace and needs. Learners described a sense of achievement when they could produce simple sentences, remember vocabulary, or participate in class activities. One participant reflected, "*Learning English at this age made me feel younger*" (L08), while another noted, "*It is like brain exercise; it helps my memory*" (L10).

These statements suggest that what once seemed unattainable had become both possible and enjoyable. This change in belief was reinforced by the program's design and environment. Slow pacing, frequent repetition, the use of visuals, and supportive classroom interactions demonstrated to learners that age-related difficulties could be managed. As a result, participants shifted from a deficit-oriented view ("I am too old to learn") to a growth-oriented perspective ("I can learn with the right support"). In summary, the program seems to have produced a notable transformation in learners' beliefs about age and learning. Initial doubts about memory, age, and capacity gave way to confidence, pride, and motivation. For many, the course not only improved their English but also redefined their self-image, proving that learning in later life is both possible and rewarding.

Theme 8: English Language Abilities: Learners reported clear progress in their English abilities compared to before the program. Initially, most felt unable to use English at all, often saying they "could not say even a word" (L03). By the end of the course, they emphasized improvements in especially vocabulary, short sentence formation, and a little pronunciation. One learner noted, "*Now I can make short sentences; I could not do that before*" (L12), while another explained, "*I am able to read sentences aloud and get my tongue round some English words better*" (L08).

The skill that developed most quickly and easily was vocabulary learning. Learners repeatedly highlighted that learning new words and phrases that they can use in daily conversations was the most enjoyable part of the course. Remembering, repeating, and using new vocabulary items gave them a sense of success and motivation. Listening skills also improved, especially in understanding classroom instructions and simple and short dialogues. Writing remained more challenging especially due to mismatch between spelling and pronunciation, but learners were able to complete short tasks and produce basic phrases when guided with clues. In sum, most participants described moving from almost no ability to a level of basic functional competence, where they could introduce themselves, follow simple exchanges, and recognize common words. However, it should be noted that there were also some participants who thought to learn less than the rest of the class as they forgot easily or couldn't perceive the language very well.

Theme 9: Personal Development: Learners' reflections indicate that the ETA Level 1 supported not only linguistic development but also significant personal growth. While some benefits, such as increased prestige or the pride of speaking English, may reflect the general impact of

language learning, many of the outcomes were directly linked to the design and methodology of the program itself.

A central contribution was the program's slow pacing, frequent repetition, and Turkish support, which helped learners overcome initial doubts and experience early success. Participants emphasized that this approach reduced anxiety, built self-confidence, and made them feel secure. One participant explained, *"I tried to learn English in another course three years ago but I dropped it out as it was very confusing and fast, but now I feel more motivated and forget less"* (L15), showing how the structured repetition and memory-based games acted as a form of cognitive training. With such comments, learners highlighted the value of cycling techniques, where previously learned words and sentences reappeared in later units. They also appreciated being given full Word and phrases lists with Turkish equivalents at the end of units and practicing new vocabulary through Word Sudoku and other memory-boosting games and activities. These techniques were repeatedly described as enjoyable and highly effective for memory consolidation. In addition, authentic, culturally relevant tasks further strengthened learners' sense of identity and purpose. Completing the Tazelenme University application form in English, supported by familiar cultural references such as Fatma Girik and Kemal Sunal, reinforced that the program was tailored specifically for them. One participant proudly shared, *"I met a tourist outside and asked their name, age, and where he is from. I felt proud"* (L5), illustrating how classroom practice translated into meaningful real-life experiences. Finally, the program fostered a sense of prestige and empowerment. Learners frequently stated, *"Learning a new language is like becoming a new person,"* and emphasized that speaking English felt "prestigious and cool." Such outcomes were not only the result of learning English but of experiencing a program designed around their needs, pace, and cultural context, which validated their capacity to learn in later life. In conclusion, Theme 9 highlights that the ETA Level 1 has a potential to contribute to learners' cognitive vitality, self-confidence, cultural identity, and social engagement. The design and topic choices—slower progression, frequent cycling of content, provision of word lists and explanations in L1, multimodal repetition, memory games, culturally relevant and age-appropriate communicative tasks, and a supportive classroom environment—were crucial in transforming language learning into a broader source of personal growth and empowerment.

Theme 10: Suggestions and Future Expectations: While learners expressed overall satisfaction with the ETA Level 1, they also offered constructive suggestions for how the course could be

further improved in the future. A recurring recommendation was the desire for more dialogue and communicative practice. Several participants explained that they wanted additional opportunities to ask and answer questions in pairs or groups, as this made them feel more prepared, secured due to collaboration and confident when speaking. Some also noted that they would welcome more hours of instruction per week, though the majority felt that the existing four-hour schedule was already sufficient and well-paced.

In terms of materials, learners suggested enriching the paper-based worksheets with more visuals, while maintaining the clarity and large font size that they appreciated. Others requested an expansion of multimodal online activities and videos, where they could simultaneously hear, see, and read new words. These learners emphasized that combining sound, image, and text made vocabulary learning easier and more memorable. Several participants also recommended more memory-based games and puzzles, building on their positive experiences with Word Sudoku, crosswords, and Wordwall activities. They highlighted that such games were not only enjoyable but also served as valuable mental exercises. Looking to the future, learners expressed interest in continuing their English studies beyond the current program, with some asking whether more advanced levels would be offered. The fact that many participants now viewed themselves as capable of progressing further indicates that the ETA Level 1 course is likely to have created a foundation for lifelong learning for these students.

Overall, it can be said that learners' suggestions focused on increasing communicative practice, expanding visual and multimodal materials, and incorporating more memory games. They also expressed a strong desire for the program to continue in future terms, demonstrating that their expectations had not only been met but transformed into motivation for further study.

Complementary Evidence from Teacher Reflection Journals

During the pilot implementation, the teacher reflection journals, written after almost every lesson, provided valuable insights into the evaluation of the ETA Level 1 syllabus from the teacher's perspective. These reflections serve as a complementary source of data for Research Question 3, which investigates the extent to which the content, methods, and materials of the syllabus were appropriate for older adult learners. The teacher's observations largely supported the findings obtained from the learners but also revealed additional aspects that enrich the overall analysis.

1. *Motivation and Participation:* The journals highlighted that learners were especially motivated during gamified activities (sudoku, wordwall, memory games, hangman) and

role-play tasks. However, participation was uneven: while some learners volunteered actively, others—particularly women with lower educational backgrounds—remained passive and hesitant. This indicates that the syllabus’ focus on social interaction was beneficial, yet maintaining equal participation across the group required additional teacher intervention and student background.

2. *Learning Strategies and Individual Differences:* Learners demonstrated weak homework habits and lacked external support, which often forced the teacher to rely heavily on repetition and writing during class. The journals revealed that learners tended to write down everything from the board, perceiving note-taking and rote repetition as their main strategies. Although this supported memorization, it slowed down the lesson tempo. Moreover, while some learners successfully adapted to technology-based tools (WhatsApp, wordwall), others found them difficult to use. These findings show that although the eclectic structure of the ETA Level 1 syllabus addressed individual differences to some extent, effective implementation required substantial teacher mediation. The teacher frequently noted that university graduates and retired professionals generally processed new content more effectively and engaged more actively in class activities. In contrast, learners with only primary school education or no prior work experience tended to struggle with comprehension, required more repetition, and often remained silent during tasks. These disparities suggest that the ETA Level 1 syllabus, while broadly appropriate, needed constant differentiation and scaffolding to accommodate the wide spectrum of learners’ cognitive and educational profiles.
3. *Effectiveness of Materials and Methods:* Visual and auditory materials (videos, songs, projected images) drew learners’ attention and facilitated comprehension, suggesting that the syllabus was effective in this respect. Drama and dialogue enactments were generally enjoyed, although they triggered anxiety for some learners. Puzzle-like activities (wordwall, sudoku, matching tasks) were perceived as both cognitively stimulating and entertaining. However, certain activities (e.g., the “Hit the Ships” game or extended listening tasks) proved too complex, consumed excessive time, and created comprehension difficulties. Thus, while the syllabus was strong in terms of material variety, certain activities placed a disproportionately high cognitive load on older learners. For instance, the “Hit the Ships” game, which required learners to simultaneously recall both the alphabet and numbers, proved particularly challenging.

The teacher struggled to provide sufficiently clear instructions, and some learners—especially those with limited educational backgrounds or without prior professional experience, such as housewives—remained confused despite repeated explanations. Visual and auditory materials (videos, songs, projected images) drew learners’ attention and facilitated comprehension, suggesting that the syllabus was effective in this respect. Drama and dialogue enactments were generally enjoyed, although they triggered anxiety for some learners. Puzzle-like activities were perceived as both cognitively stimulating and entertaining. In particular, the Word Sudoku activities—prepared in 6×6 or 9×9 formats for each new vocabulary set (e.g., jobs, verbs, family members)—were highly appreciated. Several variations were provided for each unit, which not only offered novelty but also allowed learners to repeatedly practice spelling through writing, thereby reinforcing orthographic accuracy. Learners reported that these activities were enjoyable, mentally stimulating, and engaging because many of them were experiencing such puzzles for the first time. Similarly, the use of online Wordwall activities proved valuable both for in-class practice and for encouraging autonomous learning. These tasks (including word search, crosswords, hangman, anagrams, and memory games) allowed learners to restart the activity multiple times at home, immediately see the correct answers, and thus consolidate vocabulary more effectively. From the teacher’s perspective, they also functioned as a practical tool to monitor learners’ progress indirectly, while for learners they provided self-study and memory-boosting opportunities that were both accessible and motivating.

4. *Timing and Pace Issues:* The teacher consistently observed that learners’ tendency to copy everything from the board, combined with their slow writing speed and frequent need for repetition, made it difficult to complete lessons within the allocated time. The relatively fast introduction of new content at the beginning of the course also imposed an additional cognitive burden on some learners. Although the ETA A1.1 syllabus was designed to cover the lead-in and the first three units within a 14-week (56-hour) period, the teacher noted that the pacing often felt accelerated. While learners did not explicitly voice strong concerns about the speed, the requirement for every learner to complete each activity suggested that additional time would have been beneficial. The teacher reflected that, in practice, more frequent recycling of activities and extended time allocation might be necessary, and that completing the lead-in plus three units could realistically exceed the planned 14 weeks.

5. *Language Anxiety and Learning Environment:* Teacher observations revealed high levels of language anxiety among learners. Many became nervous when directly questioned by the teacher, sometimes forgetting even what they already knew. Fear of making mistakes and feelings of embarrassment often prevented active participation. To address this, the teacher adopted a step-by-step questioning strategy that proved effective and was well received: first, the teacher modeled the question–answer activity, then learners practiced it with their partners, and finally each learner responded individually or together with a partner to the teacher’s question. This gradual approach reduced stress and encouraged participation. In addition, the use of the L1 (Turkish or Kurdish) for explanations frequently supported comprehension, suggesting that stronger systematic integration of mother tongue support could enhance learning. Communicative tasks and classroom games also helped reduce anxiety by making practice more engaging and less threatening. Learners particularly enjoyed activities that involved playfulness and collaboration, which aligned with the communicative goals of the syllabus. Furthermore, the use of visuals featuring older adults and celebrities from the learners’ own era was found to be especially motivating, as it made the materials more familiar, relatable, and emotionally appealing. Humor, social interaction, and theatrical demonstrations further contributed to lowering anxiety and sustaining learner engagement.
6. *Progress and Development:* Despite challenges, the journals recorded learners’ progress over time. Repetition and writing fostered vocabulary retention, and learners gradually improved their ability to build dialogues and gained more grammatical awareness (e.g., the verb *be*, pronouns, possessive ’s). Even initially passive learners eventually started to respond more confidently, and reading aloud encouraged a sense of achievement. These developments show that the staged objectives of the syllabus were at least partially achieved. At the same time, the teacher observed that progress was not uniform across the group. Some learners—particularly university graduates, those who were more socially active or professionally experienced, and those who displayed greater self-confidence from the outset—advanced more rapidly and participated more actively. In contrast, learners with only primary school education, homemakers, or those with limited prior involvement in social life tended to struggle more, remained quieter in class, and required greater support. Nevertheless, even these learners gradually gained a degree of self-confidence and began to participate more over time. Overall, the

journals indicated that all learners particularly enjoyed activities involving movement, visuals, and playful interaction, which both sustained engagement and created a sense of enjoyment in the classroom.

7. *Strategic Suggestions noted during lessons:* The teacher also noted some strategies to adapt the syllabus to classroom realities: simplifying instructions, pairing stronger and weaker learners together (as weak learners get demotivated more often), providing both written and oral explanations for homework, and increasing the use of repetition, visualization, gamification and memory-boosting puzzles. Such strategies indicate that while the ETA Level 1 syllabus was appropriate in its design, its successful delivery heavily depended on teacher scaffolding and adaptation. Moreover, the teacher emphasized that individual differences among learners in this age group were far greater than in younger cohorts, which made it necessary to diversify activities and to design additional or differentiated tasks specifically targeting both weaker and stronger learners.

Overall, the analysis of the teacher reflection journals demonstrates that the ETA Level 1 was strong in terms of methodological diversity, yet faced challenges related to timing, individual differences, material preparation and language anxiety. From the teacher's perspective, the syllabus was largely appropriate for older adult learners in terms of both content and techniques, but its implementation demanded a high level of teacher support and patience, continuous monitoring and relevant adaptation, and contextualization. In particular, the teacher observed that end-of-unit communicative tasks were highly motivating and attention grabbing, as they allowed learners to use the vocabulary, grammar points, and useful communicative or fixed phrases covered in the units in a familiar context. When these tasks were contextualized in familiar and personally relevant settings-such as their own daily routines, past experiences, or well-known environments-learners found them enjoyable, engaging, and meaningful. These findings reinforce and complement learner data, providing crucial evidence for answering Research Question 3 regarding the appropriateness of the syllabus for its intended target group.

CHAPTER V

DISCUSSION

This chapter presents a discussion of the study's findings in light of empirical research identified in Chapter II to interpret how research findings contribute to the understanding of older adults as EFL learners and available older adult EFL programs as well as to assess the appropriacy of the ETA A1.1 syllabus designed based on the needs analysis.

The discussion is organized around two interconnected study stages: the Needs Analysis Stage and the Syllabus Implementation Stage. Accordingly, each section examines, interprets and synthesizes the insights emerging from the relevant stage to put forward a set of pedagogical principles for age-appropriate language education, serving as the basis for the recommendations and implications discussed in the following *Conclusion* chapter.

Needs Analysis Phase: Learner and Teacher Perspectives

The first part of this discussion chapter focuses on the needs analysis phase, addressing to research questions 1 and 2. This phase aimed to identify the aims, characteristics and cognitive, affective and linguistic needs of older adult EFL learners, mainly from the viewpoints of the learners and their instructors. Understanding the real needs was important for developing the ETA A1.1 syllabus, as it was intentionally structured upon an empirically grounded and learner-centered framework.

Older Adults' Reasons and Motivations to Learn English

Findings from the needs analysis revealed that older adult learners learn English with multidimensional objectives involving more social, functional, and cognitive–affective dimensions rather than career-driven or achievement oriented purposes. Therefore, it can be

interpreted that being in the learning process is more important than achieving a specific proficiency level and quick results in older adult EFL education. The learners' and teachers' self-reports were largely instrumental such as to communicate with foreign relatives or friends living abroad, to communicate effectively while travelling abroad or to understand real life English used in public places and media. These findings are in parallel with previous research on older adults' motivations in learning English, revealing that the most important reasons are daily communication while travelling (Garcia, 2017; Slowik-Krogulec, 2020; Karczewska & Zygmunt, 2024) and being able to communicate with foreign family members living abroad (Garcia, 2017; Kuklewicz & King, 2018; Slowik-Krogulec, 2020).

However, these instrumental motives were also related with psychosocial, personal growth, and health-related aims, such as keeping the mind active, maintaining social engagement, preserving memory. Several participants ranked for "keeping a healthy lifestyle" while questioning for older adults' aims in learning English and some expressed that learning English is good for memory or it helps keep the brain young, preserve from Alzheimer's and Dementia, assuming learning English as a means of emotional well-being and cognitive vitality. These findings also corroborate prior research claiming that new language learning improves cognitive decline (Bialystok, 2017), delays the onset of dementia (Bialystok, Craik & Freedman, 2007) and older adults learn English so that it serves as a form of active ageing and cognitive and social wellness activity (Kuklewicz & King, 2018; Singleton & Zaborska, 2020; Kacatl & Klimova, 2021).

The data also underscore that English learning functions as a socially meaningful experience as many participants referred to class attendance as an opportunity to make new friends, share experiences and spend time with others. Such views align with the geragogical understanding that late-life education is a social integration mechanism for older adult learners (Formosa, 2012; Glendenning, 2001). The findings also support findings of relevant research suggesting that socialising and making friends are among the reasons for learning English in late adulthood (Bala & Rosinski, 2021; Garcia, 2017; Kacatl & Klimova, 2021; Wawrzyniak & Swiderska, 2011). Therefore, it can be said that the classroom environment may operate both as a site of linguistic learning and a supportive environment that enhance self-worth and reduce loneliness. This interplay between language learning, identity shaping and social connectedness also reflects the Foreign Language Geragogy framework (FLG) proposed by Ramirez-Gomez (2016), where later life language learning meets cognitive, emotional, and social needs. With a high percentage of ratings for "reading English books and news or watching videos and films"

item, the results also confirmed Slowik-Krogulec (2020) and Bala and Rosinski (2021) who found out that older adults' English learning reasons are also leisure-oriented and with intellectual curiosity and cultural interest, these people like engaging in pleasurable activities. Finally, this study also showed that older adults usually do not prefer learning English for academic achievement or professional reasons as also concluded by Savina (2015) and Slowik-Krogulec (2020). Therefore, they do not seek to get high level proficiency (Kuklewicz & King, 2018). However, as also concluded by Bala and Rosinski (2021), some participants also expressed a desire for learning English for career opportunities abroad despite limited in number. In fact, this reason may not be true for Turkish context as Türkiye has a larger young population and older people in Türkiye usually do not prefer or find opportunities to work in later adulthood while people can still work even after 70s in Poland. Therefore, most of the "agree" responses for this item might belong to the Polish participants who were less in number in this study.

As for the teacher results, majority of participants identified travel communication, access to media, and family-related purposes as the primary reasons for older adults to enroll in English courses, confirming students' responses. They also agreed on cognitive and health motives, describing language study as a contribution to emotional satisfaction and well-being and a form of mental exercise. Additionally, similar to students, many teachers expressed the view that older adults would not prefer to learn English at a high level and to learn it for the purpose of finding work abroad or speaking English in the workplace. These similarities refer to a shared understanding between teachers and learners, assuming language learning as part of a lifelong learning and self-care process rather than a solely linguistic pursuit. However, one notable divergence emerged regarding the amount of ratings for socialising and cultural-intellectual reasons. Teachers assumed that older adults learn English for being able to read books/news and watch films/videos more than being able to socialise and meet new friends contrary to students. This discrepancy may be attributed to some teachers' ageist assumptions regarding these peoples' cognitive and social priorities. They may perceive 60+ people as being more interested in cognitively oriented and solitary activities such as reading or watching media rather than socially driven interaction due to common stereotypes that associate aging with social withdrawal or limited adaptability. Therefore, such teacher assumptions may reflect underlying biases rather than learners' actual motivations, supporting the research suggesting that ageist presumptions can shape teachers' interpretations of older learners' aims (Findsen & Formosa, 2011).

Overall, the findings confirm that English learning in later life is viewed less as an academic or professional obligation and more as a life quality improving practice.

Perceived Difficulties in Language Skills

In terms of perceived difficulties by older adults, both learners and teachers consistently identified speaking, pronunciation, and listening as the most challenging skills for older adults, while reading was perceived as relatively easier. Learners' self-reports confirmed these tendencies, as they often expressed anxiety about oral production and pronunciation accuracy, contrasting with their confidence in reading tasks and word recognition. These patterns point to an evident distinction between productive and receptive skills, which aligns with a broad body of SLA and gerontological research on aging and cognition.

From a cognitive standpoint, older adults' difficulties with speaking and pronunciation can be largely attributed to age-related declines in working memory, processing speed, and articulatory flexibility (Cox & Sanz, 2015; Kliesch & Pfenninger, 2021; Wong et al., 2019). According to Pfenninger and Polz (2018), reduced inhibitory control limits older learners' ability to monitor speech in real time, often resulting in slower lexical retrieval and increased hesitation. Similarly, phonetic and auditory processing deteriorate with age, making it harder to perceive and reproduce new phonemes accurately (Saito, Sun & Tierney, 2020; Singleton & Ryan, 2004). These factors collectively explain the difficulty older adults face in oral production tasks. The students' reflections-such as struggling to "get their tongue around English words"-illustrate the interaction between physiological and psychological barriers, including fear of mistakes and performance anxiety during speech.

Teachers further suggested that older adults' difficulties were not limited to oral communication but extended to specific linguistic domains such as vocabulary, pronunciation, and grammar. Vocabulary learning was often described as effortful and slow, as many learners tended to forget newly introduced words unless they were recycled frequently and associated with concrete, familiar contexts. Teachers emphasized that older learners benefited from explicit teaching, translation-based explanations, and memory games-findings that correspond with Klimova (2015) and Pfenninger & Singleton (2017), who argue that age-related declines in short-term memory make frequent recycling essential.

Pronunciation challenges were among the most persistent issues. Teachers noted that older adults often mispronounced sounds that do not exist in their first language, such as /θ/ and /ð/, and that these errors were resistant to correction without continuous practice. Instructors also

pointed out that learners' articulatory muscles lacked flexibility, and many felt embarrassed to repeat out loud in front of others—an affective barrier also discussed by Savina (2015) and Formosa (2012). Repetition drills, reading aloud, and visual phonetic support were viewed as helpful strategies to build confidence and reduce anxiety.

Grammar learning also posed difficulties, particularly with plural endings (-s, -es, -ies), verb tenses, and pronoun distinctions. Teachers reported that many older students preferred rule-based explanation and pattern practice over communicative discovery, suggesting a stronger reliance on declarative memory systems. This finding resonates with Ullman's (2016) Declarative/Procedural Model, which posits that older adults depend more on explicit learning mechanisms due to reduced procedural learning efficiency. Therefore, grammar instruction that incorporates clear explanations, guided practice, and gradual repetition appears to be more compatible with older learners' cognitive profiles.

In contrast, reading was regarded as the least problematic skill, which can be interpreted through the persistence of crystallized intelligence—the ability to draw on accumulated knowledge and experience (Salthouse, 2009). As literacy practices in one's first language remain stable, reading in a second language benefits from transfer and familiarity with orthographic and semantic processing (van der Hoeven & de Bot, 2012). This finding also mirrors research showing that older learners may perform relatively well on receptive tasks that allow time for processing and self-pacing (Pfenninger & Singleton, 2017).

The difficulties reported in listening further emphasize the impact of sensory and cognitive constraints. Declines in auditory acuity and reduced temporal processing make it harder to follow rapid speech (Ho, 2019; Slowik-Krogulec, 2017b). As teachers observed, comprehension was easier when speech was clear, slow, and supported with visual cues. This is consistent with research recommending multimodal input (Klimova, 2020; Scott, 1994) and bottom-up listening training for older learners (Slowik, 2017b). Building on Słowik-Krogulec's (2017b) insights, listening instruction for older adults should therefore prioritize explicit bottom-up training—such as sound discrimination, segmentation, and repetition—while integrating visual and contextual support to enhance both decoding accuracy and overall comprehension.

Importantly, these challenges are not purely biological but also pedagogical. Older adults' speaking difficulties were aggravated by limited opportunities for oral interaction and insufficient pronunciation-focused practice, as noted by Paz (2011) and supported by teachers' comments in this study. Learners' anxiety in speaking tasks also echoes the literature on foreign

language anxiety in late adulthood, where communication apprehension and fear of negative evaluation reduce fluency (Baran-Lucarz & Słowik-Krogulec, 2023; MacIntyre & Gardner, 1994). Nevertheless, the same learners showed strong motivation to improve, reporting that dialogue-based activities and repetition drills enhanced confidence and retention—findings consistent with Kuklewicz and King (2018), who advocate structured repetition and gradual pacing.

In summary, both the quantitative and qualitative data reveal that productive oral skills (speaking, pronunciation) and auditory comprehension (listening) pose the greatest challenges for older adult EFL learners, primarily due to cognitive and physiological aging factors, anxiety, and insufficient pedagogical adaptation. Receptive and literacy skills (reading, vocabulary recognition), on the other hand, benefit from preserved cognitive reserves and life-long literacy experience. These findings underscore the need for slower-paced, multimodal, and repetition-rich communicative instruction that balances explicit pronunciation training with scaffolded oral practice, an approach that aligns with recommendations in recent geragogical SLA research (Kaceti & Klimova, 2021; Noyan & Aşık, 2024; Ramirez-Gomez, 2016).

Perceived Importance of Language Skills to Focus More in Classes

Both learners and teachers emphasized that speaking and listening were the most important skills to prioritize in English classes, reflecting a shared perception that communication in real-life contexts is the primary goal of language learning in later life. Teachers noted that older adults' strongest motivation lies in using English for practical communication—understanding speech, asking and answering basic questions, and participating in simple dialogues—while learners themselves expressed a strong desire to “speak and understand English” rather than merely learning grammar or writing essays. These findings are consistent with studies reporting that older adult learners generally pursue functional and social fluency, not academic mastery (Formosa, 2014; Klimova, 2023; Ramirez-Gomez, 2016).

From a cognitive and pedagogical perspective, prioritizing listening and speaking also corresponds with older adults' strengths in crystallized intelligence, knowledge and skills accumulated through life experience, which facilitates comprehension and interaction (Salthouse, 2009). However, fluid abilities, such as rapid processing or grammatical recall, decline with age, making spontaneous writing and grammar production more demanding (Cox & Sanz, 2015; Moore, Smith & Long, 2025). Consequently, older learners' perceived emphasis

on oral skills may stem from an awareness of these cognitive constraints and a desire to focus on manageable, communicative tasks rather than cognitively taxing written ones.

However, this emphasis on oral skills presents a pedagogical paradox: the very skills that older learners value most—speaking and listening—are also those they find most difficult to master. As discussed earlier, these difficulties arise from both physiological constraints (declines in auditory acuity, articulation, and working memory) and affective factors such as language anxiety and fear of making mistakes (Baran-Lucarz & Slowik-Krogulec, 2023; DeKeyser, 2012; MacIntyre & Gardner, 1994). When combined, these challenges can undermine confidence and lead to demotivation, particularly if instruction focuses too intensively on complex oral tasks too early in the course. Teachers' observations in this study confirm that some learners tended to withdraw or remain silent when pressured to produce spontaneous speech before developing sufficient input exposure and confidence.

For this reason, a balanced sequencing of skills within the syllabus becomes crucial. Starting with relatively easier receptive skills such as reading, where learners can rely on visual input, contextual clues, and self-paced processing, helps build both vocabulary and confidence. Listening activities can be introduced gradually alongside reading, allowing comprehension to develop before production is required. This approach aligns with Krashen's (1982) *Input Hypothesis* and Ellis's (2015) view that rich, meaningful input serves as the foundation for later output. Once learners have accumulated sufficient linguistic exposure and familiarity, short question–answer speaking tasks or guided dialogues can be introduced in controlled conditions, as already practiced in this program. Writing, on the other hand, was considered the least critical skill and often described as challenging due to spelling–pronunciation mismatches and slower motor coordination. This result mirrors prior research suggesting that older adults' manual dexterity, slow pacing and short-term memory limitations make extended writing less enjoyable and less beneficial for immediate communication (Purdie & Boulton-Lewis, 2003; Singleton & Ryan, 2004). Therefore, writing tasks should remain limited and appear later in each unit, at least in the first levels, reinforcing vocabulary and sentence structure rather than serving as major assessment tools.

Such a gradual, confidence-oriented skill sequence not only matches the cognitive and affective profiles of older adults but also reflects principles of foreign language pedagogy, which emphasize repetition, scaffolding, and emotional safety (Findsen & Formosa, 2011; Ramirez-Gomez, 2016). By initially focusing on easier, input-rich tasks and deferring output-heavy

production to later stages, teachers can prevent frustration, sustain motivation, and ensure that learners' enthusiasm for communicative competence does not turn into anxiety or self doubt.

Enjoyment and Perceived Difficulty of Classroom Activities

Findings from both learner and teacher data reveal a clear pattern regarding older adults' engagement with various classroom activities. The learners demonstrated higher enjoyment and success in structured, recognition-based tasks, such as matching, multiple-choice, true–false, or fill-in-the-blanks, while open-ended, production-heavy activities like oral presentations, dialogue creation, and extended writing were consistently perceived as challenging. Teachers' evaluations mirrored these results, frequently commenting on students' enthusiasm during repetition, translation, and game-based tasks, and their visible anxiety or hesitation when required to produce language spontaneously.

These findings align with previous research suggesting that older adult learners prefer activities that provide strong scaffolding, visual support, and immediate feedback, characteristics often associated with *Grammar-Translation* or *Audiolingual* method. Such approaches allow for the gradual internalization of form and meaning through repetition and controlled practice, which are cognitively efficient for learners who process information more slowly or struggle with working memory constraints (Baddeley, 2015; Pfenninger & Singleton, 2017). Similarly, input-based and recognition tasks reduce affective pressure by allowing more time for comprehension and rehearsal, lowering the “affective filter” (Krashen, 1982) that often limits spontaneous speech performance in older learners.

In contrast, communicative and task-based activities—though valuable for language fluency—require faster lexical retrieval and higher cognitive flexibility. Without sufficient pre-task modeling or rehearsal, such tasks may lead to frustration or withdrawal, particularly for students with higher language anxiety or sensory limitations (Findsen & Formosa, 2011; Ramirez-Gomez, 2016). This dynamic highlights the need for an *eclectic communicative approach* that begins with structured, input-driven exercises and gradually transitions toward output-based communicative tasks.

From a methodological standpoint, these patterns reinforce the importance of sequencing and pacing in older adult language programs. As the data show, enjoyment and perceived success are closely tied to how cognitively and emotionally manageable the activities are. Therefore, syllabi for late-life EFL learning should front-load receptive and scaffolded tasks, for example, reading with visuals, structured listening, or controlled drills, while reserving free speaking or

writing activities for the later stages of each unit, after learners have built sufficient lexical and grammatical readiness. Limited but regular short oral practice, such as *guided question–answer exchanges* or *pair repetition tasks*, can maintain speaking exposure without overwhelming learners.

In sum, the observed relationship between enjoyment, perceived difficulty, and methodology confirms that older adult EFL learners thrive under pedagogical conditions combining explicit instruction, visual and auditory reinforcement, controlled practice, and gradual communicative expansion. These results extend prior findings (Klimova & de Paula Nascimento e Silva, 2024; Pfenninger, Festman & Singleton, 2023) showing that older learners benefit most from flexible, scaffolded instruction that blends traditional structure with communicative intent. In the context of this program, adopting such a structured-communicative balance proved essential for maintaining learners' motivation, confidence, and sustained participation throughout the course.

Learning Techniques and Material Preferences of Older Adult EFL Learners

The findings reveal that older adult learners tend to approach English learning through a mixture of traditional, structured techniques and gradually emerging modern practices. Most participants reported that they preferred studying through explicit and repetitive methods such as doing grammar exercises, translating sentences, memorizing vocabulary lists, and revising written notes. These methods provided them with a sense of control and predictability, which many associated with successful learning experiences from their earlier education. This finding supports previous research showing that older adults often revert to familiar, form-focused techniques learned in school settings, as they offer security and reduce anxiety in language learning (Duay & Bryan, 2008; Ramirez-Gomez, 2016).

At the same time, these preferences also indicate that older learners may rely on outdated or suboptimal strategies that focus heavily on rote memorization or translation at the expense of communication and fluency. Such habits may limit opportunities for authentic interaction and slow down the acquisition of practical language use. Therefore, it becomes essential to incorporate strategy training into instruction, guiding learners toward more effective approaches such as contextualized vocabulary learning, communicative repetition, and self-monitoring. Teaching older adults how to use memory strategies, organize their study routines, or benefit from multimodal resources can significantly improve learning outcomes. This argument aligns with Noyan (2024), who found that older adult EFL learners exhibited limited

learner autonomy, relying strongly on teacher guidance and showing difficulty in self-directing their learning processes. Explicit strategy training can help compensate for this limitation by promoting self-awareness and confidence in independent learning.

In addition, while many learners in this study expressed interest in digital tools such as online dictionaries and mobile applications, the data also revealed uneven digital literacy among participants. Some were enthusiastic about using technology, whereas others avoided it due to lack of familiarity or fear of making mistakes. Similar results were reported by Noyan and Aşık (2024), who identified limited technology skills as a common challenge in late-life language learning. This suggests that pre-teaching digital skills and providing continuous support in using online resources are critical to ensuring equal participation and confidence among older learners. Developing such competences not only facilitates access to updated language materials but also fosters greater learner autonomy.

Regarding materials, participants expressed a clear preference for structured and visually supported resources. Many appreciated working with a single, consistent textbook but also valued additional materials such as large-print worksheets, flashcards, audio recordings, and short videos that reinforced comprehension. Visual clarity and age-relevant content were particularly appreciated, while overly dense or childish materials tended to reduce motivation. Teachers confirmed that learners engaged most effectively with materials that combined clarity, visual cues, and cultural familiarity, features that minimized cognitive load and enhanced enjoyment.

Overall, the results suggest that while older adults prefer structured and familiar learning formats, they can benefit substantially from guided exposure to new strategies and technologies. Incorporating strategy training and gradual digital skill development into instruction can bridge the gap between past learning habits and contemporary communicative methodologies. In doing so, older learners are better supported in adapting their preferred methods to age-sensitive, effective, and autonomous approaches to lifelong language learning.

Appropriateness and Relevance of Available Teaching Materials

Both learners and teachers expressed generally positive views on the materials and activities used in the English classes, yet they also pointed out clear age-related limitations and gaps in existing resources. The majority of learners described the materials and activities as either *appropriate* or *very appropriate* for their needs, while half of the teachers reported a more critical stance, suggesting that current coursebooks only partially address the characteristics and

expectations of older adults. These results reflect a recurrent challenge noted in the literature: most commercially available textbooks are designed for young adults, with little consideration of the psychosocial, motivational, or cognitive needs of late-life learners (Klimova, 2020; Ramirez-Gomez, 2016).

Teachers' open-ended responses revealed additional concerns regarding representation and engagement in materials. They observed that visuals, characters, and dialogues in mainstream textbooks often target young adults, making older learners feel disconnected from the narratives. One teacher noted that *"most coursebooks are designed with young adults in mind; my older students feel disconnected from the topics and visuals."* This disconnect mirrors findings by Savina (2015) and Klimova and Pikhart (2020), who argue that age-irrelevant imagery and themes can reduce self-identification and motivation among senior learners. Conversely, when lessons included culturally familiar or age-representative topics, learners reported stronger interest, confidence, and willingness to participate, an effect consistent with the principles of Foreign Language Geragogy, which emphasizes identity-affirming, age-inclusive content.

Nevertheless, the study also highlighted a pedagogical imbalance across different proficiency levels. In classes where a single coursebook was supplemented by structured worksheets and teacher-made role-cards, learner participation was visibly higher than in classes that used irregular photocopied materials without a fixed syllabus. This suggests that while flexibility is essential, consistency and structured progression enhance engagement and continuity, echoing recommendations by Ramirez-Gomez (2016) and Klimova (2020) for systematic syllabus design in third-age learning.

In summary, both learners and teachers largely agreed that the materials and activities were suitable when they were functional, repetitive, and age-relevant. Yet, their insights also expose the lack of age-specific EFL materials addressing older adults' real-life concerns, identities, and communication contexts. To ensure sustained motivation and accessibility, future material design for this population should integrate *cultural familiarity, multimodal input, authentic communicative tasks, and gradual recycling of language forms*, all key principles within geragogically informed communicative pedagogy.

Topics to Be Best Integrated in Older Adult EFL Classes

Both groups favored practical, experience-based, and familiar topics, those that mirror the everyday lives, interests, and communicative needs of older adults. Among the themes rated

most appropriate were *daily communication, travelling, shopping, health, hobbies/interests, and food*, which were repeatedly described as “*useful*,” “*easy to relate to*,” and “*enjoyable*.” These preferences reflect a consistent pattern in adult education research: learning becomes more meaningful and memorable when it connects to real-life experiences and promotes functional communication (Formosa, 2019; Klimova, 2020; Pfenninger & Singleton, 2017). Conversely, both learners and teachers identified a set of topics that were age-distant, abstract, or irrelevant to older adults’ current life contexts, such as *school life, business life, science, and fashion and design*. Teachers noted that while these subjects might also be interesting for some older adults, they are usually more effective for younger learners. This mismatch is consistent with Savina’s (2015) observation that *generic coursebook content, primarily designed for younger audiences, fails to resonate with late-life learners*, leading to disengagement and reduced self-identification with the materials.

Learners’ feedback also supported this pattern, revealing that interest and perceived relevance increased when lessons focused on familiar, socially embedded contexts such as travelling, Christmas, communicating at the airport, and sharing information about family or culture. These findings reinforce the geragogical principle of experiential relevance, the notion that adult learning should be built around learners’ accumulated life experiences, fostering both cognitive resonance and emotional comfort (Findsen & Formosa, 2011). Topics tied to culture and intercultural exchange were also valued, reflecting older adults’ curiosity and openness to understanding other traditions, particularly when these discussions were framed around comparisons with their own cultural background.

In summary, both learners and teachers converge on the view that topic appropriateness and life relevance are essential for successful older-adult language instruction. Thematic content should focus on *functional, familiar, and culturally engaging* areas, while avoiding themes that emphasize youth, speed, or professional life. Adopting an age-inclusive, experience-based approach to topic selection not only enhances motivation and retention but also fulfills the broader aims of Foreign Language Geragogy to promote linguistic, cognitive, and social well-being through meaningful lifelong learning.

Preferred Lesson Duration and Weekly Frequency in Older Adult EFL Classes

Learners displayed a wide range of opinions regarding lesson duration: while the largest group (27.7%) preferred classes lasting around 45 minutes, others expressed comfort with either shorter (40 minutes) or longer (60-90 minutes) sessions.

Turkish participants generally favoured shorter lessons with breaks, whereas Polish learners, accustomed to 90-minute sessions, found longer, uninterrupted classes manageable, though some fatigue was observed toward the end. This variation likely reflects cultural and institutional norms rather than purely age-related factors, highlighting how context mediates perceptions of cognitive endurance and concentration. In contrast, most teachers advocated for shorter, focused lessons of around 40-45 minutes, emphasizing that prolonged sessions tend to reduce attention and increase fatigue.

They noted that maintaining lesson brevity while ensuring frequent repetition and interactive participation yields better learning outcomes. These findings echo Ho's (2019) and Pfenninger and Singleton's (2017) conclusions that aging learners benefit from shorter instructional segments with clear structure and frequent breaks, which align with natural fluctuations in attention span and mental energy.

Regarding weekly frequency, both groups converged on the view that 1-2 days per week represents the most appropriate rhythm. A majority of learners (61.5%) and teachers (78.6%) preferred this moderate schedule, perceiving it as sustainable and compatible with older adults' daily responsibilities and physical capacity.

More intensive schedules (3-5 days per week) were seen as cognitively and physically demanding, whereas a single weekly session was often viewed as insufficient for retention and continuity, particularly by Turkish participants, who emphasized the need for regular exposure and practice. This preference pattern aligns with cognitive psychology findings on *distributed practice* (Cepeda, Pashler, Vul, Wixted & Rohrer, 2006) and *spaced repetition*, both of which highlight that moderate, well-spaced learning episodes enhance long-term memory consolidation and reduce fatigue.

The diversity of preferences observed in both groups underscores the heterogeneous nature of older adult learners. Individual differences in health, cognitive flexibility, motivation, and prior educational experiences all shape perceptions of workload and endurance. As Formosa (2019) and Klimova (2020) argue, no single instructional schedule fits all older adults; rather, programs should adopt flexible, learner-centered designs that accommodate varied needs while maintaining regular exposure.

The Need for an Age-Sensitive Syllabus and Appropriate Syllabus Type

The results concerning teachers' views on syllabus type and design reveal a clear preference for situational and thematic syllabi, reflecting a communicative and experience-based

orientation in line with older adults' learning needs and interests. A considerable proportion of teachers (31.4%) prioritized situational or thematic frameworks that incorporate *real-life contexts, functional language use, and age-relevant topics* such as travel, daily routines, and health. The grammar and structural syllabus was the second most common choice, indicating that while communicative and experiential approaches are valued, teachers also recognize the familiarity and perceived security that traditional methods offer to this generation. This dual preference points toward the value of an eclectic and flexible syllabus, integrating both functional communication and explicit structural reinforcement.

These findings are supported by literature emphasizing the heterogeneity and prior learning histories of older adults. Ramirez-Gomez (2016) and Slowik-Krogulec (2019b) both argue that older learners' success depends on combining familiar, structured learning patterns with modern communicative and task-based elements. Many older students were educated through grammar-oriented, teacher-centered instruction, which shapes their comfort zones and learning expectations. Therefore, fully abandoning structural elements may generate uncertainty or frustration. Instead, a balanced, mixed syllabus model—one that maintains explicit instruction while embedding meaningful, contextual communication—maximizes engagement and retention for this age group.

Regarding whether a distinct syllabus is needed for older adults, teacher views diverged across three categories: (1) *support for a differentiated syllabus*, (2) *rejection of difference*, and (3) *context-dependent flexibility*. Those in favor argued that older adults' slower processing pace, distinct social networks, and motivational orientations justify the creation of an age-adapted syllabus. This aligns with Słowik-Krogulec's (2019b) and Klimova's (2020) observations that standard CEFR-based syllabi often overwhelm older learners with rapid pacing, dense content, and youthful topics. Advocates of a tailored syllabus therefore call for *slower progression, high repetition, explicit support, and personally relevant topics*—principles consistent with geragogical pedagogy (Findsen & Formosa, 2011).

Conversely, teachers opposing a differentiated syllabus claimed that *the essence lies in methodology rather than content*. As one teacher noted, "They just want to communicate with their children and grandkids." This viewpoint is consistent with communicative and functional-notional frameworks (Ellis, 2015; Kacetyl & Klimova, 2021), suggesting that meaningful interactional practice, rather than a fundamentally new syllabus, is sufficient if lessons are humanized and context-sensitive. The third, and perhaps most pragmatic, group emphasized that syllabus design should remain flexible, adapting to learners' individual needs, classroom

dynamics, and local contexts. This flexible stance mirrors the *postmethod pedagogy* framework (Thornbury, 2011), which prioritizes teacher autonomy and situational decision-making over rigid adherence to any single model.

Taken together, according to the participant teachers, older adult EFL learners benefit most from a situational-thematic, function-oriented syllabus that incorporates moderate structural elements for clarity and confidence. Instead of proposing an entirely separate type of syllabus from usually adopted ones for younger adults, an age-sensitive adaptation of communicative and task-based syllabi, infused with slower pacing, frequent recycling, and age-relevant content and characters, appears most pedagogically sound.

Suggested Teaching Methodologies and Theoretical Orientation

The findings from both learners and teachers clearly indicate that successful English language teaching for older adults requires a pedagogical framework that is flexible, communicative, cognitively considerate, and emotionally supportive. Both groups emphasized the importance of clear structure, meaningful interaction, and repetitive yet engaging activities, confirming that older adult learners thrive in environments that balance challenge with reassurance and autonomy with guided support.

Learners consistently expressed a preference for teacher-led, structured, and repetition-based instruction, with an emphasis on speaking and listening activities grounded in real-life contexts. These preferences resonate with previous research demonstrating that older learners tend to value explicit instruction, systematic progression, and contextualized practice over discovery-based learning (Klimova, 2020; Savina, 2015; Slowik-Krogulec, 2019b). Moreover, their suggestions for *child-like gradual input* and *short, simple structures* illustrate that their learning process requires cognitive simplicity without infantilization, a point strongly emphasized in age-sensitive pedagogy (Formosa, 2012; Ramirez-Gomez, 2016).

Teachers' perspectives largely reinforced these findings. Most instructors reported adopting the Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) approaches as central to their methodology, prioritizing speaking-based activities and everyday functional communication. This alignment suggests that both groups perceive communicative competence as the primary learning goal in late-life language education. However, teachers also highlighted the necessity of simplifying input and pacing instruction to reduce cognitive load—an approach consistent with research on working memory decline and processing speed limitations in older adults (Baddeley, 2015; Pfenninger & Polz, 2018; Salthouse, 2009). They

further emphasized that language instruction should be needs-based and adaptive, reflecting learners' diverse backgrounds, interests, and physical capacities rather than a one-size-fits-all methodology.

A critical insight emerging from both data sets is the need for a distinct pedagogical model tailored specifically to older adults rather than a mere adaptation of adult-oriented EFL methods. As learners demanded contextually relevant and emotionally meaningful content ("English as brain exercise," "topics related to daily life"), and teachers underscored the necessity of cognitive balance and positive affect, it becomes evident that traditional communicative or task-based frameworks alone may not suffice. Here, the principles of Foreign Language Geragogy (FLG) offer a more comprehensive foundation. FLG integrates cognitive, emotional, and social dimensions of learning in late adulthood, positioning the classroom as a space for both linguistic and personal growth (Ramirez-Gomez, 2016).

Within this framework, instruction is dialogic, participatory, and empowering, allowing learners to draw upon their life experiences and co-construct meaning through authentic communication. The focus shifts from linguistic accuracy toward agency, engagement, and well-being. Teachers' emphasis on small class sizes, repetition, and personal relevance directly aligns with FLG's view of learning as a socially and affectively embedded process.

Finally, teachers' acknowledgment of using multimodal and game-based materials (videos, visual input, memory games) and learners' enthusiasm for technology-supported and repetition-rich resources reinforce the necessity of integrating multisensory, digital, and adaptive materials. However, echoing findings by Noyan and Aşık (2024), limited technological proficiency may remain a challenge for some older learners. Therefore, pre-instructional training in using digital tools and strategy instruction should accompany language teaching to enhance self-efficacy and learner autonomy, especially considering previous findings of restricted autonomy in older adult learners (Noyan, 2024).

Methodological Orientation and Pedagogical Implications

The findings from both learners and teachers emphasize a clear preference for communicative, supportive, and memory-oriented teaching practices rather than rule-heavy, exam-driven instruction. Both groups emphasized that older adults learn best through meaningful communication, contextualized practice, and structured repetition, while also valuing explicit explanations of grammar and vocabulary. This dual expectation reflects the need for a balanced

methodology combining explicit and implicit learning processes, directly aligned with the study's eclectic theoretical foundation.

Teachers frequently noted that older learners require more structured, slower-paced lessons with frequent recycling of previously taught content and visible progress tracking. These preferences can be explained through Skill Acquisition Theory (Anderson, 1983) and Information Processing models (McLaughlin, 1987), which highlight the gradual proceduralization of knowledge through repeated practice. Since procedural learning declines with age, teachers' emphasis on controlled practice, guided dialogues, and structured tasks illustrates a pedagogically sound response to cognitive realities. Similarly, learners' appreciation for repetition, review games, and gradual progression validates the assumption that distributed rehearsal may facilitate automatization in older adults (Baddeley & Hitch, 1974; Park, 2000).

At the same time, both teachers and learners agreed that communicative activities, such as question-answer drills, pair work, and real-life role-plays with fixed phrases, should form the core of instruction. These preferences are consistent with usage-based and emergentist approaches (Ellis, 2015), which stress that language competence develops through exposure to frequent, meaningful patterns. Older learners' enjoyment of formulaic language and fixed social phrases (e.g., greetings, requests, self-introductions) further supports this orientation, as such routines enhance fluency by reducing cognitive load. This finding also substantiates the practical integration of communicative fixed phrases and functional/social language in the syllabus design, ensuring that oral exchanges remain accessible and confidence-building.

Moreover, teachers' calls for patient, low-anxiety, and socially supportive classroom dynamics relate to Krashen's Affective Filter Hypothesis (1982). Anxiety, fear of mistakes, or perceived cognitive limitations can inhibit processing of new input; thus, game-based activities, peer collaboration, and teacher empathy become crucial. These aspects were repeatedly praised by learners, who described the class atmosphere as motivating, tolerant, and safe, a necessary affective foundation for effective input processing and participation.

The teachers' preference for combining explicit grammar teaching with communicative practice also resonates with Form-Focused Instruction (FFI) (Ellis, 2001; Long, 1991). By integrating "focus on form" techniques into meaning-oriented tasks, teachers provide opportunities for noticing linguistic patterns (Schmidt, 1990), capitalizing on older adults' preserved declarative memory (Ullman, 2016). This balance was visible in both questionnaire and interview data: learners valued clear explanations and vocabulary lists, yet also enjoyed

interactive tasks where those forms were used functionally. Such a blend validates an eclectic communicative approach, rooted in Foreign Language Geragogy, which emphasizes age-appropriate pacing, social engagement, and cognitive support.

From a sociocultural perspective (Lantolf, 2000; Vygotsky, 1978), the teacher's scaffolding role and the emphasis on collaboration within a supportive community of peers create an environment similar to the Zone of Proximal Development, where collective interaction compensates for individual cognitive decline. Teachers' reflections that "older adults learn better together" and "help each other in pairs" reinforce the relevance of Sociocultural Theory for late-life learning.

Finally, the participants' suggestions regarding methodology, favoring memory-enhancing tasks, visual and multimodal materials, and explicit strategy instruction, correspond closely to research on working memory and cognitive aging (Bialystok & Craik, 2010). Because many older adults struggle with retention and self-regulation, explicit training in strategies such as chunking, mnemonic association, and repetition cycles is indispensable.

In conclusion, the data suggest that Foreign Language Geragogy, anchored in cognitive realism, communicative interaction, and emotional safety, offers the most coherent methodological model for older adult EFL instruction. By blending principles of Form-Focused Instruction, Usage-Based Learning, and Sociocultural Theory, educators can create balanced courses that respect older adults' learning pace, leverage their strengths in explicit and declarative learning, and maintain motivation through social, meaningful, and multimodal engagement.

Syllabus Implementation Phase: Discussion of Piloting

The pilot implementation of the ETA A1.1 syllabus provided valuable insights into the applicability, effectiveness, and age-appropriateness of the designed program for older adult EFL learners. This phase served as a critical bridge between theoretical design and classroom reality, enabling the identification of pedagogical strengths, practical challenges, and learner reactions within authentic instructional settings. The discussion that follows integrates quantitative and qualitative evidence from classroom observations, learner reflections, and teacher journals to interpret how the pilot syllabus functioned in practice. Findings are analyzed in relation to the core principles of Foreign Language Geragogy and Second Language Acquisition (SLA) theories to evaluate whether the instructional design successfully met the linguistic, cognitive, and affective needs of older adults.

Alignment of the Syllabus with Learners' Goals and Learning Profiles

The pilot implementation of the ETA A1.1 syllabus revealed a coherence between the program's pedagogical design and older adults' learning goals, self-perceptions, and cognitive–social profiles. The results of needs analysis and subsequent interviews showed that most participants enrolled in the course with *instrumental and affective motivations*, wanting to communicate in everyday contexts, help their grandchildren, travel abroad, and maintain mental activity. However, several learners expressed doubts about their capacity to learn a new language due to age-related memory, pronunciation, or concentration difficulties. Over the course of the program, these concerns transformed into self-confidence, curiosity, and intrinsic motivation, demonstrating that perceived competence evolved alongside actual achievement. This developmental change confirms earlier findings that well-structured, age-sensitive instruction promotes self-efficacy and optimism in late-life language learning (Eguz, 2019; Klimova, 2020; Slowik-Krogulec, 2019b).

Participants also perceived language learning as a social and identity-related process. Many described English learning as a means to stay mentally active, feel alive, and socially connected, echoing findings by Findsen and Formosa (2011) and Duay and Bryan (2008) that older adults link education with self-worth and a sense of purpose. Within this context, the ETA A1.1 syllabus served as a vehicle for self-renewal, turning linguistic development into psychosocial empowerment and validating Ramirez-Gomez's (2016) conceptualization of Foreign Language Geragogy (FLG) as a model uniting language and life experience.

While most participants reported that their expectations regarding all four language skills were usually met, individual comments revealed notable diversity in learning preferences and perceived needs. While most of the learners expressed satisfaction with the balance of listening, speaking, reading, and writing activities, emphasizing that the class pace, revision routines, and Turkish explanations made learning comfortable and clear, a small subset of students requested more visual materials, while another group, generally those with higher educational backgrounds, suggested that the teacher should use more English during lessons. These contrasting preferences highlight the heterogeneous composition of the class in terms of educational background, prior exposure to English, and cognitive readiness.

The learning strategies learners adopted, writing, translation, copying from the board, and repetitive homework, illustrate what Ramirez-Gomez (2016) terms the effects of past learning experiences. Far from being outdated remnants of traditional pedagogy, these habits functioned as affective anchors that provided structure and security. Similar findings by Eguz (2019)

confirm that allowing older adults to rely on familiar routines enhances self-regulation and reduces learning anxiety. In this study, writing and translation were described as reassuring because they offered visual and tactile reinforcement, aligning with the learners' declarative memory strengths. Thus, the syllabus's explicit instruction and visible input supported both cognitive processing and emotional comfort.

Teacher journals and interviews underscored the decisive role of scaffolding. Learners who received support from family members, especially grandchildren helping with online Wordwall or pronunciation practice, demonstrated greater confidence and task persistence. Conversely, those without home assistance reported more difficulty in reviewing lessons and completing assignments. This finding may extend Vygotsky's (1978) and Lantolf's (2000) Sociocultural Theory to late-life contexts, showing that learning is socially distributed across generations. Intergenerational scaffolding created a bridge between the classroom and the home, sustaining motivation and comprehension through collaborative mediation.

Importantly, many learners admitted to forgetting new words easily but also emphasized that they know much more than before. This recognition reflects a metacognitive awareness shift, from perceived limitation to acknowledgment of progress, paralleling Pfenninger and Singleton's (2017) observation that older adults often underestimate their actual gains. Such awareness contributed to motivation and persistence, consistent with Bandura's (1977) theory of self-efficacy, in which mastery experiences reinforce future effort. The observed outcome, enhanced confidence, curiosity, and desire to continue learning, is considered to validate the ETA A1.1 syllabus as a geragogically attuned framework that aligned instructional pacing and cognitive load with older learners' profiles.

Effectiveness of Methods, Materials, and Pedagogical Design

Findings from both learner and the teacher reflections demonstrated that the content, methods, and materials of the ETA A1.1 syllabus were usually perceived as effective, accessible, and cognitively manageable. Learners praised the clear organization of topics, the constant recycling of vocabulary, learning useful fixed phrases rather than separate words to combine to be a sentence and the integration of visual and auditory materials. The syllabus's functional and communicative design corresponded to participants' goal of mastering short, useful expressions rather than abstract grammar, a preference widely documented in research on senior learners (Baran-Lucarz & Slowik-Krogulec, 2023; Klimova, 2020). The thematic units, family, daily

routines, shopping, travel, offered personally meaningful contexts, reinforcing semantic retention and situational awareness.

The methodological structure of ETA A1.1 integrated both communicative and explicit instruction. Learners engaged in role-plays, pair dialogues, short listening comprehension tasks, both paper based and online memory boosting activities and matching exercises supported by explicit explanations. Teachers reported that this blend reduced anxiety and increased comprehension, particularly when new structures were contextualized and recycled. This mirrors Ellis's (2015) Focus on Form approach, which emphasize the importance of drawing attention to linguistic form within meaningful communication. Learners' frequent remarks, such as "writing helps me remember," and "I must repeat at least ten times", may be accepted to illustrate the operation of controlled attention and declarative processing described by Ullman (2016).

Observation and interview data indicated that learners with limited formal education or having little help from others outside the class tended to favor traditional learning techniques such as copying from the board, writing repeatedly, and relying on Turkish translation for comprehension. For these learners, such familiar techniques served effectively to reduce anxiety and enhance perceived control (Eguz, 2019; Ramirez-Gomez, 2016). In contrast, participants who were university graduates were more inclined toward communicative practice, valuing teacher talk in English and richer visual input to improve spontaneous speech and listening comprehension. This divergence reflects what Klimova & de Paula Nascimento e Silva (2024) and Pfenninger & Singleton (2017) describe as intra-group variability, the coexistence of distinct learning trajectories within the same age cohort due to differences in educational background, cognitive reserve, and metalinguistic awareness. From a geragogical perspective, this heterogeneity underscores the necessity of differentiated instruction in later-life language classrooms. Learners' prior educational experiences strongly shaped not only their strategies but also their tolerance for ambiguity and pace of comprehension.

In addition to cognitive and methodological factors, teacher journal notes revealed an intriguing linguistic aspect of the class profile: almost all participants were bilingual or multilingual, speaking at least two of the following languages, Turkish, Kurdish, and Arabic. This widespread bilingualism provided a rich linguistic background that supported metalinguistic awareness to some extent, yet it did not guarantee uniform success. The teacher observed that learners with stronger educational and professional experience, typically high school or university graduates, responded faster, participated more actively, and demonstrated greater

accuracy in class despite sharing similar bilingual repertoires with less-educated peers. This suggests that educational background and prior learning experience exerted a stronger influence on classroom performance than bilingualism itself.

This observation aligns with findings by Antoniou et al. (2013) and Bialystok and Craik (2010) and Bialystok et al. (2007) who argue that bilingualism may enhance general cognitive control, however educational attainment and strategy awareness are more decisive predictors of second language learning success in older adults. Similarly, Cox and Sanz (2015) and Pfenninger and Singleton (2017) found that learners with richer formal education tend to deploy more effective metacognitive strategies, such as monitoring, rehearsal, and self-correction, which facilitate comprehension and recall. In the current study, the high-performing bilingual learners appeared to apply these strategic skills automatically, whereas those with limited schooling relied more on teacher direction and repetition. These results confirm that the interaction between linguistic background and educational experience is complex: bilingualism may provide a foundation for language sensitivity, but sustained success depends on strategic competence developed through lifelong learning exposure.

From a geragogical standpoint, this underscores the importance of explicitly teaching learning strategies, such as self-monitoring, chunking, and retrieval practice, to less experienced learners (Eguz, 2019; Klimova & de Paula Nascimento e Silva, 2024). The teacher's notes suggest that when strategy use was modeled in class (e.g., note-taking, visual grouping, self-testing), learners with less formal education began to show improved participation and confidence. Thus, while multilingualism enriched the classroom linguistically, the differential effects of education and strategy awareness reveal the critical role of metacognitive scaffolding in fostering equitable learning outcomes across diverse learner profiles.

Additionally, it was seen that participants especially valued slow pacing, predictable routines, and multimodal reinforcement. Beginning each class with revision and frequent visual reference to vocabulary lists significantly improved comprehension and recall. These observations corroborate findings by Pfenninger and Singleton (2017) and Kliesch and Pfenninger (2021), who advocate spiral syllabus structures and distributed practice for older adults to mitigate working memory constraints. Learners' positive reaction to repetition demonstrates that predictability, far from being monotonous, supports confidence and fluency in later-life learning.

The use of multimodal materials and technology, simple videos, pictures, and online Wordwall activities, was also central to engagement. Learners found digital tasks enjoyable and reported

that online games, word puzzles, and matching activities stimulated attention and memory. This aligns with Cox and Sanz's (2015) and Klimova and de Paula Nascimento e Silva's (2024) evidence that multimodal and gamified learning enhances both motivation and recall in older EFL learners. One learner noted, "The amount of activities and the homework assigned was enough for us. If we had more tasks, we might get tired," revealing an intuitive awareness of cognitive overload and suitability of assigned work. This self-regulatory insight supports Baran-Lucarz and Slowik-Krogulec's (2023) claim that senior learners' affective well-being depends on balancing cognitive challenge with emotional comfort.

While most participants found the course content and activities appropriate to their level, a recurrent pattern in both interviews and teacher journals was that constructing full sentences was significantly more difficult than learning individual words or short fixed phrases. Learners stated that memorizing ready-made expressions ("How are you?", "Nice to meet you.", "I'm from Türkiye.") and short vocabulary chunks felt much easier and more satisfying than trying to form new sentences on their own. Word order and reordering activities were perceived as enjoyable yet mentally demanding, especially for participants with limited schooling. Many of these learners were unfamiliar with grammatical terms in Turkish, such as subject, pronoun, or object, so even Turkish explanations did not always lead to full understanding. It was noted in teacher journals that this group benefited most when grammar was presented gradually, in small, meaningful units embedded in dialogues rather than as isolated rules.

From a cognitive perspective, formulaic language reduces processing load and compensates for limited working-memory capacity, allowing fluent communication even with restricted syntactic control (Cox & Sanz, 2015; Pfenninger and Singleton, 2017). Therefore, the ETA A1.1 syllabus's focus on chunk-based learning, through repetitive dialogues, controlled phrases, and functional expression lists, proved well suited to this population. Learners frequently expressed that they could say something useful early in the course, which boosted confidence and motivation.

The observation also aligns with van der Ploeg, et al., (2023), who argued that, despite theoretical claims favoring implicit instruction, older adults often prefer and benefit from explicit teaching integrated within communicative contexts and integrated implicit and explicit pedagogy may suit more to older adults' needs. In sum, grammar itself was not perceived as an obstacle, but sentence formulation demanded more cognitive effort than memorizing set phrases. Teaching grammar in small, contextualized portions while emphasizing functional chunks and recycling previously learned expressions proved most effective.

The data also revealed environmental and perceptual challenges. Some learners complained about classroom noise, board visibility, and seating arrangement, reporting difficulty following visual cues when seated at the back. These practical issues highlight the need for geragogically informed classroom ergonomics, including larger boards, adequate lighting, and U-shaped seating to facilitate eye contact and participation. Klimova and de Paula Nascimento e Silva (2024) similarly emphasized that physical accessibility directly influences cognitive and affective engagement in late-life classrooms.

Overall, it seems that the ETA A1.1 syllabus effectively operationalized eclectic pedagogy, combining communicative and explicit methods, multimodal presentation, and age-appropriate pacing supported by cyclical content. Its success lies not only in instructional design but also in its responsiveness to older adults' cognitive rhythms, preferences, and emotional states.

Affective and Social Dimensions of Learning

Across all data sources, the affective dimension emerged as the strongest determinant of learner satisfaction and persistence. Participants frequently described the course as “enjoyable,” “motivating,” and “good for the brain.” The teacher’s empathy, patience, and encouragement were repeatedly mentioned as sources of comfort. These perceptions align closely with Krashen’s (1982) Affective Filter Hypothesis, which posits that emotional safety enhances input processing and acquisition. The low-pressure, friendly atmosphere created optimal conditions for participation and reduced the fear of making mistakes, one of the major barriers in older adult classrooms (Baran-Lucarz & Slowik-Krogulec, 2023).

Learners’ enjoyment of memory games, puzzles, and communicative tasks demonstrates how affective engagement supports cognitive processing. As Klimova (2020) suggest, gamified and collaborative learning enhances motivation and memory by stimulating positive emotions. Teacher notes confirmed that even previously quiet learners became more participatory during game-based activities. The finding that assignments were not threatening but enjoyable illustrates the delicate integration of challenge and safety that geragogical models advocate (Ramirez-Gomez, 2016).

Teacher journals and interviews revealed that task-based activities and online memory-boosting games played a significant emotional role in this respect. Learners reported that interactive games, matching tasks, and memory puzzles helped them feel relaxed and alert at the same time. This suggests that such activities not only train recall but also reduce anxiety by turning learning into a playful, low-stress process. These findings align with Klimova (2020) and

Pfenninger and Singleton (2017), who emphasize that multimodal and task-based learning fosters a state of positive arousal, combining cognitive engagement with emotional comfort. Similarly, Baran-Lucarz and Slowik-Krogulec (2023) found that playful communicative exchanges promote laughter, bonding, and willingness to speak, thereby lowering affective filters. Also, learners' reflections indicated that performing dialogues and tasks first at home, then with peers, and finally in class helped them gain confidence and experience success without pressure. This cyclical interaction, from self-practice to social performance, provided both competence and connection, two of the psychological needs identified in Deci and Ryan's (2012) Self-Determination Theory.

Another key affective theme was social connectedness. Learners valued the opportunity to meet peers and form friendships, describing the class as a place to feel alive and useful. This resonates with Findsen and Formosa's (2016) argument that older-adult education fosters social inclusion and identity maintenance. In this sense, the ETA A1.1 course transcended linguistic instruction to function as a community of belonging. Participants who heard about a potential Erasmus exchange project, which proved to be a powerful motivational trigger, expressed renewed enthusiasm and commitment, showing how external goals and social recognition can amplify intrinsic motivation (Pfenninger & Singleton, 2017). Although the participants were not academically driven students, the prospect of using English in a real, international setting gave them a tangible goal and a renewed sense of purpose. This illustrates the term vision-driven motivation, rooted in learners' ideal L2 self and future-self imagery (Dörnyei, 2009; Dörnyei, 2014), in which learners' imagination of a meaningful future self enhances sustained engagement. The teacher noted a visible surge in enthusiasm following this discussion, suggesting that even non-academic adult groups can develop long-term intrinsic motivation when instruction connects language learning to authentic life experiences and social mobility. Nevertheless, some affective challenges persisted. Classroom noise and dominant participants occasionally created tension, which, as noted by Baran-Lucarz and Slowik-Krogulec (2023), can raise anxiety levels and inhibit weaker learners' participation. The teacher's role in maintaining balance and promoting equity was thus critical. This finding underscores the necessity of affective scaffolding, a teacher-mediated process of emotional regulation and encouragement. Through empathy and humor, the instructor maintained group cohesion and lowered affective filters, enabling communication even among initially reticent learners.

In teaching older adults, the instructor's personality, patience, and expertise played an even more decisive role than in traditional adult education. Previous studies consistently highlight

that the teacher functions not only as a linguistic facilitator but also as a motivator, counselor, and emotional anchor (Findsen & Formosa, 2016; Ramirez-Gomez, 2016). Klimova (2020) and Savina (2015) observed that older learners highly value teachers who combine professional competence with empathy and tolerance for slower progress, as such qualities directly affect self-confidence and classroom participation. Similarly, Baran-Lucarz and Slowik-Krogulec (2023) emphasized that the teacher's ability to adapt explanations, encourage risk-taking, and respond calmly to learners' frustration determines the overall affective climate of the class.

In the current study, teacher journals and learners' reflections echoed these findings: students frequently referred to the instructor as understanding, encouraging, and never making us feel slow. This suggests that successful older-adult language teaching requires not only methodological awareness but also geragogical competence, the sensitivity to learners' emotional rhythms, physical needs, and social identities. Such competence, as Findsen and Formosa (2016) argued, is central to creating inclusive learning environments where older adults feel both respected and capable. Therefore, the ETA A1.1 pilot reaffirms that effective foreign language education for older adults depends as much on the teacher's professional empathy and patience as on curricular design.

These findings further indicate a broader institutional need: teachers who will work with this age group should receive specific professional development focused on Foreign Language Geragogy. Existing teacher education programs rarely address the psychological, cognitive, and emotional characteristics of older learners, leading to a pedagogical gap in the field. As highlighted by Klimova and de Paula Nascimento e Silva (2024), preparing instructors to teach older adults requires a dedicated framework combining SLA knowledge with geragogical principles. Therefore, the development of specialized teacher training modules, workshops, and certification programs tailored to late-life education emerges as an essential step toward ensuring both pedagogical quality and learner well-being.

An equally important affective outcome was the transformation of learners' self-perceptions and beliefs about their own learning potential. Many participants initially expressed uncertainty about their ability to learn English at their age, often referring to ageist presumptions such as "it's too late for me" or "my brain doesn't work like before." However, as the course progressed, several learners reported increased confidence and even a desire to continue learning at higher levels. Teacher notes indicated that some participants, who initially aimed only to understand a few words, later began asking for additional practice materials and expressed pride in their progress. This shift from doubt to self-belief illustrates a critical psychological turning point in

late-life learning: the dismantling of internalized age stereotypes through positive learning experiences.

This finding resonates strongly with Findsen and Formosa's (2016) and Klimova de Paula Nascimento e Silva's (2024) arguments that late-life education can serve as a counter-narrative to societal ageism, empowering older adults to redefine themselves as capable and active learners. Ramirez-Gomez (2016) similarly notes that foreign language classrooms can become spaces of identity reconstruction, where learners challenge not only linguistic barriers but also social assumptions about aging. Such transformations are not only motivational but also socially significant: they contribute to what Formosa (2019) terms *active aging through learning*, where education strengthens both cognitive resilience and personal empowerment. For several learners, the realization that "it's not too late" became a source of pride and renewed purpose, extending their engagement beyond the classroom. This highlights the broader social value of age-inclusive language programs by providing accessible, affirming learning environments so that they could pursue further education. In other words, the affective findings in this study demonstrated that successful older adult language learning depends as much on emotional climate as on instructional technique. When learners feel safe, respected, and socially connected, they engage cognitively and persist over time. The ETA A1.1 syllabus seems to achieve this synergy by embedding linguistic tasks within meaningful, supportive, and joyful social interaction.

In summary, the findings from both the needs analysis and the pilot implementation phases of this research demonstrate that older adults' language learning processes are shaped not only by linguistic and cognitive factors but also by psychological, social, and educational dimensions. The ETA A1.1 syllabus generally aligned with learners' goals identified in the preliminary phase, particularly the desire for communication in everyday contexts, social engagement, and mental stimulation. Participants, who initially doubted their ability to learn due to ageist presumptions, seemed gradually developed confidence and intrinsic motivation as they experienced visible progress and empathetic teacher support. This evolution confirms that late-life foreign language education can act as a form of empowerment, dismantling internalized age stereotypes and reinforcing self-efficacy (Bala & Rosinski, 2021; Duay & Bryan, 2008; Formosa, 2019; Ramirez-Gomez, 2016). The integration of meaningful topics, slow pacing, and multimodal activities allowed learners to experience success, maintaining a sense of competence and belonging throughout the course.

The discussion further highlighted the heterogeneity among learners in terms of educational background, metalinguistic awareness, and learning strategies. While most participants were bilingual or multilingual, the findings indicated that educational and learning experience was the more decisive factor in classroom participation and general success. Learners with stronger formal education responded faster, demonstrated better comprehension and participation, and used more efficient strategies. Conversely, those with limited schooling benefited from repetition, translation, and teacher-guided explanation while preferring being silent most of the time. The syllabus's balance of explicit and communicative instruction, bilingual scaffolding, and visual reinforcement effectively accommodated these differences, reflecting the principles of Foreign Language Geragogy (Ramirez-Gomez, 2016). Overall, the pilot confirmed that older adults thrive in safe, empathetic, and structured learning environments where linguistic simplicity, emotional support, teacher guidance, peer collaboration and relevance to everyday life intersect.

CHAPTER VI

CONCLUSION

This doctoral study set out to explore the phenomenon of late-life foreign language learning from a pedagogical, cognitive, and affective perspective, focusing on the needs, goals, and experiences of learners aged sixty and above. It aimed to determine how older adults approach English learning, what challenges and motivations shape their process, and how a purpose-built program, the ETA A1.1 syllabus, could respond to Turkish older adults' unique profiles. By combining multiple data sources through a mixed-methods design, the study integrated quantitative findings from questionnaires with qualitative insights from interviews, classroom observations, and teacher journals, thereby producing a holistic account of the learning experience.

The findings from the needs analysis phase indicated that the learners' goals were primarily functional, social, and affective. Most participants desired to improve everyday communication, connect with family members, especially grandchildren, travel abroad, and maintain cognitive vitality. They were motivated not by external pressure but by curiosity, self-fulfillment, and a desire for intellectual and emotional engagement. However, age-related constraints and self-perceptions often influenced their expectations. Some doubted their capacity to learn due to "being too old," reflecting internalized ageist presumptions, while others saw language learning as a means of proving personal agency and worth, resonating with prior studies that link late-life learning to self-efficacy and psychological well-being. Needs analysis also revealed learners' preference for slow pacing, repetition, bilingual explanation, and contextually meaningful materials, the features incorporated into the ETA A1.1 syllabus.

The pilot implementation of the syllabus provided empirical evidence that such pedagogical adjustments can lead to successful and enjoyable learning outcomes. Learners expressed satisfaction with lessons that integrated visual aids, repetition, and games, reporting that memory-based tasks and structured dialogues helped them recall language and engage with

content meaningfully. Nevertheless, their journey was far from effortless. Many faced persistent challenges with listening, speaking, grammar, sentence construction, and pronunciation. The mismatch between English spelling and pronunciation emerged as a major source of frustration. Several participants stated that “English words are not read as they are written,” or that their tongues “do not turn to English sounds.” These articulatory difficulties, combined with memory lapses and slow processing speed, often required extended scaffolding and reinforcement. Learners with limited formal education struggled to understand grammatical terminology even when explained in Turkish, revealing how linguistic and metalinguistic awareness depend heavily on prior educational experience. Conversely, more educated participants tended to grasp structures faster and showed greater tolerance for communicative risk-taking. Thus, the findings confirm that heterogeneity among older adult learners is substantial and that differentiated instruction is essential to maintain inclusion and balance in the classroom.

Despite cognitive and linguistic difficulties, the emotional and social benefits of the program were profound. Learners repeatedly emphasized how English classes improved their self-esteem, sense of belonging, and social engagement. The classroom environment, characterized by empathy, humor, and peer collaboration, became a space of psychological comfort. Even those who initially attended “just to try” began expressing interest in continuing to higher levels. The use of guided dialogues, pair tasks, and question–answer routines enabled them to communicate successfully without overwhelming anxiety. Teacher support, both in and outside the classroom, was particularly valued. Simple actions such as daily vocabulary reminders on WhatsApp or personalized feedback helped sustain motivation and reduce forgetfulness. These results strongly align with research highlighting the centrality of teacher empathy, scaffolding, and affective presence in older-adult language instruction (Koutska, 2024; Slowik-Krogulec, 2019)

From a theoretical standpoint, the findings contribute to expanding the scope of Foreign Language Geragogy by demonstrating how SLA principles can be effectively adapted to the cognitive profiles of older learners. The study reaffirms that input comprehension, noticing, and form–meaning integration remain operative in late adulthood when instructional conditions are optimized. The ETA A1.1 syllabus exemplified how communicative and explicit teaching can coexist. Lessons employed chunk-based instruction, multimodal stimuli, and bilingual mediation to create low-anxiety yet cognitively engaging learning opportunities. This design proved particularly effective for supporting declarative learning processes, in line with neurocognitive models that associate older adults’ success with conscious, explicit memory

systems (Ullman, 2016). The inclusion of brain-stimulating tasks such as crosswords, word puzzles, and memory games added a cognitive-training dimension that participants found both entertaining and mentally rewarding. These outcomes underline that effective pedagogy for older learners should address not only linguistic input but also mental stimulation and emotional resonance.

Pedagogical and Curricular Implications

The findings of this doctoral study emphasize several pedagogical and curricular principles for designing and implementing affective EFL programs for 60+ learners. The ETA A1.1 syllabus demonstrated that older adult learners benefit from learning environments that combine multimodal, communicative and affective dimensions of instruction. Accordingly, the following implications address the micro level of classroom pedagogy as well as the macro level of syllabus development, offering recommendations for educators, institutions, and policy makers engaged in late-life foreign language education.

1. Age-adapted syllabus design is essential for older adult language learners, whose sensory and cognitive characteristics differ from those of younger adults. Instruction should emphasize slow pacing, visual reinforcement, repetition, memory-boosting games, and clear task sequencing to facilitate both comprehension and retention. Lessons should prioritize enjoyable, meaningful and relevant content, encouraging learners to connect new knowledge with prior life experiences.
2. The strategic use of the learners' L1 plays an essential role, therefore L1 mediation should be regarded as a legitimate and beneficial component of instruction, especially at beginner levels. During the pilot implementation of the first three units of the syllabus, Turkish explanations were observed to enhance comprehension, reduce anxiety and increase participation, validating Słowik's (2016a, 2016b) and Ivashko's (2018) findings that L1 mediation fosters confidence and security in older adult learners. However, as proficiency develops and learners seem to be more confident in L2, L1 reliance should gradually decrease to encourage autonomy and authentic language use.
3. The importance of daily repetition and teacher follow-up cannot be overstated. The presence of structured review mechanisms and opportunities for spaced retrieval proved vital for maintaining engagement. Learners consistently reported that being reminded of new vocabulary or receiving follow-up messages (e.g., daily WhatsApp tasks)

provided them a sense of continuity and accountability. This finding emphasizes the teacher's affective and monitoring role, extending beyond the classroom. Continuous feedback, encouragement, and visible teacher presence promote emotional security and sustain motivation, which are usually regarded as key affective needs in later-life learning (Klimova, 2020; Słowik-Krogulec, 2019a, 2019b).

4. Teacher empathy and expertise also become critical. In especially older adult classes, teacher preparation is key for success as teaching older adults requires specialized training that blends methodological expertise with affective sensitivity and patience. However, many instructors lack formal preparation to teach older learners, which may result in unintentional ageist assumptions or ineffective methodologies. As noted in Koutska (2024), teaching older adults requires not only methodological training but also emotional intelligence and patience, hence, pre-service and in-service teacher education programs should definitely integrate geragogical modules focused on scaffolding, affective communication, and age-adaptive instruction addressing to 60+ learners to equip them with skills in emotional regulation, pacing, and multimodal communication. Therefore, teacher training programs in ELT should cultivate patience, humor, adaptability, and emotional sensitivity while introducing strategies for cognitive stimulation and motivational support. They should also focus on developing an awareness of ageism and integrating teaching practices as integral components.
5. Course materials and classroom conditions must be sensitive and accessible to learners' sensory, cognitive, and social realities, which might differ in distinct learner groups. In this study, participants found visually rich, larger-font materials, clear audio, and accessible classroom layouts (lighting, seating, and acoustics) particularly beneficial, therefore materials with large fonts and clear visuals, classrooms with adequate lighting, and reduced noise contribute significantly to these learners' comfort and focus, aligning with Slowik-Krogulec (2019a) and Vötter (2021).
6. Topics should be familiar, socially meaningful, and representative of older adults' realities, using relatable characters and scenarios to promote identification and engagement. Lesson content should also incorporate older adult characters as well as topic relevant younger characters, relatable real-life situations, and topics that reflect learners' daily routines, travel, family, and community life. Within a communicative framework, the use of guided dialogues, fixed phrases and formulaic chunks enables fluency without overburdening working memory (Ellis, 2015). Pair work, question–

answer exchanges, and guided role cards allow learners to build interactional confidence while also maintaining cognitive comfort. Moreover, memory-boosting activities such as puzzles, word chain brain and memory game, word Sudoku, Find and remember the matching pairs, crosswords, should definitely be integrated in lesson plans. Such activities were among the most favored ones, supporting evidence that cognitively stimulating yet enjoyable exercises enhance both recall and engagement (Vötter, 2021).

7. The integration of technology into language instruction can greatly enhance older adults' engagement and cognitive vitality, provided that accessibility barriers are addressed through prior training. Older adults seem to be gradually more engaged with the popular digital tools such as Whatsapp text messaging groups, video calls, and language learning Apps like Duolingo and other interactive applications. Integrating such tools was proved to promote linguistic and memory practice beyond the classroom with a sense of security and belonging, sustain learners' social connectedness and serve as a training to develop ICT skills.
8. Older adult learners are primarily motivated by social and intrinsic goals such as communication, intellectual stimulation, and community participation rather than by external achievements. However, they are mostly heterogeneous in learning capabilities and preferences. Therefore, older adult EFL teaching should incorporate communicative, collaborative and task-based learning that fosters interpersonal interaction and group cohesion like pair dialogues, guided role-plays, and cooperative games with sometimes explicit and individual vocabulary and grammar activities to allow individual study opportunities for some learners as well. Socially meaningful interaction is believed to strengthen not only their linguistic competence but also emotional well-being and the sense of belonging which is essential for active aging.
9. Formative and performance-based assessment practices should be prioritized in older adult EFL classes, avoiding high-stakes testing that may induce high anxiety. Older learners mostly benefit from being in the learning process, thus reflective self-assessment (e.g. with can-do statements as applied in this study) and individualized feedback would be useful to monitor their own progress and sustain motivation. Overall, evaluation procedures in older adult EFL instruction should align with the lifelong learning principles by fostering continuous self-improvement rather than competition or ranking.

10. The findings also highlight the necessity of preparatory and lifelong learning support for this demographic with institutional and policy-level support. Many participants lacked grammatical or technological literacy, indicating that pre-course training in grammar basics, digital skills, and learning strategies could enhance participation, self-regulation and self-confidence. Particularly strategy instruction, such as teaching how to review, organize, and retrieve information, should be an explicit component of late-life EFL programs (Bala & Rosiński, 2021; Klimova & de Paula Nascimento e Silva, 2024). More importantly, universities and community centers should develop and offer specialized programs or projects for older adults (e.g. Turkish universities carrying out the Refreshment University Project), aiming to contribute to learners' active ageing process, competence, self-perception of value to decrease the negative impacts of ageist stereotypes. In this respect, fostering a sense of purpose and belonging may be more contributive for these people than achieving linguistic gains. When older adults feel capable of doing certain things, useful and intellectually active, their motivation deepens, transforming language learning into an act of self-affirmation and social inclusion.

In summary, the ETA A1.1 syllabus confirmed that older adults benefit from a communicative, scaffolded, and affectively supportive pedagogy that integrates L1 mediation, multimodal materials, explicit micro-instruction, and repetitive chunk-based learning. Pedagogical success depends not merely on linguistic input but on cultivating empathy, agency, and confidence. Future language programs for older adults should therefore prioritise psychological and social gains as well as linguistic gains with instructions that teach language while restoring the learners' belief in their own capacity to learn, connect, and thrive. Ultimately, this research affirms that language education for older adults is not merely an academic pursuit, it is a humanistic endeavor that fosters lifelong learning, dignity, and connection. When supported by empathetic and needs-based pedagogy, older adults can learn new languages while also strengthening memory, self-efficacy, and social participation.

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APPENDICES



APPENDIX 1. Student Questionnaire

Section 1: Background Information

(Put a cross (X) for the appropriate option.)

1. Gender: Female ____ Male ____

2. Age: ____

3. Job: ____

4. Educational background:

Primary School ____ Middle School ____ Highschool ____ Vocational School ____ University
____ Master's ____ Doctorate ____ Other: ____

5. Level of English:

Beginner ____ Elementary ____ Pre-intermediate ____ Intermediate ____ Upper-intermediate ____
Advanced ____

6. a. Are you enrolled in any English language programs now? Yes ____ No ____

b. If yes, do you think you are placed in the right level group? Yes ____ No ____

c. Why? ____

7. How long have you been learning English? ____

8.a. Do you know any other foreign language? Yes ____ No ____

b. If yes, please indicate what languages you know. ____

9. a. Do you study any other foreign language now? Yes ____ No ____

b. If yes, please indicate what languages you study. ____

Section 2: Older Adults as English Language Learners

10. Why do you learn English? Put a cross (X) in the appropriate box.

		Strongly agree	Agree	Not sure	Disagree	Strongly disagree
A	Socializing with other people in the country and making friends					
B	Communicating in basic English during travelling abroad					
C	Being able to read English books and news or watch films and videos					
D	Keeping an healthy lifestyle					
E	Accomplishing a high level of English					
F	Being able to communicate with my foreign friends/relatives					
G	Others (if any) :					

11. Considering your characteristics, how do you evaluate **the level of difficulty** in learning the following **language skills and components**? Rate the items with a number from 1 to 5. Number 5 indicates the highest level of difficulty.

Speaking__ Writing__ Reading__ Listening__ Grammar__ Vocabulary__ Pronunciation__

12. Considering your aims in learning English, how do you evaluate **the level of importance** in learning the following **language skills and components**? Rate the items with a number from 1 to 5. Number 5 indicates the highest level of difficulty.

Speaking__ Writing__ Reading__ Listening__ Grammar__ Vocabulary__ Pronunciation__

13. To what extent are the following activity types **easy to study** in English classes? Put a cross (X) in the appropriate box.

		Very easy	Easy	Neither easy nor difficult	Difficult	Very difficult
A	Fill in the blanks					
B	Complete the sentences					
C	Ordering words to make a sentence					
D	Ordering sentences to make a paragraph					
E	Spot the different word/sentence/picture					
F	Role play					
G	Asking and answering written questions					
H	Asking and answering oral questions					
I	Choosing the correct option.					
J	Match the words/sentences with the pictures					

K	Match the words with the definitions					
L	Write True or False					
M	Listen and choose the correct option					
N	Listen and write					
O	Giving short answers to oral questions					
P	Exchanging information					
Q	Creating dialogues					
R	Translation					
S	Making repetitions					
T	Practising pronunciation					
U	Playing memory games					
V	Playing language games					
W	Oral presentation					
X	Working in pairs or groups					
Y	Writing short notes					
Z	Writing paragraphs					
AA	Drawing pictures					
BB	Using online language sources (e.g. English websites,)					
CC	Using mobile language applications (e.g. Duolingo)					
DD	Using social media (e.g. Instagram, Facebook)					
EE	If any, please indicate other activity types you find difficult to study while learning English.					

14. To what extent are the following activity types **enjoyable to study** while learning English? Put a cross (X) in the appropriate box.

		Very enjoyable	Enjoyable	Not sure	Boring	Very boring
A	Fill in the blanks					
B	Complete the sentences					
C	Ordering words to make a sentence					
D	Ordering sentences to make a paragraph					
E	Spot the different word/sentence/picture					
F	Role play					
G	Ask and answer written questions					
H	Ask and answer oral questions					
I	Choose the correct option.					
J	Match the words/sentences with the pictures					
K	Match the words with the definitions					

L	Write True or False					
M	Listen and choose the correct option					
N	Listen and write					
O	Give short answers to oral questions					
P	Exchanging information					
Q	Creating dialogues					
R	Translation					
S	Making repetitions					
T	Practising pronunciation					
U	Playing memory games					
V	Playing language games					
W	Oral presentation					
X	Working in pairs or groups					
Y	Writing short notes					
Z	Writing paragraphs					
AA	Drawing pictures					
BB	Using online language sources (e.g. English websites)					
CC	Using mobile language applications (e.g. Duolingo)					
DD	Using social media (e.g. Instagram, Facebook)					
EE	If any, please indicate other activity types you find enjoyable to study while learning English.					

15. How do you like studying English? Circle **any suitable option**.

A	Doing exercises	J	Using a foreign language mobile application (e.g. Duolingo)
B	Making vocabulary list	K	Communicating with foreign friends/relatives
C	Memorizing vocabulary	L	Studying with a dictionary
D	Doing homework	M	Using online dictionaries to listen to the pronunciation of words (e.g. Google translation)
E	Listening to music	N	Using social media
F	Listening to radio talks or podcasts	O	Using new words in sentences
G	Watching films or videos	P	Verbal repetition
H	Reading books, magazines or news in English	Q	Written repetition
I	Making translations	R	Using flashcards or pictures

Other(s): _____

16. Do you prefer studying English using a single textbook or different instructional materials?

A. I prefer studying English using a single text book.

B. I prefer studying English using different instructional materials.

Section 3: Learners' Views about Older Adult EFL Instruction

17. How appropriateused in English classes are for **your aims, needs and characteristics**? Put a cross (X) in the appropriate box.

		Very appropriate	Aproprate	I don't know	Not very appropriate	Inappropriate
A	the textbooks and other course materials					
B	the learning activities					
C	the topics / themes					

18. How appropriate are **the course materials (textbook, audio recordings, videos, worksheets, etc.)** used in English classes for your following English learning aims? Put a cross (X) in the appropriate box.

		Very appropriate	Aproprate	I don't know	Not very appropriate	Inappropriate
A	Socializing with other people in the country and making friends					
B	Communicating in basic English during travelling abroad					
C	Being able to read English books and news or watch films and videos					
D	Keeping a healthy lifestyle					
E	Accomplishing a high level of English					
F	Being able to communicate with my foreign friends/relatives					
G	Other (s) (if you identified any in question 10)					

19. **How appropriate** are the following topics for **your aims, needs and characteristics** in English learning? Put a cross (X) in the appropriate box.

		Very appropriate	Appropriate	I don't know	Not very appropriate	Inappropriate
A	Communicating at the airport					
B	Daily communication					
C	Health issues					
D	Shopping					
E	School life					
F	Cooking					
G	Business life					
H	Celebrities					
I	Fashion and design					
J	Art and literature					
K	Science					
L	Current news					
M	Sports					
N	Television and cinema					
O	Food					
P	Hobbies/Interests					
Q	Different cultures					
R	If any, please indicate other topics you find appropriate to study in English lessons.					

20. In your opinion, **how often** should English classes be carried out **a week**? Circle the correct option.

- A. 1-2 days a week B. 3-4 days a week C. On weekdays (5 days a week)
- D. Every day E. I don't know

21. In your opinion, what is **the ideal duration of an English lesson** designed for older adults?

- A. 40 minutes B. 45 minutes C. 50 minutes
- D. 60 minutes E. 90 minutes F. I don't know

22. What are your suggestions in order to have more efficient English language classes in the future? You may think of teaching content, strategies and activities, course materials, teacher/student roles, etc.

***Would you be interested in discussing more on the topics in this questionnaire? If so, please leave your name and phone number or e-mail below.**

APPENDIX 2. Teacher Questionnaire

Section 1: Background Information

1. Gender: Female ____ Male ____
2. Age: ____
3. Nationality: ____
4. Level of education: Bachelor's: ____ Master's ____ PhD: ____
5. How long have you been teaching English? ____
0-5 years ____ 6-10 years ____ 11-15 years ____ 16 years and over ____
6. How long have you been teaching English to older adults (60 years and over)
0-5 years ____ 6-10 years ____ 11-15 years ____ 16 years and over ____
7. a. Do you have a certificate or diploma in the field of English Language Teaching (ELT)?
b. If yes, where did you receive it? ____
8. a. Did you receive any specific training in the pedagogy of teaching English to older adults at the university level?
b. If yes, where did you receive it? ____
9. a. Did you receive any specific training in teaching English to older adults after graduating from university?
b. If yes, where did you receive it and how long did it take?

Section 2: Views on Older Adults as EFL learners

10. What could be older adults' primary objectives in learning English? Put a cross (X) in the appropriate box.

		Strongly agree	Agree	Not sure	Disagree	Strongly disagree
A	Socializing with other people in the country and making friends					
B	Communicating in basic English during travelling abroad					
C	Being able to read English books and news or watch films and videos					
D	Keeping an healthy lifestyle					
E	Accomplishing a high level of English					
F	Being able to communicate with their foreign friends/relatives					
G	Other(s) (if any):					

11. Considering older adults' characteristics, how do you **evaluate the level of difficulty** in learning the following **language skills and components**? Rate the items with a number from 1 to 5. Number 5 indicates the highest level of difficulty.

Speaking__ Writing__ Reading__ Listening__ Grammar__ Vocabulary__ Pronunciation__

12. Considering older adults' English learning objectives, how do you **evaluate the level of importance** in learning the following **language skills and components**? Rate the items with a number from 1 to 5. Number 5 indicates the highest level of importance.

Speaking__ Writing__ Reading__ Listening__ Grammar__ Vocabulary__ Pronunciation__

13. Considering older adults' characteristics, to what extent would studying English with the following activity types be easy/difficult for them? Put a cross (X) in the correct option.

		Very easy	Easy	Neither easy nor difficult	Difficult	Very difficult
A	Fill in the blanks					
B	Complete the sentences					
C	Ordering words to make a sentence					
D	Ordering sentences to make a paragraph					
E	Spot the different word/sentence/picture					
F	Role play					

G	Asking and answering written questions					
H	Asking and answering oral questions					
I	Choosing the correct option.					
J	Match the words/sentences with the pictures					
K	Match the words with the definitions					
L	Write True or False					
M	Listen and choose the correct option					
N	Listen and write					
O	Giving short answers to oral questions					
P	Exchanging information					
Q	Creating dialogues					
R	Translation					
S	Making repetitions					
T	Practising pronunciation					
U	Playing memory games					
V	Playing language games					
W	Oral presentation					
X	Working in pairs or groups					
Y	Writing short notes					
Z	Writing paragraphs					
AA	Drawing pictures					
BB	Using online language sources (e.g. English websites,)					
CC	Using mobile language applications (e.g. Duolingo)					
DD	Using social media (e.g. Instagram, Facebook)					
EE	If any, please indicate other activity types you find difficult to study while learning English.					

14. Considering older adults' characteristics, to what extent would the following activity types be enjoyable/boring while learning English? Put a cross (X) in the appropriate box.

		Very enjoyable	Enjoyable	Not sure	Boring	Very boring
A	Fill in the blanks					
B	Complete the sentences					
C	Ordering words to make a sentence					
D	Ordering sentences to make a paragraph					
E	Spot the different word/sentence/picture					
F	Role play					

G	Ask and answer written questions					
H	Ask and answer oral questions					
I	Choose the correct option.					
J	Match the words/sentences with the pictures					
K	Match the words with the definitions					
L	Write True or False					
M	Listen and choose the correct option					
N	Listen and write					
O	Give short answers to oral questions					
P	Exchanging information					
Q	Creating dialogues					
R	Translation					
S	Making repetitions					
T	Practising pronunciation					
U	Playing memory games					
V	Playing language games					
W	Oral presentation					
X	Working in pairs or groups					
Y	Writing short notes					
Z	Writing paragraphs					
AA	Drawing pictures					
BB	Using online language sources (e.g. English websites,)					
CC	Using mobile language applications (e.g. Duolingo)					
DD	Using social media (e.g. Instagram, Facebook)					
EE	If any, please indicate other activity types you find enjoyable to study while learning English.					

15. Do you think older adults will have more difficulty in learning certain grammatical, phonological or lexical elements in target foreign language than younger adults? What are they? Why?

Section 3: Views on Older Adult EFL Instruction

16. How appropriate are the available English coursebooks or other teaching resources utilised in English classes for the needs and characteristics of older adults?

a. Very appropriate b. Appropriate c. No idea d. Not very appropriate e. Inappropriate

17. How appropriate are the textbooks and other teaching resources utilised in English classes for the objectives of older adults learning English?

		Very appropriate	Appropriate	No idea	Not very appropriate	Inappropriate
A	Socializing with other people					
B	Communicating in simple English for travel					
C	Reading English literature					
D	Keeping an active lifestyle					
E	Accomplishing a high level of English					
F	Being able to communicate with their foreign friends/relatives					
G	Others (if you wrote any in previous section)					

18. How appropriate are the following topics for older adults to study in English classes?

		Very appropriate	Appropriate	I don't know	Not very appropriate	Inappropriate
A	Communicating at the airport					
B	Daily communication					
C	Health issues					
D	Shopping					
E	School life					
F	Cooking					
G	Business life					
H	Celebrities					
I	Fashion and design					
J	Art and literature					
K	Science					
L	Current news					
M	Sports					
N	Television and cinema					
O	Food					
P	Hobbies/Interests					
Q	Different cultures					
R	If any, please indicate other topics you find appropriate to study in English lessons.					

19. Which of the following syllabus types do you think would be the appropriate for teaching English to older adults? Multiple options can be selected.

- a. Grammar and structural syllabus
- b. Situational and thematic syllabus
- c. The notional/functional syllabus
- d. Task-based syllabus
- e. The content based syllabus
- d. Skill-based syllabus
- e. No idea

Others: _____

*What is the rationale behind your suggestions?

20. How often should English classes be carried out a week? Circle the correct option.

- A. 1-2 days a week B. 3-4 days a week C. On weekdays (5 days a week)
D. Every day E. I don't know

21. What is the ideal duration of an English lesson designed for older adults?

- A. 40 minutes B. 45 minutes C. 50 minutes
D. 60 minutes E. 90 minutes F. I don't know

22. Is it necessary for teachers to employ an entirely different syllabus while teaching English to older adult learners? Why?

23. What instructional materials do you use to teach English to older adults? What is your methodology for selecting appropriate teaching materials?

24. What should be the theoretical basis of a foreign language methodology specifically designed for older adults

***Would you be interested in talking with me more about the things on this questionnaire?
If so, please leave your name and phone number below.**

APPENDIX 3. Classroom Observation Form

Lesson number:	Class:
Date:	Number of sts:
Topic(s)/theme(s):	
Vocabulary:	Grammar:
Listening:	Speaking:
Reading:	Writing:
Pronunciation:	Function:
Materials, activities, learning&teaching strategies, etc:	
Student reactions (challenges, attitudes, behaviors, etc.) to the content and activities:	
Additional notes:	

APPENDIX 4. Pre-implementation Questionnaire

Section 1: Background Information

1. Gender: Female _____ Male _____
2. How old are you? _____
3. Are you single or married?
4. Are you employed or retired? If employed, where?
5. What's your native language?
6. What other languages can you speak? How good are you at these languages?
7. What's the highest academic degree you have attained?
Primary School _____ Middle school _____ Highschool _____ Vocational school _____
Bachelor's degree _____ Master's degree _____ Doctorate _____
8. What institution or department did you most recently graduate from? When did you graduate?
9. Have you completed any training in any field since your most recent graduation from school?
10. Are you currently enrolled in an educational institution now? If yes, please specify the type of the training you receive, duration and the institution providing it.
11. Do you have any problems with your health? If yes, what are they?
12. Do you take any regular medications or use assistive healthcare equipment?
13. Do you have any auditory, visual or physical disabilities that might prevent you from learning or attending classes regularly?
14. Is your home suitable for studying? Are you able to give yourself enough time to learn something?
15. Can you effectively use internet and social media through mobile phones or computers?

Section 2: English Language Abilities

16. Do you speak English? Yes_____ No_____A little _____

17. If yes, what's your level of English?

A1 _____ A2 _____ B1_____ B2_____ C1_____ I don't know: _____

18. If yes, how and when did you learn English?

19. Are you exposed to English regularly? How?

20. Which of the followings can you do in English? Please circle any appropriate items.

- a) I can greet others using phrases such as "Hello, good morning, how are you?" and understand those who greet me.
- b) I can ask and answer questions about personal information such as my name, age, profession, place of origin, phone number, email, and home address to new people I meet.
- c) I can understand teacher's classroom instructions, such as "open the book, do exercise five, look at the board, don't be late," etc.
- d) I can spell a word using the English alphabet.
- e) I can introduce my family members in English, ask and answer questions about them.
- f) I can understand, give or request simple recipes in English.
- g) I can ask for and understand directions in English or describe an address.
- h) In emergency situations, I can speak in English over the phone to request help and understand what is said.
- i) I can communicate in English over the phone for flight or hotel reservations and banking transactions.
- j) I can explain my ailments to healthcare professionals in a hospital and ask and answer questions in simple English.
- k) I can read basic-level English books, newspapers, and magazines
- l) I can read and understand English posters or signs that I encounter in daily life.
- m) I can generally understand conversations in English news and TV programs.
- n) I can write a simple paragraph introducing myself in English.
- o) I can send a simple email in English to a person or an institution.
- p) I can introduce my home and personal belongings in English.
- q) I can describe my daily routines in English
- r) I can express activities I like and dislike in English and inquire about what others like and dislike.

- s) I can ask and answer questions about the time in English.
- t) I can understand an English-speaking tour guide and ask him/her questions in English.
- u) I can inquire about the price of a product in English at local markets and stores abroad and shop smoothly.
- v) I can comfortably sit in a café or restaurant and place an order in a foreign country.
- w) I can purchase airplane, bus, or train tickets in a foreign country or through an English-language website.
- x) I can make hotel reservations through the English-language website.
- y) I can speak English with the hotel staff to check in or out of the hotel and ask questions for my basic needs.
- z) I can speak English with the staff at the airport regarding my tickets, flights, and luggage.
- aa) I can understand simple English sentences spoken by the flight attendant or pilot and ask them English questions on board regarding my basic needs.
- bb) I can communicate in simple English with my grandchildren or foreign friends and neighbors.

Section 3: Aims and Expectations in learning English

- 21. Why do you want to learn English?
- 22. Do you think that you can learn English? Why?
- 23. What do you think will be the most challenging things in learning English?
- 24. What are your expectations in this English course? (e.g. What themes or topics would you like to learn? How would you like to be taught?, etc.)

You will receive a total of 56 hours of A1.1 level English instruction over the course of 14 weeks this semester. Regular attendance at classes is required, and you must provide written or spoken comments periodically when requested by the researcher. Would you like to participate in this program voluntarily under these conditions?

Yes _____ No _____

Thank you for your contribution.

APPENDIX 5a. Self-reflection Form 1: Lead-in

Section 1: Content

1. What did you learn in this unit?
2. What vocabulary or grammar topics were easy and understandable? Which ones were difficult to learn? Why?
3. What topics, vocabulary, or grammatical subjects were appropriate for you? Which ones were unnecessary? Why?
4. What else could you learn in this unit?

Section 2: Methodology

5. Were the in-class activities used in this unit appropriate for you? Why?
 - a. Which ones did you enjoy the most?
 - b. Which were easier or more difficult?
 - c. Which ones were useful or unnecessary?
 - d. Was the time given for the activities enough for you?
 - e. Why?
6. Were the homework and instructions given for you to do out of class appropriate for you? Why?
 - a. Were you able to do the homework regularly? Why?
 - b. Were the amount of homework and time given appropriate?
 - c. Which of the activities did you like the most? Which did you have difficulty with? Why?
7. What comments can you make about the teacher's way to explain the subjects and the materials used in the class (visuals, characters, font, volume, technological devices, etc.)? Were they appropriate for you?
8. What suggestions would you like to make about the course so that you can learn the unit topics better?

Section 3: Language Abilities

Please put a cross (X) for the appropriate item.

1	I know the meanings of classroom objects (table, chair, etc.)	
2	I can ask my teacher 'What's ... in English?' or 'What does it mean?'	
3	I can ask my teacher 'Can you repeat that?'	
4	I can tell my teacher 'I don't know.'	
5	I can say 'I don't understand.'	
6	I can say 'Sorry, I am late.'	
7	I can thank someone in English.	
8	I can say 'Okay.'	
9	I can apologize to someone in English.	
10	I can say 'Please.'	
11	I know what to do when my teacher says 'Open page 5.'	
12	I know what to do when my teacher says 'Close your books.'	
13	I know what to do when my teacher says 'Stand up / Sit down.'	
14	I know what to do when my teacher says 'Look at the board / me.'	
15	I know what to do when my teacher says 'Work in pairs / alone.'	
16	I know what to do when the teacher says 'Listen to me / audio.'	
17	I know what to do when my teacher says 'Do exercise five.'	
18	I know what to do when my teacher says 'Ask / Answer questions.'	
19	I know what to do when my teacher says 'Read the text.'	
20	I know what to do when my teacher says 'Write the words in your notebooks.'	
21	I know what to do when my teacher says 'Repeat after me.'	
22	I know what to do when my teacher says 'Check your answers.'	

APPENDIX 5b. Self-reflection Form 2: Unit 1

Section 1: Content

1. What did you learn in this unit?
2. What vocabulary or grammar topics were easy and understandable? Which ones were difficult to learn? Why?
3. What topics, vocabulary, or grammatical subjects were appropriate for you? Which ones were unnecessary? Why?
4. What else could you learn in this unit?

Section 2: Methodology

5. Were the in-class activities used in this unit appropriate for you? Why?
 - a. Which ones did you enjoy the most?
 - b. Which were easier or more difficult?
 - c. Which ones were useful or unnecessary?
 - d. Was the time given for the activities enough for you?
 - e. Why?
6. Were the homework and instructions given for you to do out of class appropriate for you? Why?
 - a. Were you able to do the homework regularly? Why?
 - b. Were the amount of homework and time given appropriate?
 - c. Which of the activities did you like the most? Which did you have difficulty with? Why?
7. What comments can you make about the teacher's way to explain the subjects and the materials used in the class (visuals, characters, font, volume, technological devices, etc.)? Were they appropriate for you?
8. What suggestions would you like to make about the course so that you can learn the unit topics better?

Section 3: Language Abilities

Please put a cross (X) for the appropriate item.

1	I can greet someone in English.	
2	I can ask someone's name in English.	
3	When asked, I can say my name in English.	
4	I can say "nice to meet you" in English to someone I just met.	
5	I can ask and answer the question "how are you?" in English.	
6	I know how to say "good morning, good afternoon, good evening and good night."	
7	I know how to say "goodbye" to someone in English.	
8	I know how to pronounce the letters of the English alphabet.	
9	I know how to spell a word using alphabet letters.	
10	I can count from 0 to 12 in English.	
11	I can ask for someone's phone number in English.	
12	I can give someone my phone number in English.	
13	I can use the subject pronouns I and You and the possessive adjectives my and your.	
14	I can use the correct form of the verb be with the subject pronouns I and you.	
15	I can make positive, negative and question sentences using the verb be.	
16	I know how to make contractions when using the verb be.	

APPENDIX 5c. Self-reflection Form 3: Unit 2

Section 1: Content

1. What did you learn in this unit?
2. What vocabulary or grammar topics were easy and understandable? Which ones were difficult to learn? Why?
3. What topics, vocabulary, or grammatical subjects were appropriate for you? Which ones were unnecessary? Why?
4. What else could you learn in this unit?

Section 2: Methodology

5. Were the in-class activities used in this unit appropriate for you? Why?
 - a. Which ones did you enjoy the most?
 - b. Which were easier or more difficult?
 - c. Which ones were useful or unnecessary?
 - d. Was the time given for the activities enough for you?
 - e. Why?
6. Were the homework and instructions given for you to do out of class appropriate for you? Why?
 - a. Were you able to do the homework regularly? Why?
 - b. Were the amount of homework and time given appropriate?
 - c. Which of the activities did you like the most? Which did you have difficulty with? Why?
7. What comments can you make about the teacher's way to explain the subjects and the materials used in the class (visuals, characters, font, volume, technological devices, etc.)? Were they appropriate for you?
8. What suggestions would you like to make about the course so that you can learn the unit topics better?

Section 3: Language Abilities

Please put a cross (X) for the appropriate item.

1	I know the English words for family members that we learned in this unit.	
2	I can introduce my family members in English.	
3	I know whom the subject pronouns 'he, she, it' are used for in English.	
4	I know how to use the possessive adjectives 'his, her, its'.	
5	I know what the apostrophe 's' is in English and how it is used.	
6	I can count numbers from 12 to 100 in English.	
7	I can ask someone's age and answer when someone asks my age or my family members' age.	
8	I can understand and use the English terms of the jobs we learned in this unit.	
9	I can ask and answer questions about my own job and other people's job.	
10	I can make and understand sentences such as 'this is my mother.'	
11	I can make and understand sentences such as 'this is not my mother.'	
12	I can make and understand sentences such as 'is this your mother?'	
13	I can make and understand sentences such as 'Are you sixty years old.'	
14	I can make and understand sentences such as 'my daughter is not thirty years old'	
15	I can make and understand sentences such as 'Ali's daughter is a teacher.'	
16	I know what the words 'a' and 'an' are in English and how they are used.	

APPENDIX 5d. Self-reflection Form 4: Unit 3

Section 1: Content

1. What did you learn in this unit?
2. What vocabulary or grammar topics were easy and understandable? Which ones were difficult to learn? Why?
3. What topics, vocabulary, or grammatical subjects were appropriate for you? Which ones were unnecessary? Why?
4. What else could you learn in this unit?

Section 2: Methodology

5. Were the in-class activities used in this unit appropriate for you? Why?
 - a. Which ones did you enjoy the most?
 - b. Which were easier or more difficult?
 - c. Which ones were useful or unnecessary?
 - d. Was the time given for the activities enough for you?
 - e. Why?
6. Were the homework and instructions given for you to do out of class appropriate for you? Why?
 - a. Were you able to do the homework regularly? Why?
 - b. Were the amount of homework and time given appropriate?
 - c. Which of the activities did you like the most? Which did you have difficulty with? Why?
7. What comments can you make about the teacher's way to explain the subjects and the materials used in the class (visuals, characters, font, volume, technological devices, etc.)? Were they appropriate for you?
8. What suggestions would you like to make about the course so that you can learn the unit topics better?

Section 3: Language Abilities

Please put a cross (X) for the appropriate item.

1	I can understand and use the country and nationality words we learned in this unit.	
2	I can recognize and use plural pronouns (we, you, they) and plural possessive adjectives (our, your, their) in sentences.	
3	I can make positive, negative and interrogative sentences in English with plural pronouns you, we, they and possessive adjectives our, your, their.	
4	I can recognize and use the English color words such as white, red, black, yellow, blue and green.	
5	I can ask and answer questions about where I am from or where someone is from in English.	
6	I can ask and answer questions about my nationality and someone's nationality in English.	
7	I can ask and answer about the color of an object in English.	
8	I can recognize and use the English words of my personal belongings such as a mobile phone, a bag, a wallet, a cane, a hearing aid, glasses or an ID card.	
9	I know what the verb 'have' means and I can use it in a sentence.	
10	I can write a word in its plural form.	

APPENDIX 6. Teacher Reflection Journal

Lesson number:

Date:

Topic:

1. Content, materials and activities:
2. Students' reaction to the content:
3. Suitability of the program (content – difficulty – timing):
4. Positive observations / strengths:
5. Areas that need improvement:
6. Suggestions (What could I do differently?)

APPENDIX 7. Post-implementation Interview Questions

1. Why did you want to learn English? What knowledge or skills did you want to acquire throughout this program?
2. Did the abilities gained in this program match with your objectives and plans? Why?
3. Have you set new objectives for yourself?
4. How do you feel about learning English? Have these feelings changed since the first day of the course?
5. What made you happiest during the lessons? Was there anything that tired, bored or confused you?
6. Did your level of motivation to learn English change during the course? Why?
7. Were the lessons performed in line with your expectations regarding content and methodology? What was different?
8. Did this program focus on the language skills and components (listening, reading, writing, speaking, grammar, vocabulary and pronunciation) you care about the most?
9. What do you think about the target vocabulary, grammar, and unit topics (difficulty level, quantity, variety, efficiency, etc.)? Did they fulfill your needs? Which ones did you like more? Why?
10. What do you think about the learning activities (group work, interactive activities, wordwall activities, etc.) (difficulty level, quantity, variety, efficiency, etc.). Did they suit your needs? Which activities helped you learn the most?
11. Was the amount of time assigned for the activities suitable? What is your opinion regarding the program's pace?
12. What do you think of the course materials (content, visuals, audio and video quality, font size, etc.)? Were they appropriate for your needs?
13. Were the content, type and amount of homework assigned appropriate for you? Did you do your homework regularly?
14. What do you think about the classroom environment, the students, and the teacher's approach? Were you able to confidently ask for and receive help on topics you did not understand?
15. What did you find most difficult when learning English (language skills, learning activities, grammar and vocabulary, teacher approach, etc.)? Did you think you would have difficulty with these?

16. Have your health problems limited your ability to learn English? Or is there any change in your health problems after you started learning English?
17. Did you have difficulty attending classes regularly and doing homework? Why?
18. Do you think your age is a determining factor in your learning English? Why?
19. Is there a change in your thoughts about your ability to learn English during the program?
Do you think you can learn English at a more advanced level?
20. Has your proficiency in English improved compared with your starting level? Which language skill have you improved the most? Which ones you found difficult?
21. Are you satisfied with the level of English proficiency you have achieved in this timeframe?
22. Have you noticed any personal development or change in yourself during this process (for ex; self-confidence, communication skills, autonomous working skills, developing learning strategies, etc.)? What are they?
23. What would you like to learn in the next units?
24. What could the teacher do differently next time?
25. What else could be done to help you learn more easily?

APPENDIX 8. English for the Third Agers (ETA) A1.1 Level English Syllabus

		VOCABULARY-/FUNCTIONAL/SOCIAL LANGUAGE			SKILLS/ACTIVITIES	
LEAD IN	A. Teachers' Classroom Instructions		Repeat after me! , Open page 5!, Read the text /the conversation!, Listen to me/the audio! Work in pairs!, Write the words in your notebooks., Look at the board/me!, Close your books! Ask a question!, Answer the questions!, Go to page five!, Check the answers!, Do exercise 4!, Stand up! / Sit down!		Listening & Speaking: Echo Practice (Repeat and Act Out Teacher's Commands)	
	B. Students' Classroom Language		Excuse me!, What's in English?, What does mean?, Can you repeat that, please? I don't know/understand., I'm sorry. I'm late., That's OK!, Thank you!, Please!		Reading & Listening: Action Matching (Read/Listen and Perform Short Instructions)	
	C. Things in the Classroom		a board, a door, a window, a chair, a table, a laptop, a pen, a piece of paper		Listening and Speaking: Point and say (Listen and point to the objects)	
	OBJECTIVES Students will be able to 1. recognize and use simple classroom action verbs (listen, read, ask, repeat, open, close, etc.) and follow teacher's instructions. 2. understand and use basic classroom expressions to request clarification (What does ... mean?), repetition (Can you repeat, please?), and to express lack of understanding (I don't know / I don't understand). 3. use polite expressions for interaction in class (Excuse me, Thank you, Please, I'm sorry, I'm late). 4. identify and name common classroom objects (board, door, window, chair, table, pen, paper, laptop) and ask/answer questions about them. 5. participate in simple listening, speaking, and reading activities (e.g., echoing teacher's instructions, role-playing student questions, matching actions with commands, pointing to classroom objects).					
		FUNCTIONAL/SOCIAL LANGUAGE	VOCABULARY	GRAMMAR	SKILLS/ACTIVITIES	
PEOPLE	UNIT 1: ME	1A	<u>Hello, I'm..</u> *Hello, Hi *Good bye / bye/ See you/ see you soon /tomorrow *What's your name? -My name is / I'm *How are you? -I am fine, thank you. And you? I'm great/OK!, Not bad! Nice to meet you., You too.	<u>Greeting:</u> what, how fine, great, OK, bad,	<u>Subject pronouns:</u> I, you <u>Possessive adjectives:</u> my, your	Listening and Speaking: Meet and Greet (Listen to the dialogues and make practice, then walk around the class and find 3 new friends)
		1B	<u>What's your phone number?</u> -It is 0345..... *good morning, good afternoon, good evening, good night *Are you single or married? -I am single/married/divorced. I'm not married. That's right!, Oh, I see. Thank you! Please!	<u>Numbers:</u> 0-12 home number, mobile number single, married divorced	<u>Verb "to be":</u> Am - Are (positives, negatives, questions, short answers and contractions)	Reading & Speaking: Phone Book Dialogues (Read short dialogues including greetings, numbers, and personal information. Answer comprehension questions. Practice the conversations.
		1C	<u>How do you spell it?</u> -Can you spell ...? -It is Good job!, That's correct! Try again.	<u>Alphabet:</u> A-Z	<u>Question:</u> How do you spell that/it?	Listening, Speaking & Writing: Alphabet Bingo (Listen to the letters, spell them orally, and mark/write them on your bingo card.)

PEOPLE	UNIT 2: MY FAMILY	REVISION	Self-introductions	Review all	Revision Task (Writing & Speaking): “Apply to the Refreshment University” (Complete a simple application form with your personal information, then role-play a short interview: ask and answer questions to clarify the written details.)	
		OBJECTIVES Students will be able to - recognize and respond to basic greetings and farewells (Hi, Hello, Good morning, See you, Nice to meet you). - ask for and give personal information (name, phone number, marital status) using simple questions (What’s your name? / Are you married?) and answers (My name is Ali. / I am single.). - use subject pronouns (I, you), possessive adjectives (my, your), and the verb to be (positive, negative, questions, short answers) in simple sentences. - understand and use numbers 0–12 to ask and answer phone numbers. - spell words using the alphabet and ask/answer spelling questions (How do you spell it?). - engage in short conversations combining greetings, introductions, and personal information in both written and spoken tasks (e.g., simple application form + role-play interview).				
		FUNCTIONAL/SOCIAL LANGUAGE	VOCABULARY	GRAMMAR	SKILLS/ACTIVITIES	
		2A	<u>Who i s this?</u> -He is my son. His name is Ali. -This is my cat. Its name is Pamuk. -It is Ali’s cat. <i>How cute!, Lovely!</i> <i>That’s my son.</i>	<u>Family members:</u> Grandmother, grandfather mother-father daughter-son granddaughter-grandson husband-wife sister-brother <u>Pets:</u> cat-dog	<u>Subject pronouns:</u> he, she, it <u>Possessive adjectives</u> his, her, its <u>Possessive</u> ‘s	Listening, Speaking & Writing: Family & Pets Listening Quiz: Who Belongs to Whom? (Listen to short family descriptions, match family members and pets with the correct person, then ask and answer in pairs and write a short note about them.)
		2B	<u>How old is she?</u> She is 34 years old. <u>*Is this/he</u> six years old? -Yes, he is. -No, he isn’t. He’s five. <i>Really? , That’s nice.</i> <i>Oh, she’s young!</i>	<u>Numbers:</u> 13-100	<u>Verb “to be”:</u> Is (positives, negatives, questions, short answers and contractions)	Reading & Speaking: Class Profiles: Read and Ask (Read short class profiles with ages, then practise asking and answering questions about how old people are by using numbers 13–100.)
2C	<u>What is his job?</u> -He is a teacher. (He’s a teacher.) <i>That’s interesting. Very good.</i> <i>Me too!</i>	<u>Jobs:</u> retired, housewife, teacher, student, doctor, nurse, chemist, driver, lawyer, engineer,	<u>Articles:</u> a/an	Reading & Speaking: Read Anna’s Postcard (Read Anna’s postcard from Poland introducing her family members and answer related questions.)		
		REVISION	Introducing family members	Review all	Revision Task (Writing & Speaking): Reply to Anna’s Postcard (Write a simple postcard to Anna in Poland to answer her and introduce your family members, then share it orally with classmates in pairs or groups.)	

		OBJECTIVES				
		Students will be able to 1. recognize and introduce family members and pets using simple sentences (<i>This is my son. His name is Ali. It's our cat.</i>). 2. use subject pronouns (<i>he, she, it</i>), possessive adjectives (<i>his, her, its</i>), and possessive 's (<i>Ali's cat</i>) correctly in context. 3. ask for and give age information using <i>How old is he/she?</i> and numbers 13–100 (<i>She is 34 years old. He isn't six, he's five.</i>). 4. make positive, negative, and question sentences with the verb <i>to be</i> in the third person and give short answers (<i>Is she a student? – Yes, she is. / No, she isn't.</i>). 5. identify and name common jobs (<i>teacher, nurse, driver, lawyer, engineer, retired, housewife, etc.</i>) and describe people's occupations using <i>a/an</i> (<i>He is a doctor. She is an engineer.</i>). 6. read and understand short personal texts (e.g., postcards, class profiles) about families and respond with their own information. 7. write and share a short description or postcard about their family members, including names, ages, and jobs. 8. engage in role-plays and pair/group work to introduce family members and respond to others using social expressions (<i>How cute! / That's nice! / Really?</i>).				
		FUNCTIONAL/SOCIAL LANGUAGE	VOCABULARY	GRAMMAR	SKILLS/ACTIVITIES	
PEOPLE	UNIT 3: OTHERS	3A	Where are you from? -We are from Turkiye. *Where is Istanbul? It's in Turkiye. *What color is it? It's blue. <i>Oh, really?, That's beautiful. Nice!</i>	Countries: Germany, France, Syria, America-England, Türkiye Colors: green, yellow, black, white, blue, red	Subject pronouns: You/we/they Possessive adjectives: your, their, our	Reading & Speaking: Facebook Posts about Countries and Colors (Read short Facebook posts where people from different countries introduce their nationality and flag colors, then ask and answer question.)
		3B	They aren't Turkish. They are English. *What's their nationality? -They're Turkish. *Are they English? -Yes, they are. / No, they aren't. <i>Welcome!, That's great. Enjoy!</i>	Nationalities: Turkish, French, German, Syrian, English, American, Kurdish, Arabic	Verb to be: are (positives, negatives, questions, short answers, contractions)	Reading & Listening: "At the Restaurant-Meeting New People" (Read and listen to three short conversations between two couples at a restaurant asking to share a table and introducing themselves; then answer comprehension questions, role-play the dialogues.)
		3C	What's in your bag? -I/You/we/they have -He/She/it has... <i>That's useful., Oh, I have it too.</i>	Personal things: bag, key, ID card, purse, wallet, eyeglasses, pill, pillbox, cane, hearing aid	Plurals: "-s, -es, -ies" Possessions: I have	Listening, Speaking & Writing: What's in Your Bag? (Listen to short dialogues where people talk about the personal things in their bags and circle/match/write,etc, then practice "What's in your bag/pocket? -I have" with your partner and write a short list of the items.)
		REVISION	Talking about Other People	Review all		Revision Task (Speaking, Listening & Writing): Facebook Post & Memory Game (Create a simple Facebook-style post to introduce another person with nationality, country, and personal belongings, then read your classmates' posts. Then, play a memory game: describe a person orally ("He is from Syria. He has a cane.") and classmates guess who it is.)

		REVISION	Renting a holiday home	Review all	Revision Task (Reading, Writing&Speaking): “Renting a Holiday Home” (Read a Sahibinden.com-style holiday home ad and a short model dialogue between a renter and an owner. Then write short notes about the house. Finally, in pairs, role-play: one student is the renter, the other is the owner – ask and answer questions before renting the house.)	
		OBJECTIVES Students will be able to - recognize and name common parts of a house (kitchen, living room, bedroom, bathroom, garden, balcony, etc.), basic furniture (sofa, table, bed, wardrobe, etc.), and simple household electronics (TV, fridge, lamp, oven, etc.). - use There is / There are accurately in positive and negative forms to describe houses and rooms. - ask and answer Yes/No questions and How many...? questions about objects and rooms in a home. - apply prepositions of place (in, on, under, between, next to, near) to describe the location of objects in simple sentences. - understand short written and spoken texts about homes (descriptions, ads, short dialogues) and extract key details. - participate in pair and group interactions by asking and answering questions about their own or a partner’s home. - produce short spoken or written descriptions of their own home and compare them with others (e.g., “My house has a balcony, but my friend’s house doesn’t.”). - engage in a role-play task about renting a holiday home, integrating vocabulary, grammar, and social/functional expressions from the unit.				
			FUNCTIONAL/SOCIAL LANGUAGE	VOCABULARY	GRAMMAR	SKILLS/ACTIVITIES
HOME	UNIT 5: HOME ROUTINES	5A	<u>Daily Actions at Home</u> I watch TV in the evening. I go to bed at night. I read newspaper in the morning. I don’t drink tea in the evening. <i>That’s interesting!</i> <i>I don’t like that., Me too!</i>	<u>Routines:</u> get up wash face have breakfast read newspaper watch TV pray drink tea take medicine go to bed	<u>Simple Present Tense:</u> Positive and Negative: I and You	Reading, Writing & Speaking: “Fatma’s Day at Home” (Read a short text about Fatma’s daily routine at home. Underline the verbs in the sentences. Then write 3 sentences about your own daily actions using “I” and “I don’t...”. Finally, share your sentences with your partner and react with short expressions like <i>Me too!</i> / <i>That’s interesting.</i>)
		5B	<u>Chores at Home</u> I sweep the floor. I don’t iron clothes. Do you water the plants? Yes, I do. / No, I don’t. Do you do the shopping? Yes, I do. <i>That’s hard work! Good for you!,</i>	<u>Housework & Chores:</u> make the bed, do the laundry, do the shopping, wash the dishes, sweep the floor, water the plants, iron clothes, feed the cat	<u>Simple Present Tense:</u> Questions and short answers: I and You	Listening & Writing: “Who does the Chores?” (Listen to short dialogues where people talk about housework. Tick the correct chore in a chart. Then write 3 sentences about your own housework: I wash the dishes. I make the bed. I don’t iron clothes. Finally, ask and answer with your partner: Do you sweep the floor? – Yes, I do.)
		5C	<u>My Week</u> When do you wash the dishes? – On Monday. When do you go for a walk? – On Sunday. I don’t go for a walk <u>on</u> Tuesday. <i>That’s fun!, How nice!</i> <i>Lucky you!</i>	<u>Days of the Week:</u> Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday <u>Time expressions:</u> On Monday On weekdays At the weekend	<u>Question Word:</u> When?	Reading, Writing & Speaking: “My Weekly Timetable” (Read Rifat’s weekly timetable on his mobile phone and answer <i>When...?</i> questions. Then write your own weekly timetable with days of the week, ask and answer questions with your partner, and finally save your routines in your own phone notes if possible.)

		REVISION	Planning a Day to Meet	Review all	Revision Task (Speaking & Writing): “Let’s Plan a Day Out” (Pairs create and act out a dialogue to decide which day to meet. Student A suggests a day: <i>Let’s meet on Monday.</i> Student B refuses because of a home chore: <i>I can’t. I wash the dishes on Monday.</i> Then Student B suggests another day, and both agree. Students first write their dialogues, then perform them in class using days of the week, chores vocabulary, and social expressions like <i>I can’t, How about...?, That’s good, Perfect!</i>)	
			OBJECTIVES Students will be able to 1. recognize and use basic vocabulary for daily actions at home, common household chores, and days of the week. 2. express daily routines and chores using the Simple Present tense in positive and negative sentences (e.g., <i>I watch TV in the evening. / I don’t iron clothes.</i>). 3. ask and answer Yes/No questions and Wh-questions with When about routines (e.g., <i>Do you water the plants?</i> – Yes, <i>I do. / When do you go shopping?</i> – <i>On Saturday.</i>). 4. respond to others’ routines and habits using simple social expressions (<i>Me too! That’s interesting! Good for you!</i>). 5. create and interpret short written and spoken texts (routines texts, chore dialogues, weekly timetables). 6. interact in pair and group tasks by sharing personal routines, comparing chores, and making simple plans. 7. integrate new vocabulary, grammar, and expressions in a revision role-play task where they plan a day to meet, considering their weekly chores and routines.			
		FUNCTIONAL /SOCIAL LANGUAGE		VOCABULARY	GRAMMAR	SKILLS/ACTIVITIES
HOME	UNIT 6: HELP!	6A	<u>He Hurts His Leg.</u> His back hurts. He doesn’t call the doctor. Does she call 112? – Yes, she does. / No, she doesn’t. She needs help. <i>Help him! , Call the doctor!</i> <i>That’s terrible!</i> <i>Poor man!,</i>	<u>Body parts:</u> Head, hand, finger ear, eye, back, arm, leg <u>Verbs:</u> fall, burn, hurt, break	<u>Simple Present Tense:</u> Positive, Negative, Questions (3rd person singular-he, she, it)	Reading, Speaking & Writing: “House Accident Story” (Read a short story with pictures about a man who has an accident at home and calls for help. Example: <i>He falls in the bathroom. His back hurts. He calls 112. A doctor comes and helps him.</i> First, read and look at the pictures. Then answer comprehension questions (What happens? What’s the problem? Who helps him?). After that, sts ask and answer the questions with their partner. Finally, they create their own short accident story with a picture and share it with the class (as homework).

		6B	<u>Help Me!</u> I need help! Please call 112. Call for help! Take me to the hospital My head hurts./It hurts a lot! Can you come quickly? Can you help me? Can you walk? / I can't walk. Stay on the line! Help is on the way. <i>Oh no!, Don't worry. I'm here.</i>	<u>Illness(A2):</u> Headache(A2), backache(A2), Flu (A2), fever, cough, pain(a2), broken leg	<u>Ability:</u> Can-can't (positive, negative, questions)	Listening & Speaking: “Call for Help” (Listen to short phone dialogues where an older adult calls 112 or a family member and says what is wrong: <i>I can't walk My head hurts. Please come quickly.</i> Then students practice in pairs: Student A is the patient, Student B is the helper. They use body part words + <i>can/can't</i> sentences. Finally, switch roles and act out a short emergency call dialogue.)
		6C	<u>Doctor's Visit</u> My back hurts. Where does it hurt? Can you move your leg? No, I can't. Don't worry. Take this medicine. Rest in bed. Don't walk now! My head hurts, I feel dizzy/hot. Do you have a fever/cough? Rest in bed. <i>Get well soon!</i>	<u>Health Problems:</u> pain, temperature, medicine, move, ambulance feel dizzy/hot	<u>Questions:</u> What, Where, Can...? <u>Imperatives for advice:</u> Take this medicine!, Don't move!	Listening & Speaking: “Doctor at Home” (Listen to a short dialogue between a patient and a doctor at home. Then act out similar dialogues in pairs: Student A is the patient, Student B is the doctor. Switch roles and create your own short version.)
		REVISION	Emergency at Home	Review all		Revision Task (Speaking, Listening & Writing): “Emergency Role-Play at Home” (Students work in groups of three. One student is the patient (an older adult at home who has an accident or feels unwell), the second is the helper (a family member/friend who sees the accident), and the third is the doctor or emergency worker.)
		OBJECTIVES Students will be able to 1. recognize and use basic vocabulary for body parts (head, arm, leg, back, etc.) and common health problems (headache, backache, fever, cough, flu, pain, broken leg, etc.). 2. describe simple accidents and symptoms using the Simple Present tense with <i>he/she/it</i> (e.g., <i>His back hurts. She doesn't call the doctor.</i>). 3. ask for and offer help in emergencies using <i>can/can't</i> and imperatives (e.g., <i>I can't walk. Call the doctor! Don't worry, I'm here.</i>). 4. understand and use short questions (<i>What's the problem? / Where does it hurt? / Can you walk?</i>) and provide short answers. 5. follow and act out short listening/reading texts about accidents, phone calls, and doctor visits, identifying key details. 6. interact in pair and group role-plays such as emergency calls, patient–doctor dialogues, and accident stories. 7. use doctor's advice and reassurance expressions appropriately (<i>Take this medicine. Rest in bed. Get well soon!</i>). 8. integrate new vocabulary, grammar, and social/functional phrases in a revision role-play task simulating an emergency at home (patient, helper, doctor).				
REVISION (UNITS 4-6)						

		FUNCTIONAL/SOCIAL LANGUAGE	VOCABULARY	GRAMMAR	SKILLS/ACTIVITIES	
CITY	UNIT 7: THE SHOPPING CENTER	7A	<u>What do they sell?</u> What do (shops) sell? They sell ... Do they sell ...? – Yes, they do. / No, they don't. This is the (optician / shoe shop / bookshop). <i>That's right!, Good job!, Oh, I see., Really?</i>	<u>Places in the Shopping Center:</u> clothes shop, shoe shop, supermarket, chemist, optician, bookshop, electronics shop, toy shop	<u>Simple Present Tense:</u> Positive, Negative, Questions with short answers (you, we, they)	Reading, Listening & Speaking: “Grandpa Helps with Homework” (Watch a short video / read a dialogue where a grandson asks about shops on a shopping center map. Grandpa explains: <i>Opticians sell glasses. Shoe shops sell shoes and bags. Bookshops sell books and newspapers.</i> Students match shop names with pictures/products on the map. Then, in pairs, role-play: <i>What do chemists sell? – They sell medicine. Do chemists sell books? No, they don't.</i>)
		7B	<u>At the Clothes Shop</u> How can I hep you? / Can I help you? I want to buy a shirt / skirt / coat. Do you have this in small / medium / large / extra large? That jacket is too big. Those hats are new. I like this T-shirt. I don't like that skirt. <i>Here you are. You're welcome! Anything else? That's all.</i>	<u>Clothing words:</u> Shirt T-shirt Skirt Shorts Trousers (Pants) Hat Coat Jacket Shawl <u>Adjectives:</u> small-medium-large-extra large, big	<u>Demonstratives:</u> This, That, These Those	Listening & Speaking: “This One or That One?” (Learners listen to a short shop dialogue (shop assistant + customer). They repeat the key phrases (<i>Can I help you? / I want to buy... / This one is nice / That jacket is too big</i>). Then, in pairs, they act out the dialogue using clothing words and demonstratives.)
		7C	<u>How much is it?</u> I want to buy this hat, please. Sure! It's 20 lira / 10 euros / 5 dollars. How much is this...? / How much are these...? Can I try this on? The fitting room is over there. Where's the fitting room? I'll take it. / Take this! It looks nice. Do you want to pay by cash/credit card? Can I pay by cash / credit card? Here is your change. <i>Have a nice day!, Sure!</i>	<u>Shopping words:</u> Try on, pay, buy, discount, cashier, Dollar, Lira, Euro, cash, creditcard <u>Colors:</u> Gray, Brown, Pink, Purple, Orange	<u>Question word:</u> “How much?” for asking price	Listening & Reading: “An Older Couple Goes Shopping” (Teacher shows 3 pictures of an older couple shopping in a clothes shop (trying on, asking the price, paying), which represent three different shopping dialogues and ask learners what happens in the pictures. Learners listen to / read the related three short dialogues then. They follow the dialogues with pictures and answer related questions to check understanding.

CITY	UNIT 8: AT THE RESTAURANT	REVISION	Shopping at the Street Market	Review all	Revision Task (Mainly Speaking and Writing with Listening and Reading support): “At the Street Market” (Learners role-play shopping at a street market. One is the customer, one the seller, and optionally one the friend. They ask what the stalls sell, use demonstratives with clothes (<i>this shirt, that jacket</i>), then ask the price, try on, and pay. The friend can give advice (<i>Take this one, it looks nice!</i>)).	
		OBJECTIVES Students will be able to 1. identify common shops in the city and say what they sell. 2. recognize and name clothing items. 3. use this/that/these/those to describe and choose clothes. 4. ask and answer about prices using How much...? 5. use money and payment vocabulary (lira, euro, dollar, cent, cash, credit card). 6. practice fixed phrases in shopping dialogues (Can I help you? / Do you have this in large? / Can I try it on? / I'll take it / Here is your change). 7. role-play realistic shopping situations in a clothes shop or street market. 8. produce short written or spoken dialogues that combine shops, clothing, demonstratives, prices, and payment expressions. 9. gain confidence in communicative use of language through familiar, nostalgic contexts such as the street market.				
		FUNCTIONAL/SOCIAL LANGUAGE	VOCABULARY	GRAMMAR	SKILLS/ACTIVITIES	
		8A	<u>On the Menu</u> What is this? – It’s a tomato. I like apples. / I don’t like fish. Do you have any cucumbers? We have some bread. <i>Excuse me! The menu, please!</i> <i>I'm hungry. / I'm thirsty.</i>	<u>Food and Drinks:</u> bread, chicken, fish, soup, salad, apple, banana, tomato, cucumber, potato, tea, water	<u>Countable & Uncountable nouns:</u> Some/any	Reading: “Menu of the Day” (Learners read a simple menu with pictures and match food items to names and create a short shopping list or their own “menu of the day” using target words.)
		8B	<u>Ordering in a Cafe</u> Excuse me! The menu, please Can I have a sandwich, please? I'd like some coffee / tea with lemon. That looks delicious! <i>Here you are.</i> <i>Thank you.</i> <i>You're welcome.</i> <i>Anything else?</i>	<u>Snacks and Drinks:</u> sandwich, cake, biscuit, ice cream, juice, coffee, milk, sugar, mineral water, honey, lemon	<u>Polite requests:</u> Can I have...? / I'd like...	Listening (can be supported with a reading script): “A short Cafe Dialogue” (Learners listen to (or read) a short dialogue between a customer and a waiter in a café. They identify what the customer orders and answer comprehension questions (True/False, matching food items with pictures).

		8C	<u>A Family Dinner</u> Are you ready to order? I'd like some soup, please. Would you like some water? Can I have the bill/check, please? Here is your order. What is the soup of the day? Is there a vegetarian option? Do you have any specials today? Can you pass me the salt, please? <i>Still or sparkling? Enjoy your food/meal!</i>	<u>Meals and Restaurant Words:</u> breakfast, lunch, dinner, rice, meat, cheese, egg, dessert, menu, waiter, bill, glass, salt, tip	<u>Offers / Polite Questions:</u> Would you like.....?	Listening or Reading: "Dinner at the Restaurant" (Learners listen to (or read) a short dialogue in a restaurant. They identify what each person orders and how the waiter offers food. Then they answer comprehension questions (e.g., <i>What does the grandmother order? / Who asks for the bill?</i>).)
		REVISION	Enjoying a Family Dinner	Review all		Revision Task (Speaking and Writing supported with L&R): "Family Dinner at the Restaurant" (Learners imagine a big family picnic breakfast in city restaurant/tea garden with children and grandchildren. In groups, they make a breakfast food list (<i>some bread, some cheese, some tea</i>), order items from the waiter (<i>Can I have some tea and eggs? I'd like honey, please.</i>), offer food politely (<i>Would you like some salad? – Yes, please / No, thank you.</i>). The grandchildren play football nearby while the family enjoys tea, bread, cheese, and olives together.)
		OBJECTIVES Student will be able to 1. recognize and name common food, drink, snack, and meal items. 2. use some/any in simple questions and answers about food. 3. use polite request structures (<i>Can I have...? / I'd like...</i>) to order food and drinks. 4. use Would you like...? to offer and respond politely. 5. read and understand simple menus in café and restaurant contexts. 6. take part in short dialogues with waiters/customers using functional and social phrases (<i>Excuse me, the menu please / Anything else? / Thank you – You're welcome</i>). 7. write short lists or simple café/restaurant orders. 8. role-play realistic café and restaurant situations, including family-style meals in nostalgic contexts. 9. gain confidence in speaking and writing through familiar dining experiences (café visits, restaurant dinners, family picnics).				

		FUNCTIONAL/SOCIAL LANGUAGE	VOCABULARY	GRAMMAR	SKILLS/ACTIVITIES
CITY	UNIT 9: IN THE PARK	9A <u>A Day Walk in the Park</u> I walk in the park at 10 in the morning. I sit on the bench. I water the flowers everyday. <i>What a nice day!</i> <i>Let's sit here.</i>	<u>Things in the Park:</u> tree, flower, grass bench, path bird, dog, sun shadow, fresh air <u>Action Verbs (Park Activities)</u> walk, sit, see, meet, run	<u>What time is ...?</u> <u>Simple Present Time Expressions:</u> everyday, everymornin, in the morning, at night, etc.	Reading: "Grandma's Day in the Park" (Learners read a short diary text of an old woman describing what she likes and doesn't like doing in the park. She also tells the time of her daily walk. Learners answer simple comprehension questions and underline sentences with <i>like/don't like</i> and time expressions.)
		9B <u>In the Playground</u> Don't run too fast! Don't play on the swing! Can we play football? Score a goal! You are a good player! I'm tired. Can we rest? Put on your coat! Open your umbrella! Kick the ball to me! <i>Great job! , Come on!, Be careful!, That's fun!</i>	<u>Weather Conditions:</u> Sunny, rainy, snowy, windy, cloudy, cold, hot, warm <u>Playground Words and Phrases:</u> Kick the ball, Fly the kite!, Play ball/football Play on the swing	Let's ... How about? What about?	Reading/Listening: "Grandpa and Ali in the Playground" (Learners read or listen to a short dialogue between a grandpa and his grandchild Ali in the playground. Instead of imperatives, they use <i>How about...? / What about...? / Let's...</i> to suggest activities. They, then match picture cards of playground activities and weather conditions with the correct suggestion sentences (e.g., <i>It's rainy – How about playing at home?</i>). Afterwards, pairs create their own short dialogues using <i>How about...? / What about...? / Let's...</i> with the pictures.)
		9C <u>Friends in the Park</u> This park is very nice in summer. What are you doing here? We are having tea. The children are playing. It's summer, we are sitting in the park. <i>Nice to see you!</i> <i>What a beautiful day!</i> <i>Let's sit together.</i>	<u>Seasons:</u> spring, summer, winter, Fall <u>People:</u> Friend, Neighbour, Couple, man, woman, children	<u>Present Continuous Tense:</u> Positive sentences <i>*What are you doing?</i>	Reading/Listening with pictures: "Celebrities meet Outside" (Learners look at old film stills or pictures of famous couples/actors in a park. The text (or audio) describes what each couple is doing in the picture using <i>Present Continuous</i> . Learners then match text with the right picture and practice describing themselves.)

		REVISION	Sunday Picnic with New Students	Review all	Revision Task (Speaking & Writing): “Sunday Picnic with New Students” (Learners imagine a Sunday picnic in a famous park in the city where grade 1 and grade 2 students from the Refreshment University meet. In groups, they first write a short picnic plan and food list. Then they act out a role-play: greeting each other talking about the weather, describing activities, giving instructions and offering food. The activity integrates greetings, weather and park vocabulary, <i>talking about time</i> , <i>giving suggestions</i> , and <i>Present Continuous</i> in a nostalgic picnic context.)	
			OBJECTIVES Students will be able to 1. recognize and use common park and playground vocabulary (<i>tree, bench, flower, swing, slide, ball, kite, umbrella, coat, etc.</i>). 2. express times for the park activities (<i>I walk in the park at 10 o'clock every morning.</i>) 3. ask for and tell the time related to daily routines in the park (<i>What time is it? – It's 9 o'clock. I go to the park at 10.</i>). 4. make and respond to simple suggestions using <i>How about...? / What about...? / Let's...</i> (<i>How about flying the kite? </i>). 5. use the Present Continuous to describe current activities in the park (<i>We are sitting on the bench.</i>) 6. greet friends and couples in the park and make short dialogues (<i>Hello, how are you? Nice to see you! Let's sit together.</i>). 7. talk about the weather and connect it to activities (<i>It's sunny, let's fly a kite. It's rainy, take your umbrella.</i>). 8. offer and accept food or drinks politely in a picnic context (<i>Would you like some tea? – Yes, please / No, thank you.</i>). 9. write short picnic lists and simple sentences about a day in the park. 10. role-play realistic social situations such as grandparents with grandchildren in the playground or elderly couples meeting friends in the park. 11. integrate all vocabulary, grammar, and social expressions in a nostalgic “Sunday picnic with friends” revision task.			
		REVISION (UNITS 7-9)				
THE WORLD	UNIT 10: AT THE AIRPORT	FUNCTIONAL/SOCIAL LANGUAGE		VOCABULARY	GRAMMAR	SKILLS/ACTIVITIES
		10A	<u>At the Check-in Desk</u> Where do you want to go? I want to go to İstanbul. Where are you going? – I'm going to Izmir. When are you travelling? – In May. Are you travelling alone? – Yes, I am / No, I'm not. Here is my passport and ticket? Can I have your passport number? My passport number is 12345678. <i>Excuse me, what time is the flight?</i> <i>Have a nice trip! -Thank you!</i>	<u>Travel Words (Part1):</u> airport, plane, ticket, passport, suitcase <u>Months:</u> January-December	<u>Present Continuous:</u> Questions	Listening/Reading: “At the Check-in Desk” (Learners listen to or read a short dialogue between a check-in clerk and a passenger. Students answer simple comprehension questions (<i>Where is he going? When is he travelling?</i>), fill in a simple flight card with name + month, then practice the dialogue in pairs, changing the month and destination.)

		10B	<u>Booking for a Flight</u> Do you want a round trip or one way? A round trip, please. When do you want to return? The price is \$600 for the round trip. I want to book a flight to Izmir. What date is the flight? – On the 5th of May. I'm not travelling this week. I'm travelling on the 10th. What's your flight number? What date? Your ticket is booked. <i>Not today, maybe tomorrow. See you next week! Have a good day!</i>	<u>Travel Words</u> <u>(Part 2)</u> boarding card, gate, flight, luggage <u>Ordinal Numbers:</u> 1st-31st	<u>Present</u> <u>Continuous:</u> Negatives	Listening/Reading: “ Booking a Flight” (Learners listen to or read a short booking dialogue between a passenger and a booking clerk. Students then practice booking their own flights using different dates and destinations, both on the phone and online, first with a script, then more freely.)
		10C	<u>At the Gate</u> When is your flight? – On the 10th of July. We are waiting at the gate. They are checking passports. We aren't boarding yet. Attention please! Flight 215 to Paris is boarding at Gate 9. <i>Excuse me, what's the gate number? Is this the flight to London? Thank you. Have a safe flight!</i>	<u>Travel Words</u> <u>(Part 3)</u> Waiting room, Passport control, security, flight number <u>Dates:</u> on the first of May, etc.	<u>Present</u> <u>Continuous:</u> Positives, Negatives, Questions, short answers and time expressions (now, right now, etc.)-all mixed practise	Listening/Reading: “A Couple Goes on Holiday” (Storyline: A retired elderly couple is travelling abroad for a holiday. At the airport gate, they experience three short situations. Each part has a dialogue and picture support. (1) Finding the gate (<i>Two travellers are lost, asking people for directions.</i>); (2) Waiting at the gate: (<i>The elderly couple meets another couple while waiting.</i>); 3. Listening to an announcement (<i>everyone listens to a boarding call.</i>))
		REVISION	Planning and Taking a Flight	Review all		Revision Task: “Planning and Taking a Flight” (Learners imagine they are a retired couple or group of friends travelling for a holiday by plane. They complete a sequence of tasks reflecting real travel steps. They give ticket and passport to the clerk at the check-in desk; they confirm their flight date/time using ordinal numbers and ask for directions, chat with other passengers. Then, each group acts out the entire journey (check-in, booking, gate). Next, they write 2–3 sentences about their trip.)

THE WORLD	UNIT 11: AT THE HOTEL		OBJECTIVES Students will be able to 1. recognize and use common airport and travel vocabulary (airport, plane, ticket, passport, suitcase, boarding card, gate, luggage, security, flight number). 2. use months, ordinal numbers, and dates to talk about travel times and flight schedules. 3. ask and answer Present Continuous questions in the airport context (<i>Are you travelling today? Is she waiting at the gate?</i>). 4. make Present Continuous negative sentences (<i>I'm not travelling today. We aren't boarding yet.</i>). 5. take part in short check-in desk conversations (giving passport/ticket, saying destination and travel month). 6. role-play simple booking dialogues, giving flight dates and numbers. 7. understand short airport announcements and answer basic comprehension questions. 8. use functional phrases to ask and give information (<i>Where are you going? / When are you travelling? / What's your flight number?</i>). 9. use social phrases politely in airport situations (<i>Excuse me, what's the gate number? / Have a safe flight!</i>).			
			FUNCTIONAL / SOCIAL LANGUAGE	VOCABULARY	GRAMMAR	SKILLS/ACTIVITIES
		11A	<u>Hotel Reviews</u> You should read the reviews before booking. You shouldn't pay without checking the date. I'd like to book a room online. How much is it per night? How many stars? Is breakfast included? <i>Thank you for your help.</i> <i>That's a good idea.</i>	<u>Hotel Vocabulary:</u> online booking, website, review, comment, star, rating, breakfast included, free Wi-Fi, single/double room, location, price per night ensuite bathroom, all inclusive, car park	<u>Recommendations:</u> Should / Shouldn't	<u>Reading:</u> "Hotel Booking Website" (Learners read a short hotel booking webpage (like Booking.com or Trivago style) with photos, star ratings, reviews, and prices. They answer comprehension questions (<i>How many stars? Is breakfast included?</i>) and then choose a hotel together in a group.)
		11B	<u>How can I get to the hotel?</u> I'd like to confirm my reservation. How can I get to the hotel from the airport? Can I come by metro? Take the bus, it's cheaper. We have a train and bus stations near the hotel or you can take a taxi. <i>Go straight ahead!, Turn right/left at the traffic lights!, It's on the left!, take the first turning!</i> <i>Excuse me, can you help me?</i> <i>Thank you for the information.</i>	<u>Transportation:</u> bus, taxi, train, metro, tram, station <u>Directions:</u> opposite, next to, near, straight, turn left/right, behind, in front of, traffic lights	<u>Asking and giving directions:</u> Imperatives + Prepositions of place+ Can (for possibility)	<u>Listening:</u> "Phone Call to the Receptionist" (Learners listen to a short phone call between a guest and a receptionist about a hotel reservation. The guests ask for booking confirmation he made online and the ways for transportation. They, then answer comprehension questions (What kind of room? How many nights? How to get to the hotel?).)
		11C	<u>Check-in in and Check-out</u> I have a reservation for a double room." I would like to have a sea view, please. What time is breakfast? I'd like to check in / check out, please. Here is my passport and signature. Can I have my room number? You must check out before 11 am. You mustn't make noise after 7 pm. The car park is not free. You must pay 5 euros per day. I would like to check out. My room number is..... Do I need to pay anything? <i>Thank you for my/your stay.</i> <i>Have a nice stay! / Enjoy your stay!</i> <i>Welcome to our hotel!</i> <i>Have a safe trip!</i>	<u>Hotel Reception & Services:</u> Check-in, check-out, key card, room number, room service, floor, lift, bellboy, signature, receipt, minibar, deposit, lobby, spa	<u>Must / Mustn't:</u> Rules / Obligations in hotels	<u>Listening/Reading:</u> "At the Hotel: Check-in and Check-out" (Learners watch a short video where a guest arrives at the hotel, checks in, and later checks out. While watching, they also read the hotel rules (<i>You must sign here / You mustn't smoke in the room / You must pay a deposit</i>). After the video, they answer comprehension questions, role-play their own check-in/out dialogues, and write 2-3 new hotel rules using <i>must/mustn't</i> .)

		REVISION	Acting out a Hotel Stay	Review all	Revision Task (Speaking & Writing): “A Weekend Hotel Stay” (Learners simulate a complete hotel experience in pairs. First, they write and role-play a short booking (online/phone). Then, they ask for and give directions using transport words and imperatives. At the hotel, they act out check-in, follow hotel rules with <i>must/mustn't</i> , and later check out by paying the bill. Finally, they write a short hotel review (2–3 sentences).)		
		OBJECTIVES Students will be able to 1. make a simple hotel booking online or by phone, using <i>I'd like to reserve... / Do you have...?</i> 2. read short hotel reviews and identify advice with <i>should / shouldn't</i>. 3. ask for and understand directions to the hotel, using imperatives (<i>Go straight, turn left</i>) and transport words (<i>bus, taxi, train</i>). 4. give directions and describe location with prepositions (<i>next to, opposite, near</i>). 5. check in and check out at a hotel reception, using key vocabulary (<i>key card, room number, receipt, deposit</i>). 6. understand and follow basic hotel rules expressed with <i>must / mustn't</i> (<i>You must show your ID. You mustn't smoke in the room.</i>). 7. use functional and social language for polite hotel interactions (<i>Welcome, Enjoy your stay, Thank you for staying with us</i>). 8. role-play a complete hotel stay (booking, directions, check-in, check-out) and write a short hotel review.					
		FUNCTIONAL/SOCIAL LANGUAGE			VOCABULARY	GRAMMAR	SKILLS/ACTIVITIES
THE WORLD	UNIT 12: ON A TRIP	12A	<u>Planning our Holiday</u> What kind of holiday do you like? I like / I don't like ... I prefer a beach holiday to a city holiday. I think a cultural holiday is interesting. Let's choose a holiday together. Which holiday is better for us? <i>That sounds nice!</i> <i>Really? I don't think so.</i> <i>Great idea!</i> <i>I agree with you.</i> <i>That's not for me.</i>	<u>Holiday Vocabulary:</u> city holiday, beach holiday, nature holiday, cultural holiday, museum, monument, sea, swim, sun, sunbathing, mountain, river, forest, mosque, palace, church	<u>Asking and Making preferences/decisions:</u> I like/don't like... I prefer ... I think ... What kind of holiday ...?	Reading: “Holiday Choices” (Learners will read a tourism magazine page about holiday types, underline <i>–ing</i> activities, practice asking and answering with <i>like/don't like, I prefer</i> , choose their own holiday preference, and make sentences about it.)	

		12B	<u>Booking a City Tour:</u> The tour will start at 9 o'clock. You will visit the museum and the mosque. What time will the tour start? How much is the ticket? It is an old church and mosque. <i>Sounds amazing! I can't wait!, Really? Nice idea!</i>	<u>Tourism Vocabulary:</u> Tourist information center, tour, city sightseeing, ticket, guide, bus tour, start, finish, statue	<u>Simple Future Tense:</u> Will (positive)	Reading: "City Tour Website" (Learners read a tourism agency webpage with city tour options showing times, prices, and places to visit. They underline <i>will</i> sentences such as <i>The tour will start at 9 a.m.</i>. Then they answer comprehension questions, compare the tours, choose their preferred option, and role-play booking a tour using functional phrases like <i>I'd like to book a city tour.</i>)
		12C	<u>On the Boat:</u> Welcome to Happy Tours Wow! How old is it? That is very old! Will we see the palace/bridge/tower? Will we stop at the island? Will the tour finish at 5? Today, we will see.. *Yes, we will. <i>Wow, that's beautiful! / Amazing view! I'm excited! I can't wait to see it. That looks wonderful! What a nice day!</i>	<u>Boat Trip Vocabulary:</u> boat, Bosphorus, bridge, tower, camera, life jacket, captain, seat, wave, island	<u>Simple Future Tense:</u> Will (negative, questions, short answers)	Listening: "On the Bosphorus Boat Tour" (Learners watch a short video showing a tourist group on a Bosphorus boat tour. At the beginning, the guide explains what will and won't happen: <i>You will see the Bosphorus Bridge and Maiden's Tower. You won't stop at the islands.</i> Tourists ask questions with <i>Will...?</i> (<i>Will we see Dolmabahçe Palace?</i>) and the guide answers with short forms. During the trip, the guide points to places: <i>On the right, you will see the palace. On the left, you will see the tower.</i> Learners answer comprehension questions, then in pairs role-play tourist-guide dialogues using <i>will / won't</i> and short answers.)

		REVISION	Planning and Enjoying a Trip	Review all	Revision Task (Speaking & Writing): “Planning and Enjoying a Trip” (Learners work in groups and each group chooses a different scenario (booking a flight, joining a city tour, or going on a boat tour). They prepare a simple travel plan in writing (destination, time, price, activities), then role-play the situation (customer-clerk, tourist-agent, tourist-guide). Finally, groups share their plans with the class and write a short trip diary (2–3 sentences) about what they will or won’t do.)
OBJECTIVES Students will be able to 1. recognize and use basic travel vocabulary related to flights, tours, and boat trips (ticket, airport, city tour, boat, bridge, tower, camera, life jacket, etc.). 2. understand and produce sentences with <i>will / won’t</i> in positive, negative, and question forms, including short answers (Yes, we will.) 3. read simple texts such as flight booking forms, city tour advertisements, and boat tour rules, identifying key details like times, prices, and activities. 4. ask for and give travel information politely (What time will the tour start? – It will start at 9 a.m.). 5. role-play real-life travel situations such as booking a flight, buying a city tour, or joining a boat trip. 6. follow listening/video inputs with announcements, guide instructions, and short dialogues during travel contexts. 7. make simple comparisons and decisions when choosing travel options (We will take the city tour. We won’t go on the boat tour.). 8. write short notes or diaries about travel experiences using <i>will</i> sentences. 9. integrate all new vocabulary, grammar, and functional language in a revision task where each group prepares and presents their own travel plan.					
REVISION (UNITS 10-12)					

APPENDIX 9. Sample Lesson Plan

UNIT 2C (<i>What is his job?</i>)	
Level / Group:	ETA A1.1 (Older Adult Learners, 60+)
Duration:	Monday & Thursday (2 × 50) minutes per session, with 20-minute break)
Theme / Sub-unit:	People – Jobs and Occupations / 2C – What is his job?
Monday Session (2 × 50 minutes)	
1) Revision & Homework Feedback (15–20 min)	
Teacher:	
• Opens the class by reviewing last week's words related numbers and formulaic chunks on the board (<i>e.g. How old are you?</i>) • Quickly checks Wordwall and written homework; gives micro-feedback on common mistakes • Leads a Q&A drill: “<i>How old are you? / How old is she? / Is he 70 years old?</i>”.	
Students:	
• Respond first chorally, then in pairs or individually.	
2) Vocabulary Presentation – Listening & Repetition (10–12 min)	
Teacher:	
• Plays the video/audio with job words. • Writes English words related to each job (with Turkish equivalents and Turkish-based pronunciation support on the board), then asks learners to repeat chorally, then individually with volunteers one by one.	
Students:	
• Watch/listen to the clip; repeat aloud several times first chorally, then individually (volunteers). • Usually try to write the new words or phrases on their notebooks.	
3) Picture–Job Matching (10–12 min)	
Teacher:	
• Hands out the activity: “Guess these people's jobs and write them under the pictures. Use the words in the box.” • Encourages pair work; circulates and helps with hints if needed.	

Students:

- Work in pairs to write the correct job names under the pictures.
- Compare answers with another pair before checking as a class.

4) Fill-in-the-Blanks with Names (10–12 min)**Teacher:**

- Introduces the activity: “Read the sentences below. Fill in the blanks with the names of the people above.” (e.g., *I’m retired. I’m a teacher. She’s a doctor.*)
- Collects answers and writes them on the board for class feedback.

Students:

- Complete the sentences individually, then check with peers.
- Read their answers aloud to the class.

5) Reading & Comprehension (20 min)**Teacher:**

- Points to Anna’s letter. Reads it aloud slowly, then asks learners to read silently first, then both listen and read while listening. She then ask students to read it aloud with low voice individually. Finally volunteer students read a part of the text aloud in turn.
- Asks comprehension questions: *What’s Peter’s job? Is Jessica a nurse? How old is Anna? Is Nila Anna’s daughter? What is your job, Anna?*
- Highlights *a/an + job* structures in the text.

Students:

- Follow the text during teacher’s reading and listens to the audio related to the text; then read it individually both in silence and then aloud.
- Answer comprehension questions orally, sometimes pointing to evidence in the text.

Homework (2–3 min)**Teacher:**

- Assigns paper-based Word Sudoku (jobs) and explains how to do it and other assignments.
- Shares daily Wordwall activities (find the pairs, wordsearch, crossword, hangman) and 3 previously learned words or formulaic chunks with their Turkish equivalent and pronunciation transcripts via Whatsapp. She helps students on Whatsapp group whenever needed.

Thursday Session (2 × 50 minutes)

1) Quick Revision & Wordwall Feedback (15–20 min)

Teacher:

- Runs a short oral review with flashcards: “What’s this job? / What’s his job” → students answer.
- Reviews Wordwall results in general terms (no ranking, just encouragement).
- Corrects common mistakes (e.g., *a nurse* / *an engineer*).

2) Explicit Grammar Instruction – *a/an* + *job* (12–15 min)

Teacher:

- Explains the rule for *a/an* (before consonant/vowel sounds).
- Gives examples: *a teacher*, *an engineer*, *a housewife*, *an umbrella*.
- Notes the exception *hour* (silent h).

Students:

- Copy rules into notebooks.
- Practise saying examples chorally and individually.

3) Grammar Exercise: *a* or *an* (8–10 min)

Teacher:

- Points to the grammar activity which requires practising *a/an*: *camera*, *book*, *watch*, *house*, *hour*, *umbrella*, *email*, *engineer*, *sister*, *window* and then checks answers with the class.

Students:

- Fill in blanks individually, then check in pairs. They correct answers together as a group.

4) Question & Answer Drills (10–12 min)

Teacher:

- Guides substitution drills: shows flashcards, prompts learners to form full sentences (*He is a doctor. She is a lawyer.*). Then, she models the conversation by asking a volunteer student: *What’s your job? / I’m a...; What’s his/her job? / He/She is a*

Students:

- Work in pairs, ask and answer questions with their partners. Then, they rotate partners to maximise practice.

5) Class Game – *Job Detective* (18–20 min)

Aim: To practise *What's his/her job?* with third-person singular.

Teacher:

- Gives each learner a picture card of a person with a job (kept secret).
- Explains the rules: classmates must discover each job by asking questions.

Students:

- Walk around and ask each other: *What's his job?* / *What's her job?*
- Respond in full sentences: *He is a driver.* / *She is a nurse.*
- Continue until all jobs are identified.
- Winner: the learner who identifies the most jobs correctly.

Teacher:

- Monitors, provides immediate correction (esp. *he/she* and *a/an* use).
- Wraps up with a short class feedback on common errors.

Homework (2–3 min)

Teacher:

- Assigns a two-page paper-based worksheet (grammar drills, vocabulary review, formulaic chunks: *What's your job?*, *What's his/her job?*).
- Continues daily Wordwall practice cycle.

Assessment Throughout

- Observation during drills, reading, and game.
- Accuracy in using *a/an*, *he/she*, and job vocabulary.
- Homework & Wordwall participation used formatively, not for grading.

APPENDIX 10. English Word Sudoku Sample

JOBS

(doctor – nurse – teacher – engineer – retired – driver – housewife -chemist-lawyer)

engineer		doctor	driver	housewife	retired			teacher
				lawyer	engineer	housewife		doctor
retired	teacher	housewife					driver	lawyer
		engineer				teacher		
driver			doctor					housewife
nurse			retired	nurse	housewife			
			nurse	teacher	doctor			
	driver				chemist		lawyer	
doctor	housewife					retired		nurse

APPENDIX 11. Ethics Committee Approval Declaration

Evrak Tarih ve Sayısı: 25.01.2024-E.860905



T.C.
GAZİ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Etik Komisyonu



Sayı : E-77082166-302.08.01-860905
Konu : Bilimsel ve Eğitim Amaçlı

25.01.2024

DAĞITIM YERLERİNE

Araştırmacı grubu Asuman AŞIK, Agata STOWIK-KROGULEC ve Ebru NOYAN'dan oluşan, Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı Doktora Öğrencisi Ebru NOYAN'ın, Üniversitemiz Gazi Eğitim Fakültesi İngiliz Dili Edebiyatı Ana Bilim Dalı Öğretim Üyesi Doç.Dr.Asuman AŞIK ve Wrocław Üniversitesi Dr. Agata STOWIK-KROGULEC'in danışmanlığında yürüttüğü "*Learning English as a Foreign Language in Late Adulthood: Challenges, Needs and a Suggested Syllabus*" adlı tez çalışması ile ilgili konu Komisyonumuzun 26.12.2023 tarih ve 22 sayılı toplantısında görüşülmüş olup,

İlgilinin çalışmasının, yapılması planlanan yerlerden izin alınması koşuluyla yapılmasında etik açıdan bir sakınca bulunmadığına oybirliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi rica ederim.

Araştırma Kod No: 2024 - 11

Prof. Dr. İsmail KARAKAYA
Komisyon Başkanı

Ek:1 Liste

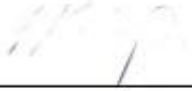
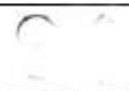
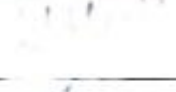
DAĞITIM

Gereği:

Sayın Doç. Dr. Asuman AŞIK

Bilgi:

Eğitim Bilimleri Enstitüsü Müdürlüğüne

TOPLANTI TARİHİ : 26.12.2023		TOPLANTI SAYISI : 22	
ADI - SOYADI		İMZA	
Prof. Dr. İsmail KARAKAYA BAŞKAN			
Prof. Dr. Zehra GÖÇMEN BAYKARA BAŞKAN YRD.			
Prof. Dr. C. Haluk BODUR		KATILAMADI	
Prof. Dr. Seçil ÖZKAN			
Prof. Dr. Cevriye TEMEL GENCER			
Prof. Dr. İlkay ULUTAŞ			
Prof. Dr. Kemalettin DENİZ			
Prof. Dr. Makbule GEZMEN KARADAĞ		KATILAMADI	
Prof. Dr. İlyas OKUR			
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Doç. Dr. Gökhan DELİCEOĞLU			
Doç. Dr. Elvan İNCE AKA			



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