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L2 Learning Programs for Seniors : Maximizing
Life Experience, Knowledge, and Motivation
through a Training Course on Tour Guiding in a
Foreign Language

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Doctoral Dissertation
KOBE CITY UNIVERSITY of FOREIGN STUDIES
博士論文
L2 Learning Programs for Seniors:
Maximizing Life Experience, Knowledge, and Motivation
through a Training Course on Tour Guiding
in a Foreign Language

シニア向け L2 学習プログラム：外国語によるツアーガイド講座を通して
人生経験、知識、動機づけを最大限に高める

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Preface

Our current society features the globalization and mobility of people and products, thanks to rapidly developing technologies. However, the very same technologies that make this possible and support human communication, like Artificial Intelligence (AI), Internet of Things (IoT) and Information and Communication Technology (ICT), may paradoxically be also replacing human communication. At the same time, the new era called *Reiwa*, which started in Japan in 2019, is characterized by a drastic aging of the population. The term "100-year life society[1]" has been coined to describe this modern society of Japan. While we are aware that we need to cope with the development of communication technologies, at the same time, we still believe that human to human communication is crucial (discussed in Chapter 2, 2.6.1 [Emerging AI technology and human communication]; Shibuya, 2018). This is especially true given the new challenges posed by the aging of society, like the need for continuous acquisition of new skills in the old age, of which better personal communication skills are of particular value.

The Organisation for Economic Co-operation and Development (OECD, 2019) delivered as key messages that "The number of people over 65 for each working-age person will at least double in most G20 countries by 2060, and the share of people over 80 in the world's population will triple" (p. 2). Also, OECD (2019) includes some salient points for our aging society, indicating the importance of generating employment opportunities for older generations with "lifelong skills". All generations are involved in this challenge. Therefore, it is important to foresee and discuss the issue of second language learning from a lifelong learning point of view, especially extracting the current

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Translations from Japanese in this dissertation are mainly our own, unless stated otherwise (for instance, some of the books and their titles in the reference section are translations from Japanese into English or vice versa. I provide both titles in Japanese/other languages and English [if they have their translations of the title into English, I used their versions], and also our translations of their discourse may be similar or may differ from the author's).

[1] For example, "100-year life society" is indicated in Cabinet Public Relations Office, Cabinet Secretariat, the Official Website of the Prime Minister of Japan and His Cabinet (2017). *The Prime Minister in Action*. https://japan.kantei.go.jp/97_abe/actions/201709/11article5.html

older generation's experience and knowledge acquired throughout their life as part of the second language curriculum.

The focal point of this study is lifelong foreign language learning, which in reality starts at a quite early stage of one's school life. Nowadays, we start foreign language learning, mainly English activities, in elementary school in Japan (discussed in Chapter 2, 2.7.1.2 [MEXT policy for learning foreign languages other than English at elementary school]; MEXT, 2017b). These experiences continue throughout one's school life but do not stop there; foreign language usage is also required in professional settings in our current global society (discussed in Chapter 1, 1.2.4 [French from a business perspective]; Kamimura, 2016; Takeda, 2014). In this study, we stretch this to the next stage in life, and we focus on the acquisition of foreign language skills by senior citizens. In particular, we aim at obtaining a knowhow that uses the older learners' actual life experience and knowledge to get them to use their skills in practice. It seemed to us that an optimal way of achieving this is through language courses that involve not only language teaching, but also the possibility of getting trained as a volunteer tour guide course in a foreign language. This means that the senior learners acquire a new communication skill as part of their desirable lifelong learning.

The work is divided in three parts. Part I comprises Chapter 1 and Chapter 2. In Chapter 1, the background and purpose of the study on foreign language for senior learners are discussed, from the points of view of our current macroeconomic aspects, together with the phenomenon of our aging society in Japan. Chapter 2 focuses on literature reviews. Firstly, works on senior L2 learning are brought up, together with senior learners' physical features and emotional factors, such as tolerance to ambiguity. Considering social and cultural phenomena in Japan, gender issues are also reviewed. These are typical facts often discussed in Japan and that may influence somehow the older learners' learning process in a classroom. Training opportunities in relation to content-based approaches, such as language learning and tour guide training, are considered, since, at the time of writing this dissertation, we were waiting for the forthcoming event of the Olympic and Paralympic Games 2020, currently postponed for a year, as well as for the World EXPO 2025 to be held in Osaka, Kansai. Research on Policy in terms of education

and older generations in Japan is also reviewed. Finally, research on qualitative data analysis is summarized and concluded with an ethical consideration section.

In Part II, Chapter 3 and Chapter 4 discuss the details of our experimental volunteer tour guide courses in Spanish and French. In Chapter 3, the pilot study on the volunteer tour guide course launched in the spring of 2018 is presented, and features of participants and course outlines are analyzed. The analysis is based mainly on the participants' introspective materials in a qualitative approach, comparing their 2018 spring course and 2019 spring course responses (see Shibuya, 2020). Some additional events with CEATE (n.d.-a and -b) and KADEKO SGG Kansai (n.d.-a and -b), that could impact on the participants' motivation, and that were held as extracurricular activities, are also introduced. After the introduction of the pilot case of Spanish volunteer tour guide course, in Chapter 4, the new volunteer tour guide course in French that was launched in 2019 is discussed, showing the learners' features and introspective materials, together with class observations. Both in Spanish and French volunteer tour guide courses, the Multidimensional Mood State Questionnaire (hereafter MDMQ questionnaire, the English version of *Der Mehrdimensionale Befindlichkeitsfragebogen MDBF*; Steyer, Schwenkmezger, Notz, & Eid, 1997; Department of Methodology and Evaluation Research, Friedrich-Schiller-University Jena, Institute of Psychology, n.d.), by our translation into Japanese (see Appendix 3), was adapted and used to measure the participants' mood and the emotional impact of the language class. The results of these questionnaires are used together with the analysis of learners' introspective materials (such as diaries and interviews), as well as class observations.

In Part III, Chapter 5 offers the point of view of the teachers of those courses. Upon the results shown by learners demonstrated in Chapter 3 and Chapter 4, we received feedback from the teachers and discovered the teachers' perspective in relation to their beliefs, and some teaching strategies that they used in order to achieve class dynamism and the creation of respectful atmosphere for constructive mutual relationships. In Chapter 6, results and findings throughout these projects are summarized. The dissertation concludes with a final discussion in Chapter 7.

Parts of this dissertation have already been published in several journals. Since then, further *post hoc* analyses have been performed on the data, and more techniques for analysis have been applied. Therefore, slight discrepancies may be observed in some points between a previous published paper and this dissertation. When necessary, the reason for these variations is explained. In any case, the type of data for this kind of study is inevitably subjected to qualitative analyses, since it is impossible to gather a large population of seniors willing and capable of taking the volunteer guide course in a foreign language at the time and place established. Furthermore, individual variation in this type of student body is very large, given the different vital trajectory of each member of the group. Therefore, the data presented in this dissertation is to be taken only as a start in the exploration of potential tendencies and factors to take into account for teaching second language to the elderly, rather than as discoveries to be written in stone. This is to be considered a pilot study to be replicated in the future in a number of different settings and with several languages, in the hope that we will eventually come up with the most efficient way of teaching older adults. This dissertation intends to be a modest contribution towards that goal.

Subject consent has been meticulously sought. The subject cooperation in this research is greatly appreciated.

Part I

Introduction
Review the factors
influencing older learners' learning

Chapter 1

Introduction

Senior second language learning is an under-explored field, and therefore many aspects of the learning process remain a mystery. At Kobe City University of Foreign Studies, a research team has addressed these issues since 2013. That year, a new program offering Spanish for senior citizens (60-year-olds or over), was launched as part of a dissertation project. The program has been conducted without interruption until February of 2020. That dissertation, which turned into a book of Ramírez Gómez (2016), focused in particular on the strategies for lexical learning by older learners, but also explored other issues, pointing out that low expectations about the students' progress are common on the part of teachers who are in charge of senior classes (discussed also in Shibuya, 2018, 2020). In aging societies, it is considered a social need to provide opportunities for older adults to socialize, to avoid mental illnesses and a deterioration of their general wellbeing. Language programs oftentimes have as their goal merely to provide for opportunities for older learners to socialize, but are not run with a serious intent of having students achieve progress.

As discussed in Shibuya (2018, 2020), according to Ramírez Gómez (2016) who points out that current textbooks are usually geared to younger generations, therefore the older adults' life experience is not being taken advantage of in the classroom, leading to a loss of motivation. In her words, "Through content-based practice in the FL, older learners may identify and discuss concrete issues that are relevant to them" (p. 115). However, a concrete proposal for the type of content-based teaching to increase the motivation of senior learners and suggestions about how to maximize the students' life experience fell outside of the scope of the book and were not discussed (Shibuya, 2018). Examining the current situation and needs of Japanese society, we came up with the conclusion that a training course on tour guiding in a foreign language could offer an

opportunity to create a new type of L2 learning for senior learners that would use their knowledge and abilities to contribute to society and to exercise lifelong learning. Therefore, and as part of the above-mentioned program at Kobe City University of Foreign Studies, we launched a Spanish volunteer tour guide course for older adults in the spring of 2018. We have written about this research in Shibuya (2018, 2019, 2020). Later, in 2019, we also implemented a French volunteer tour guide course for older adults, in collaboration with the Société franco-japonaise de Kobé[2] (Ippanshadanhoujin Kobe Nichifutsukyoukai). This dissertation contains most of the work that has been conducted for those studies[3]. We will be referencing those works throughout this dissertation.

1.1 Background of study

At the time of starting the research leading to this dissertation, Japan was preparing itself for the Olympic and Paralympic Games scheduled in Tokyo in 2020. These Games had to be postponed for a year due to the universal pandemics caused by COVID-19. Japan also had plans for the World EXPO 2025 (Osaka, Kansai), which so far has not been cancelled. In any case, citizens of all ages were facing the expected inbound influx of tourists and spectators with excitement and a feeling that they wanted to welcome these foreigners with their best possible face and their most sophisticated display of hospitality (the concept called *omotenashi*[4], hospitality the Japan way, of which the Japanese are very proud). Given our personal experience of having seen many older people taking the exams to become tour guides in foreign languages (see JNTO: Japan National Tourism

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[2] Société franco-japonaise de Kobé (一般社団法人 神戸日仏協会) webpage. http://www.kobenichifutsu.com/
[3] Besides indicated in this dissertation, I made presentations as part of this dissertation at the conferences:
(In this dissertation, Chapter 3 shows some of the selective results of MDMQ questionnaire.) On the other hand, the outline of this newly launched Spanish volunteer guide course including global overview on MDMQ questionnaire's results were presented for the purpose of this dissertation with the title of "Senior L2 language learning for specific purposes: Experience and motivation" for Graduate Student Showcase in 2018, at the 44th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition: JALT2018 (THE JAPAN ASSOCIATION FOR LANGUAGE TEACHING) in Shizuoka in November, 2018.
Chapter 4 is based on a presentation with the tile of "L2 Learning for seniors with LSP as lifelong learning" for Graduate Student Showcase in 2019, at the 45th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition: JALT2019 (THE JAPAN ASSOCIATION FOR LANGUAGE TEACHING) in Aichi in November, 2019.
Chapter 5 is based on a presentation with the title of "Teachers' perspective on senior volunteer tour guide courses in foreign languages" at the EDUCATION-CULTURE-SOCIETY, 7th International Online Conference, by University of Wroclaw, Foundation Pro Scientia Publica, & Interdisciplinary Scientific Club Variograf, in September, 2020.
[4] As mentioned in Shibuya (2019), from the comments of the participants, we could see their *omotenashi* spirit, not only in the activity of learning languages. Also, as Shibuya (2020) indicated, this type of activity and concept would be linked to their language learning motivation.

Organization, 2017), and taking into account the valuable life experience of older adults, it seemed to us that tour guiding as professionals or volunteers would be a way to enable them to continue learning foreign languages. As stated in Shibuya (2020), "Dealing with foreigners requires not only language skills, but also an understanding of the visitors' countries and interpersonal skills. These types of activities give learners lifelong learning opportunities and motivation to use their accumulated knowledge in international settings" (p. 354), (see also Shibuya, 2018, 2019).

The following sections, 1.2 (Purpose of study) and 1.3 (Conclusions of Chapter 1), are directly extracted from the paper entitled "MEXT Policies and Learning Experience: Lifelong Learners of Languages other than English". In D. Tatsuki (Ed.), *Kobe City University of Foreign Studies Journal of Research Institute* vol. 59. 2019, which was based on a panel presentation at the second International Conference on Bilingualism held at the University of Malta in March of 2019 and written as part of this dissertation. In some parts, we have made some additions and corrections. Other parts are maintained as they were published in 2019.

1.2 Purpose of study

As stated at the beginning of this dissertation, our research aims to determine the effect of using a language-for-specific-purposes approach to L2 when teaching older learners, since this may maximize their abilities and knowledge in a positive way. In the subsections below, we discuss in detail each of the factors that are involved in this kind of study.

1.2.1 Lifelong learning opportunity

Our rapidly globalized society might provide with lots of possibilities in terms of wellbeing, job opportunities, and prosperity of a country's economy. At the same time, as stated in the preface, we are experiencing an aging society with fewer children and we are aware of the importance of lifelong learning for everyone. Dozza (2017) pointed out the importance of having the possibility of lifelong learning from the early stages of life to be continued throughout life, and indicated that although when talking about lifelong

learning, we generally treat it as if lifelong learning begins when one finishes school, in adulthood or at a senior age. Dewey (1938/2004) implies that school days' knowledge and subjects are to be relearnt in a different manner and attitude, to continue studying and learning from your own experience other than through formal schooling.

The aim of this research is to explore a teaching method that maximizes motivation by enhancing the benefits of lifelong learning, the need of older learners to be meaningfully involved in society and their potential as social agents. We use a language-for-specific-purposes approach, namely, a course to become volunteer tourist guides in Spanish (and in French from 2019) in order to make the best use of the old learners' life-experience, knowledge and motivation (see also Shibuya, 2018, 2019, 2020). In order to explore how a foreign language learning process (other than English, which is usually mainly discussed in MEXT [Ministry of Education, Culture, Sports, Science and Technology] policies in Japan and we see in detail in 2.7.1 [MEXT policy in foreign language learning in Japan]) can be undertaken at the earliest possible time in the life of a person, we need to review the current situation of second foreign language learning in Japan. The next sections are devoted to that.

1.2.2 Foreign language learning at higher education institutions in Japan
In senior high school in Japan, Yamashita (2016, pp. 231-232) noted the challenge of offering training opportunities for qualified teachers for foreign languages; indicated that there are also some issues related to large class size after it became mandatory to learn a foreign language, and as a consequence, some students choose their foreign languages without a clear objective. According to Mizuguchi and Hasegawa (2016, pp. 182-184), the standard textbooks for senior high schools are not yet organized and teacher training courses in foreign languages other than English are limited. In the same light, Kishida (2018a) also claimed that teaching foreign languages other than English at senior high schools in Japan suffered from structural problems like not having standard teaching method or goals unified upon each foreign language. On the other hand, there are some proposed solutions.

When focusing on the correlation of other foreign languages and English at school, the following findings are reported. Oiwa (2012, p. 88) shows a positive correlation between English reading and French study through university students' test results of both English and French under certain conditions, meaning that knowledge resources of previously acquired English structure and vocabulary might promote the mastery of French. Kishida (2018a) conducted an intensive Spanish language education course for senior high school students for 40 hours, entirely in Spanish. From the questionnaire of learners, there were positive comments about their increased ability of listening in Spanish. Kishida (2018b) also demonstrated the influence of Spanish on English proficiency in university first-year Japanese students who learned Spanish as their major at the university for about 3 months. She conducted an experiment involving a comparison of learners majoring in Spanish and Chinese. The students had to watch short videos that did not have words, and describe the contents of the video in English in two sessions at about a 10 weeks' interval. The results of the students of Spanish showed fewer grammatical mistakes concerning certain features, which indicated the positive influence of Spanish on some structural traits of English. The students in the Chinese department acted as a control group: the same features did not change at the same rate as for the members of the Spanish group.

Through these studies, it seems that starting to learn a second foreign language other than English at least at the senior high school level might help students attain a better level in the language knowledge and motivation.

1.2.3 French as a second foreign language in Japan

As we stated before, one of our projects for this dissertation is a volunteer tour guide course in French, following the pilot one that we held in Spanish. In order to present that course, I first investigated French education as a foreign language in Japan. Traditionally speaking, French had been one of the major second foreign languages other than English

at the university level. This language is offered as a choice in the National Center for University Entrance Examinations[5] or the entrance tests for some private universities.

The Ministry of Education, Science, Sports and Culture (Monbusho, 1956, Chapter 3 & Chapter 4) shows the guidelines for French as a first foreign language or the second foreign language focusing on reading, writing, and listening and speaking by targeting (1) Continuing learning French from junior high school and (2) Start to learn for the first time from high school. Some reasons why we specifically take French might be, as Tajima (2002, p. 18) pointed out in his outline of the French education in Japan during fifty years, that after the Second World War, researchers on French language started the literacy society "*Furansu bungakukai*", as well as that some universities launched a new system, and then many people took on the study of this language in Japan.

Here are digests of the feedback upon the questionnaire that La Société Japonaise de Langue et Littérature Françaises and La Société Japonaise de Didactique du Français (2012) conducted among French learners. French learners[6] who showed (relatively) less interest in learning French[7] at university in this research referred to the difficulty[8] of learning grammar (53.8%) and pronunciation (20.2%), and also, 43.3% felt that "studying French is a burden" (pp. 37-38, multiple answers are allowed). Meanwhile, teachers responded to with reference to the textbooks from Japan (p. 25, multiple answers are allowed), which they consider "easy and childish[9]" (15.4%), and that "contents are too simplified[10]" (23.4%) (summarized and translated by the author).

University students focus more on the difficulty in learning grammar and pronunciation for most of the class contents. About 60% of those surveyed wished to

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[5] National Center for University Entrance Examinations (独立行政法人　大学入試センター) webpage. https://www.dnc.ac.jp/

[6] Shibuya (2019) mentioned that they were "French learners as a second foreign language at a university", however, actually this result regarding university students seems to include some French learners as their first or third foreign language. They are relatively beginners' level students. Therefore, I used here the expression "French learners".

[7] These answers seem to be asked to learners who are (relatively) less interested in learning French. Therefore, here I added "(relatively) less interest in learning French" compared to Shibuya (2019).

[8] In Japanese, the question is written as "文法などが面倒". This might rather mean "learning grammar is bothersome", and "発音が好きではない" rather means "don't like the pronunciation".

[9] In Japanese, the question is written as "やさしく幼稚過ぎる".

[10] In Japanese, the question is written as "内容が簡略的過ぎる". Therefore, I used here "contents are too simplified" compared to Shibuya (2019).

continue learning French (La Société Japonaise de Langue et Littérature Françaises & La Société Japonaise de Didactique du Français, 2012, p. 5).

Similar to the university students, questionnaires from senior high school students demonstrated the difficulties with pronunciation and listening in addition to grammar, however, 82.3% of senior high school students felt French lessons were "fun" (42.6%) or "relatively fun" (39.7%) (translated by the author based on La Société Japonaise de Langue et Littérature Françaises & La Société Japonaise de Didactique du Français, 2012, pp. 75-77).

According to further analyses (La Société Japonaise de Langue et Littérature Françaises & La Société Japonaise de Didactique du Français, 2012, pp. 5-6), senior high school students feel pleasure and are motivated to learn French, and they concluded that senior high school students consider that French language learning broadens their vision and it will be useful in the future. From these studies and analyses, it seems clear that, in spite of the difficulties, using interesting contents and materials would bring productive and a good learning opportunity with an enjoyable atmosphere in class.

1.2.4 French from a business perspective

Lifelong language learners might take advantages with their good command of foreign languages in their professional life. Therefore, here the foreign language usage in relation with their professions will be highlighted.

As Takeda (2014, pp. 534-536) points out, regarding the companies' further increasing revenues in relation with the emerging countries, that the educational and learning methods in terms of "mid-to-long term growth strategy" for each language need to be considered. Kamimura (2016, p. 38) explains that companies are closer to consumers with the globalization of the economic activity and that in that context, multilingual literacy is a requirement.

From a professional perspective, Miura (1994) discusses the aim of "bridging the world of interpreting and foreign language education" (p. 64, translation ours), and explains that in Europe, interpreters have been regarded as an independent intellectual occupation. Miura (1994) adds that an interpreter-translator training course has been

established as a postgraduate level course at universities in Europe; and he mentions that the study on interpreting theory and teaching methods is established as a field, whereas in Japan, expensive classes or lessons are organized by private schools, in the absence of university programs geared towards training professional interpreters.

According to the Ministry of Land, Infrastructure, Transport and Tourism (MLIT), the last several years' market demand in Japan had shown increasing inbound business (MLIT, 2018). We understand that this was a consequence of the effect of the Olympic and Paralympic Games in Tokyo scheduled originally to take place in Tokyo in 2020 and the Osaka Kansai Japan EXPO in 2025. In our globalized society, when we talk about business and economy together with our education at school, it is necessary to have enough level of language literacy in addition to communication skills and cultural understanding. Therefore, as seen in this subsection, multilingual literacy approaches not limited to English should be considered as a field to be learned in a professional context.

1.3 Conclusion of Chapter 1

In this Chapter, the background and purpose of the study from the aspect of our current macro-economic trends in Japan in relation with tour guiding activities that we believe have potential in foreign language usage for lifelong learning point of view are discussed. Some challenges and solutions in foreign language learning opportunities at higher education institutions as well as some business or professional aspects using foreign languages in Japan are also investigated by considering our aging society.

Current MEXT policy seems to treat English as a priority (we discuss this in detail in 2.7.1 [MEXT policy in foreign language learning in Japan]). Therefore, in order to achieve a sufficient level in foreign languages other than English with the students' willingness to learn, we need to take into consideration that second foreign language learning should start in senior high school and continue by using the language throughout life with some contents that are relevant to learners in international settings. In this way, everybody could take advantage of knowing languages and would be involved in this globalized and aging society. In sum, in addition to their school learning, we can also encourage lifelong learning opportunities with a multi-lingual approach to all generations.

Chapter 2

Literature Review

2.1 Introduction

In this chapter, based on my research questions as below, I review several studies that have been published about those issues; firstly, I review the literature on senior L2 learning with communicative and content-based approach and focus on older adults' physical features as older age language learners. Then, I review works on emotional, cultural, and social factors that might be unique and that may influence such generations in Japan. The literature on training opportunities and facts on volunteer tour guiding is also further investigated. Finally, I focus on research on policies in Japan, and this chapter concludes with a discussion on qualitative research approaches and data analysis with ethical considerations.

Based on the following research questions, the literature in this chapter is reviewed.

Research question 1:

- *Can older language learners (lifelong language learners) take advantage of learning foreign languages with content-based and communicative approach to learning (such as volunteer tour guide contents)?*

Research question 2:

- *What are the fundamental physical and functional features of senior learners in relation with learning in society (different from younger adult learners) that might influence their learning in class?*

Research question 3:

- *Is there any influence of emotional and social factors such as tolerance to ambiguity, social, cultural, and gender factors that are typical of older generations in Japan?*

Research question 4:

- *From the perspective of the teachers, what kind of content-based and communicative training would be appropriate in order to have students link their language learning to a professional activity, such as volunteer tour guiding?*

Research question 5:

- *What are the educational and social policies in Japan that impact on lifelong learning of foreign language?*

2.2 Research on senior L2 learning with communicative and content-based approach

Here, I review the following studies dealing with foreign language learning focusing particularly on social, communicative, and minimized explicit approaches for older learners, not limited to Japan. Regarding these aspects, the conclusions of some major pieces of work are as follows:

- Focusing on positive and strong aspects of the adult learners, Joiner (1981, pp. 41-43) outlined the importance of maximizing the foreign language learning process by applying a learner-centered approach, by making use of their motivated attitude and some of their efficiency, with a teacher's role as a facilitator. Its proposal included some materials that are authentic and practical.

- Schleppegrell (1987) indicates that older adults studying a foreign language do it for a specific purpose, therefore, in order to help them successfully,

materials are to be designed with structures, direct use of vocabulary, and a useful context and functions that are incorporated into their real-life experiences.

- Lenet, Sanz, Lado, Howard, and Howard (2011) mention that there is no age disadvantage of learning in SLA. According to them, applying without grammar rules or less explicit way of learning for older adults' leaners was rather effective.

- Cohen and Li (2013, p. 13) showed a case study of a native English speaker who learned Mandarin at the age of 67. In their case study, the teacher's communicative approach as a facilitator and the application of real dialogues were used to keep the learners' motivation upward.

- Pfenninger and Polz (2018) point out for FL learning in the older age is to take into account the importance of their cognitive, social and interactive aspects as advantages and that no "one-size-fits-all" approach needs to be considered.

2.3 Research on older learners' physical and functional features in relation with learning in society

Here, we discuss physical and functional features in relation with learning focusing on the scope of the participation of the students in society.

Takami (1993, Chapter 5. *Hirou to Karei*) shows the fatigability and slowness of recovery relating to aging, explaining that functional performance decrease occurs by aging such as in muscular, cardiovascular, and respiratory systems, and also in visual, hearing, and sense of equilibrium.

Park and Reuter-Lorenz (2009) indicated the influence of some functional changes and aging (e.g., brain structure size decreases and functional changes in such as working

memories and long-term memories occur), regarding their performance in the cognitive part in relation with scaffolding mechanisms that have some potential aspects.

From the point of view of the social aspects, Katagiri and Kim (2018) indicate the risk of social isolation and the meaning of social participation after their retirement of older adults who had been involved heavily in their work, as is often the case in Japan. Keeping intellectual occasions and leading a physically active way of life bring successful aging from cognitive aspects (Hertzog, Kramer, Wilson, & Lindenberger, 2008). Also, additional language learning for the third age learners has positive effects in terms of quality of life from social aspects and their health (Pfenninger & Polz, 2018).

Not limited to learning and developing their skills or performance, the third age learners should focus on learning by constructing and using the power of social network that brings social connection (*tsunagari*), as demonstrated in the book of Christakis and Fowler (2009/2010). The physical and psychological wellbeing that comes with social participation are crucial for the older age (Katagiri & Kim, 2018).

Based on our students' experience and education, if they can feel that they have an objective and share the interpersonal communication as a participant member of society, even within an international setting, we can say that our society is open to and globalized for all generations.

2.4 Research on emotional/social factors for older learners

This section is based on the presentation that the author did in Wroclaw, Poland in September of 2019 and in the subsequent paper that was published as "Emotional Factors in Senior L2 Acquisition: A Case Study of Japanese Speakers Learning Spanish". *Journal of Education Culture and Society* vol. 11, issue 1. 2020, which was written as part of this dissertation. In some parts, we have made some additions and corrections. Other parts are maintained as they were published in 2020.

2.4.1 Tolerance to ambiguity

Both cognitive and emotional/social factors have been discussed in the literature on L2 acquisition. Regarding emotional factors such as tolerance of ambiguity, as generally considered, rigidity and intolerance of ambiguity have close relationship (Budner, 1962; Norton 1975). Students holding a high intolerance of ambiguity might have difficulty in dealing with the L2 classroom (Naiman, Fröhlich, Stern, & Todesco, 1996). Marzban, Barati, and Moinzadeh (2012) discuss gender differences in relation to ambiguity tolerance, showing that women are relatively less tolerant towards ambiguity in the language learning context than men in their study on EFL undergraduate students; however, their statistical analysis shows that the difference was not significant. Shak's (2015) study between students' tolerance of ambiguity and language learning strategies does not show a significant relation between the two, but he stressed the importance of using communicative ways, "… such as games, role-plays, simulations, and group discussions" (p. 52)., etc. as different style of language learning strategies.

In terms of uncertainty avoidance and country/society related issues, Hofstede, Hofstede, and Minkov (2010), by comparing different cultures according to some parameters, indicated that "The effect of uncertainty avoidance on a society's legislation depends also on its degree of individualism or collectivism" (p. 218); and mentioned that "… in strongly uncertainty-avoiding, collectivist countries, rules are often implicit and rooted in tradition (high-context communication)" (pp. 218-219), as the case in Japan. We see this tendency in our society and we seem to follow some custom in the classroom, as well.

Regarding the older learners' case in terms of tolerance to ambiguity, Kachmaryk, Grabovska, Ostrovska, and Syniev (2014) point out through the experimental research, the majority of the learners of the University of the Third Age show less tolerance to ambiguity or uncertainty situations, while the elderly who do not study develop the skill of social interaction. In our experience, in the Spanish courses, some senior learners have raised issues or concerns to teachers (not while they are working in a group) often outside of the class to try to make it clear and share their ideas or sympathies regarding their communication difficulties while working or interacting in the classroom.

In class, we usually see senior learners' openness and no stress from exam pressures. However, and even though Hofstede et al. (2010) claim that "When people grow older, they tend to become more social and less ego oriented (lower MAS)" (p. 149) in the context of age and masculinity[11], when it comes to group work in our case, we observed some stubborn attitudes or ideas that they cannot give up in class as some of them also noted in their diaries. For example, the group presentation topics were not easily agreed or received the consensus of the group in the stage of preparation, and some of them preferred to proceed with his or her way, etc.

Our senior volunteer tour guide course is a content-based learning course. By its own nature and objectives, many issues about Japan that are discussed in the materials have no unique definition or correct answer. A few learners who have a higher proficiency level of language commented in their diaries that they feel that the contents are not clear and therefore they decided not to continue the course after the first semester as it seemed ambiguous to them. These participants, therefore, showed a high degree of intolerance to ambiguity. However, most of our participants not only remained until the end, but also decided to take the course again a second time.

2.4.2 Social and cultural factors in Japan

In this subsection, we firstly focus on social factors in Japan. Especially, when talking about older adults, it is important to describe how these people received their education and what influences they show from their society and their culture. As mentioned above, Hofstede et al. (2010) compared different cultures according to some parameters, and following their theory and also by considering the case in Japan as relatively collectivist society (pp. 92-97), we could say that in Japanese society, the benefit of the group is relatively respected over the benefit of the individual. This might mean that students are likely to listen to opinions of others in class first and keep or hold their individual ideas to themselves.

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[11] "MASCULINITY: the opposite of *femininity*; together, they form one of the dimensions of national cultures. *Masculinity* stands for a society in which emotional gender roles are clearly distinct: men are supposed to be assertive, tough, and focused on material success …" (shown in Glossary, Hofstede et al., 2010, p. 519).

In terms of masculinity versus femininity, Japan holds a higher position in their ranking shown as a masculine country (Hofstede et al., 2010, pp. 140-144), and also, they indicated that "In the most masculine countries in the IBM database, Japan and Austria, the men scored very tough and the women fairly tough, but the gender gap was largest" (Hofstede et al., 2010, p. 148). This might be transferred to the class in Japan, in which men have traditionally been given priority and women are expected to behave in a female manner.

Hofstede et al. (2010) also include Confucian ideas of obligations for some Asian countries including Japan and they state that "These relationships contain mutual and complementary obligations: for example, the junior partner owes the senior respect and obedience, while the senior partner owes the junior protection and consideration" (p. 80). In the senior language class, teachers are often younger than senior learners. Some senior learners try to impose their expectations onto the class and want their ideas about how to proceed or even about changing the lesson contents to be listened to. On the other hand, some of them are quite flexible and try to collaborate in all possible ways.

2.4.3 Gender issues

When we focus on older adults' social factors in Japan through sexism in education, job, and career opportunities, it is said that there seems to be a "hidden curriculum[12]": we receive education to be manly or womanly, and such roles are created from childhood (Mori, 2009; Muramatsu, 2003). School textbooks used a lot of male models, and some subjects such as homemaking were for women students at school some decades ago in Japan (Amano, 2009; Muramatsu, 2003). School subjects like science tend to be believed to be for men in Japan[13], and there seems to be a gender bias there (Muramatsu, 2009). According to Kawaguchi (2013), universities seemed to be originally for men, and junior colleges for women, and women started to pursue higher education, shifting to university

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[12] Shibano (1982) mentions that P. W. Jackson (in his book: *Life in Classrooms*, 1968) discovered "hidden curriculum" in the context of an unspoken agreement system in class, whereby teachers as well as especially students are supposed to learn this system; and also Shibano (1982) describes the "hidden curriculum" as playing a filtering role and as a way of transferring messages from a teacher to students, using different forms from those of the "official curriculum".

[13] Tatsuki (2007) notes that in a MEXT approved textbook "There was a picture of a Japanese female declaring that she likes English but not Science. This image is unfairly paired in the textbook with a Japanese boy who declares that he likes basketball but not soccer. This is hardly an equivalent juxtaposition" (pp. 9-10).

from junior college only in the 1990s in Japan. There are still women's universities in Japan. In terms of job recruiting, career patterns for women are closely related to gender issues (Yoshihara, 1995). We hypothesize that the above patterns of placing men first and expecting women to behave in more womanly ways should be found in older adults' classes in Japan.

2.5 Research on training opportunities

This section focuses on reviewing training opportunities in terms of some content-based learning approach and tour guide training.

2.5.1 Content-based learning

This subsection is directly extracted from the paper entitled "L2 Learning for Seniors: Lessons from an Exchange between Japanese Learners of Spanish and a Senior Volunteer Guide Group from Spain". *Journal of Linguistic and Cultural Studies* issue. 50. 2018, which was written as part of this dissertation. In some parts, we have made some additions and corrections. Other parts are maintained as they were published in 2018.

Training opportunities, especially in terms of practicing languages for becoming a volunteer tour guide using foreign languages, are indeed very limited, while guides are expected to perform professionally on the spot. Also, due to the fact that "On January 4, 2018, the Revised Licensed Guide Interpreters Act was enacted, and now even those without qualifications can provide tourist information in a foreign language for a fee" (Japan Tourism Agency, Ministry of Land, Infrastructure, Transport and Tourism, 2020, About Policy, Licensed Guide Interpreters System), professionals in the tourism domain are concerned about the decreasing quality of expertise expected from the guides. Therefore, we investigated further what kind of curriculum and teaching methods could be introduced so that older adults will be able to take part in the guiding profession or volunteering opportunities by maximizing their life experience and knowledge. Assuming that the contents for the training course on tour guiding increase the practical motivation and maximize their life experience, we prepared a syllabus for the senior learners' Spanish course starting from spring in 2018, considering the Language for specific

purposes [14] (LSP) approach (Widdowson, 1983 [15]) and the Content and Language Integrated Learning (CLIL) approach (Coyle, Hood & Marsh, 2010[16]; Ikeda, 2011[17]). To have a better understanding, I referred to and then adapted Watanabe, Ikeda, and Izumi (2011) in terms of course scheduling for the Spanish 2018 syllabus. For better ideas in categorizing and verifying some useful words or expressions that we might consider within our French and Spanish training course syllabus, I referred to Ueda and Ueda (2009) as well as Ueda, Ueda, and Yamanaka (2010), though these books target tour guiding contents for Japanese and English expressions. We focused on training sessions with following main themes: Religion in Japan, Traditional Culture in Japan, Lifestyle in Japan, and Sightseeing Spots in Japan (see Appendix 1).

2.5.2 Tour guide training and LSP

Wang (2008) discusses their tourism study at the university level in Australia and the necessity of providing sufficient curriculum both in theory and practice in tourism studies to meet the needs of industry; and mentioned that both tourism academics' and practitioners' views on skills and abilities placed importance on such as "Oral Communication". Teruel, Morant, and Viñals (2014) report a positive experience by students who acquired interpretation skills as part of their training as tour guides. As part of the program in Tourism Management at a university in Spain, these students carried out drama-based projects. Terauchi, Maswana, and Yamada (2017) point out that, when

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[14] According to Trace, Hudson, and Brown's (2015, p. 2) analysis of Widdowson (1983), Language for specific purposes (LSP) courses contain the methodology, objectives, and all other aspects relating to teaching, like the choice of materials or the assessment techniques, based on some specialized needs of the students in the target language. For instance, language courses specially geared towards professionals in business, medicine practice, tourism, etc., are all LSP courses. They aim at developing some specific skills that are necessary in the context of those professions.

[15] Our senior volunteer tour guide courses use the approach of LSP/ESP, considering Widdowson's (1983) indication regarding English for Specific Purposes (ESP): "ESP is essentially a training operation which seeks to provide learners with a restricted competence to enable them to cope with certain clearly defined tasks" (p. 6); and here he compared this approach with general purpose English (GPE) by mentioning that "GPE, on the other hand, is essentially an educational operation which seeks to provide learners with a general capacity to enable them to cope with undefined eventualities in the future" (p. 6). In our case, a volunteer guide training course is proposed as a way to channel the students' motivation and life experience towards a definite goal. Therefore, an ESP approach is argued to be preferable for the senior population.

[16] According to Coyle, Hood and Marsh (2010), "Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an **additional language** is used for the learning and teaching of both content *and* language" (p. 1).

[17] CLIL approach is described as a teaching style such that the target, contents, teaching method and materials are designed for language learning purposes. On the other hand, in the approach known as English for specific purposes (ESP), is expected that the English ability of the learner will improve while s/he assimilates the contents (Ikeda, 2011, p. 1, translation ours)

teaching English for tourism, it is important to include aspects of tourism service providers, such as the use of polite expressions in formal or informal situations. They also point out the necessity of including materials for English for Specific Purposes (ESP) professionals.

Armstrong (2003) implies the potential of the instructional technique of role-play in tourism and hospitality teaching and indicates that using role-play helps students develop skills in terms of business practice and communication, and working in a team. In terms of role play in educational opportunities, Wacholtz (1999) observed that their experimental group of English classes demonstrated some motivation and willingness to participate in the role plays and suggested including simple or various examples of this technique at the beginning of the class.

As seen in this subsection, some researchers have investigated the practice in tourism studies, the usage of tour guide training in language teaching and the efficacy of role plays in language classes. As seen above, an effective way of learning and practicing the contents for tourism seems to consist of applying oral communication practices such as role play, drama techniques and so forth, which therefore should be included in class.

2.6 Research on volunteer tour guide

The following subsections of 2.6.1 (Emerging AI technology and human communication) and 2.6.3 (Japan is welcoming the Olympic and Paralympic Games & World EXPO) are directly extracted from the paper entitled "L2 Learning for Seniors: Lessons from an Exchange between Japanese Learners of Spanish and a Senior Volunteer Guide Group from Spain". *Journal of Linguistic and Cultural Studies* issue. 50. 2018, which was written as part of this dissertation. Regarding 2.6.2 (Tourism and Japanese economy), it is directly extracted from the paper entitled "MEXT Policies and Learning Experience: Lifelong Learners of Languages other than English". In D. Tatsuki (Ed.), *Kobe City University of Foreign Studies Journal of Research Institute* vol. 59. 2019, which was based on a panel presentation at the second International Conference on Bilingualism held at the University of Malta in March of 2019 and also written as part of this dissertation.

In some parts of those subsections, we have made some additions and corrections. Other parts are maintained as they were published both in 2018 and 2019.

2.6.1 Emerging AI technology and human communication

The idea of applying IT or AI technology in foreign language education to support learning and communication activities is one of the important approaches in L2 learning. In the near future, it is estimated that some occupations will be possibly replaced by robots or computerized (Frey & Osborne, 2013). In their list, in APPENDIX, some occupations related to L2 usage such as "Travel Guides" (Probability: 0.057), "Interpreters and Translators" (Probability: 0.38), "Tour Guides and Escorts" (Probability: 0.91) are ranked from least to most as the probability of becoming computerized. We estimate that some professionals that need more communication or negotiation skills or some artisanal jobs that only human being can achieve will not be replaced easily by the computer. In this sense, a profession such as "Travel Guide" seems to need more skills in terms of making the guests satisfied with communication skills, while at the same time providing and customizing sufficient information that entertain the guests compared to professions such as "Translators" and "Tour Guides and Escorts".

Although we can maximize the advantages of computer technologies, we believe the communication among human beings plays an important role for the reliability required in business, leisure, life and so on. Indeed, we sometimes enjoy both expected and unexpected information from the guides based on their profound life experiences and we like to engage in conversations with them as human beings. Furthermore, visitors often prefer to be listened to rather than only to receive explanations from guides. Therefore, the guides have to feel the guests and select the right information that they will provide on the spot. In this manner, the human-to-human interaction in the leisure domain such as tour guiding cannot really be completely replaced by IT or AI technology.

In our case, the experienced senior learners' knowledge might contribute to the quality of volunteering guiding in a foreign language and to supply energy to this aging society. At the same time, senior learners benefit from the lifelong learning opportunity through the guiding activity in spite of their language learning challenges.

2.6.2 Tourism and Japanese economy

According to the White Paper on Tourism (MLIT, 2018), increasing numbers of visitors and their increased consumption in Japan became important in terms of prosperity of the Japanese economy (as indicated in 1.2.4 [French from a business perspective]); the visitors not only spent on their accommodations, but they also purchased products, ate out, etc. Also, 36%[18] of National Government Licensed Guide Interpreter[19] were reported as being 60 years old or over upon the feedback of their questionnaire (MLIT, 2014, p.3). This figure might encourage older learners to keep learning and using languages professionally. In accordance with our inbound business prosperity and investment opportunities, second foreign language education for lifelong learning starting from earlier childhood is important.

2.6.3 Japan is welcoming the Olympic and Paralympic Games & World EXPO

Due to the fact that we will be hosting the Olympic and Paralympic Games scheduled in Tokyo in 2020 (currently postponed to 2021 due to the COVID-19 pandemic) and plans to hold the World EXPO 2025, Osaka, Kansai, Japan, the inbound business grew steadily. Visitors to Japan rose to over 31 million[20] people in 2018, according to the Japan National Tourism Organization (JNTO, n.d.-a). Also, 19.4%[21] of the people who passed the National Government Licensed Guide Interpreter Examination in 2016 were 60 years old or over (JNTO, 2017). As already indicated in this dissertation, at the beginning of 2018, the Act changed to allow people without qualifications or a license to provide tourist information in a foreign language for a fee (Japan Tourism Agency, Ministry of Land, Infrastructure, Transport and Tourism, 2020, About Policy, Licensed Guide

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[18] This figure is extracted from the graph "通訳案内士の年齢構成" showing "通訳案内士" [National Government Licensed Guide Interpreter] in "通訳案内士の就業実態等について". It shows that people in their 60s constitute 24%, and people in their 70s or over are 12%. Therefore, 60 years old or over is 36% in total.

[19] "全国通訳案内士" is "National Government Licensed Guide Interpreter" following the information on JNTO (n.d.-b).

[20] In their notes, regarding "訪日外客数 Visitor Arrivals", it is mentioned that "These figures are compiled from the data of the Ministry of Justice. The recalculation serves to bring the visitor figures into line with the international standards" (JNTO, n.d.-a).

[21] This figure is extracted from " (2)　年齢別合格者数及び構成比" in "平成 28 年度通訳案内士試験の合格発表". It is mentioned that people in their 60s is 17.7%, and in their 70s is 1.7%. Therefore, 60 years old or over is 19.4% in total.

Interpreters System). These facts combined mean that our globalized society gives us a lot of chances to take part in tour guiding and foreign language usage activities.

2.7 Research on policy

This section reviews MEXT policies in relation to foreign languages at elementary school, junior high school, and senior high school in Japan, as well as some figures focusing on the case of senior high school. Also, some social factors that might be influencing older generations from the policy aspects will be investigated.

2.7.1 MEXT policy in foreign language learning in Japan

This subsection is directly extracted from the paper entitled "MEXT Policies and Learning Experience: Lifelong Learners of Languages other than English". In D. Tatsuki (Ed.), *Kobe City University of Foreign Studies Journal of Research Institute* vol. 59. 2019, which was based on a panel presentation at the second International Conference on Bilingualism held at the University of Malta in March of 2019 and also written as part of this dissertation. In some parts, we have made some additions and corrections. Other parts are maintained as they were published in 2019.

2.7.1.1 Introduction

In general, most of the learners' foreign language learning experiences should have been influenced by the educational policy of the country from their childhood throughout secondary school. Therefore, reviewing how the foreign language education policy by the Ministry's guidelines evolved in their target language might tell us how it will influence students' mastery of their target language and link to their profession using foreign languages. Therefore, firstly, language policies for foreign languages other than English in Japan are discussed here, by referring to mainly the recent implementation of the Course of Study Guidelines by MEXT. The following subsections compare the current Course of Study Guidelines with the new version of them in elementary schools, junior high schools, as well as senior high schools. We must emphasize that the older learners in our current language courses did not enjoy these policies when they were studying in

their youth. Therefore, these policies should be viewed here not as factors that influence their current L2 learning, but as an overview of the tendencies that L2 language teaching are experiencing in Japanese society, which the older learners are also aware of and able to follow, if exposed to them.

2.7.1.2 MEXT policy for learning foreign languages other than English at elementary school

MEXT Course of Study Guidelines for elementary schools (MEXT, 2010a) included the so-called *gaikokugo katsudou* (foreign language activities) for the 5th and the 6th grade students. These guidelines were supposed to provide students with more communication chances using foreign languages as well as experiencing both Japanese and foreign cultures through the instructions in order to "form the foundation of pupils' communication abilities through foreign languages" (MEXT, 2010a, p. 1). The new MEXT guidelines (2017b) specify that, elementary schools should implement a transitional stage at which foreign language activities should be carried out at the 3rd and 4th grades (pp. 6-7), followed by a *gaikokugo ka* (Foreign languages or English as a subject) which would be in charge of teaching English or foreign languages to the 5th and 6th grades (pp. 62-63). Also, according to MEXT (2017b), instruction for foreign languages other than English should follow the Objectives, Contents, and Lesson Plan designed for each subject as stated in English (p. 136), specifying that, in elementary schools, English should be the language of choice as the foreign language to be taught (p. 137). It seems that English is considered to be the priority foreign language at all levels of education in Japan. These new guidelines allow elementary school children to start foreign language activities at an earlier age than previous guidelines, and this could be an interesting opportunity for children to start learning and encounter foreign languages and cultures without feeling the exam pressure. However, our senior learners in our program did not enjoy these policies while they were growing up. They usually started to study English at junior high school. Also, the approach of learning languages was more "grammar-oriented" targeted to achieving higher scores for the exam and not for communication or any interactive purposes while learning the language at school.

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2.7.1.3 MEXT policy for learning foreign languages other than English at junior high school

When we focus on current MEXT Course of Study Guidelines for junior high schools, foreign languages other than English are mentioned in a paragraph that states, "Instruction for foreign languages other than English should follow the objectives and contents of English instruction" (MEXT 2010b, p. 8; MEXT 2008[22], p. 65, Chapter 2, Section 3). Here they use the word "English" to explain the Objectives and Contents for each subject.

A comparison table for the Course of Study Guidelines for foreign languages in junior high schools (MEXT, 2017a, pp. 192-193) shows no major changes in terms of foreign languages other than English in the new MEXT Course of Study Guideline for junior high schools as described for foreign languages other than English in MEXT (2010b, p. 8) and MEXT (2008, p. 65, Chapter 2, Section 3), and it is mentioned that students should study English as the main foreign language. A "one-size-fits-all" approach seems to be applied here.

2.7.1.4 MEXT policy for learning foreign languages other than English at senior high school.

In the same line, current MEXT Course of Study Guidelines for senior high schools indicate that "Instruction for foreign languages other than English should follow the Objectives and Contents for each subject stated in I. through VII. and Article 3" (MEXT, 2010c, p. 5; MEXT 2009[23], p. 32). It also describes the importance of the communicative way of instruction and of fostering communication skills as highlighted for English and then, the following comment is included: If students take a foreign language other than English for the first time at a senior high school, language activities should be conducted according to the students' proficiency level and appropriate consideration should be given to basic language materials (MEXT 2009, p. 33).

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[22] Similar contents to MEXT (2010b) but in Japanese.
[23] Similar contents to MEXT (2010c) but in Japanese.

The new MEXT Course of Study Guidelines for senior high schools (MEXT, 2018a), that will be effective in 2022, equate the teaching of other foreign languages to instruction in English by following the Objectives and Contents for each subject stated in English (p. 178). Hence, there is no major change of the policy in foreign languages other than English.

According to Section 1 (about Background of revision and basic policy) and Section 2 (regarding Purpose and gist of revision of foreign languages as a subject) in Chapter 1 of this policy (MEXT, 2018b), it is said that the current situation involves both a declining population of working age members, and a simultaneous development of technology, such as AI (Artificial Intelligence) or IoT (Internet of Things) (MEXT, 2018b, p. 1). Furthermore, in 2022, the age of adulthood will be lowered to 18 years old from the current 20, in an effort to have senior high school students be more involved in politics and society (MEXT, 2018b, p. 1, pp. 3-4). MEXT points out that communication in foreign languages is part of this globalizing society, and is not limited to a certain domain or professions anymore (MEXT, 2018b, p. 6). These imply that foreign language education will and should link to students' lifelong learning opportunity and professions.

2.7.1.5 Foreign languages other than English in senior high school by figure

Second foreign language education mainly starts at the university level in Japan, although some senior high schools also start foreign languages other than English. MEXT (2016, p. 13) show[24] that Chinese, Korean, French, Spanish, and German are the major languages as a subject of foreign languages other than English that are studied in senior high schools in Japan between 1999 and 2016. The table showing the transition of school number of senior high schools holding classes in foreign languages other than English totaled 551 in 1999. Then, after the peak (790 senior schools holding classes in foreign languages other than English) in 2007, it has been slightly decreasing every year, and resulted in a total of 677 schools in 2016. According to the table showing the transition

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[24] The data and figures summarized here are extracted from the graphs/tables "8 英語以外の外国語の科目を開設している学校の状況について（平成 28 年 5 月 1 日現在)" (p. 13), in "平成 27 年度高等学校等における国際交流等の状況について".
(https://www.mext.go.jp/component/a_menu/education/detail/__icsFiles/afieldfile/2019/08/23/1323948_04.pdf).

of school numbers by languages, French has been ranged between 206 and 268 schools in the list between 1999 and 2016. In 2016, the total number of senior high school holding French was 209. This is a very small pie for language activities considering that the number of senior high schools in Japan was 4925 in 2016 (MEXT 2018c, Table 21[25]).

2.7.1.6 Conclusion of 2.7.1

The subsection of 2.7.1 (MEXT Policy in foreign language learning in Japan) reviewed all elementary school, junior high school, and senior high school current foreign language learning situation focusing on foreign languages other than English in relation with MEXT policies. At this moment, we see the "one-size-fits-all" approach in the MEXT language learning policy and English seems to be the first priority at school and the model to be followed in the teaching of other languages. The high school period may provide lots of advantages in terms of different ways of learning than our past classical way of learning as some senior learners and teachers in our study indicated in Chapter 5 (Teachers' perspective; e.g., translation-oriented language learning, no communicative way of language learning, etc.). Under the current situation, despite there being fewer children, despite the development of information technology including the AI technology, of globalized business potential, more and more senior high schools tend to reduce the size of other foreign language learning education (other than English) at school as we overviewed in 2.7.1.5 (Foreign languages other than English in senior high school by figure).

We believe that the high school period of education could be the best timing of laying the groundwork of the education and sophisticated way of learning or practical opportunity in terms of lifelong learning.

2.7.2 Social factors for older adults in Japan affected by policy

This subsection is based on the presentation that the author did in Wroclaw, Poland in September of 2019 and in the subsequent paper that was published as "Emotional Factors

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[25] This figure is extracted from the total number of "平成 28 年度" [the year of 28, in Heisei era], in Table 21, "表 21 高等学校の設置者別学校数".
(https://www.mext.go.jp/component/b_menu/other/__icsFiles/afieldfile/2018/12/25/1407449_2.pdf)

in Senior L2 Acquisition: A Case Study of Japanese Speakers Learning Spanish". *Journal of Education Culture and Society* vol. 11, issue 1. 2020, which was written as part of this dissertation. In some parts, we have made some additions and corrections. Other parts are maintained as they were published in 2020.

Now we focus on older adults' social factors in Japan as affected by public policies. The government encourages older adults to find jobs, continue education, and be involved in social contributions, the following summaries are some of the ways in which this happens, according to the policy in the Annual Report on the Aging Society: 2018 Summary (summarized from Cabinet Office, Government of Japan, 2018, Chapter 2, Situation Regarding Implementation of Measures for the Ageing Society):

- "Silver Human Resources Center" as an institution to give older adults employment chances as well as procure older adults involvement in society;
- Some educational institutions including universities offering re-learning opportunities for working generations as well as older adults as lifelong learning;
- Promotion of more and more ICT usage for older adults;
- Older adults' social participation as a consequence of generating their objective for the purpose of life termed "Community Cooperation Activities for Learning and Education" (Cabinet Office, Government of Japan, 2018, p. 82) and "Project to Promote Activities to Allow the Older People to Find Reasons for Living" (Cabinet Office, Government of Japan, 2018, p. 82); and
- Encouragement toward all generations to think of our aging society through "The Japan's Plan for Dynamic Engagement of All Citizens" (Cabinet Office, Government of Japan, 2018, p. 86).

In this way, we assume that all kinds of countermeasures are taken to support our aging society in terms of educational and connection to the society and not only those limited to caring their health issues.

2.8 Research on interview and qualitative approach and data analysis

In the first preliminary questionnaires of each Spanish 2018 spring, Spanish 2019 spring, French 2019 spring, and French 2019 autumn courses, the form stated in clear terms that the purpose of this preliminary questionnaire was exclusively to gather information for this dissertation. It was stated that the data would not be used for any other purposes, and their privacy and their answers would not be identified.

Also, the learners on this research project who provided their introspective materials (such as diaries and interviews) agreed to participate in this study by signing the consent form that indicated that their privacy is preserved and that the collected data's confidentiality is guaranteed[26]. Furthermore, I clarified the purpose of the research in the consent form by indicating the title of project ("L2 learning for seniors: Maximizing life experience, knowledge, and motivation through a training course on tour guiding in a foreign language[27]"). Regarding digests and contents summaries (translated contents from Japanese to English of their introspective materials[28] by the author) included in this dissertation, they were also individually checked. In order to prepare consent forms for data collections and usage, the guidelines on the webpage[29] of Kobe City University of Foreign Studies were referred to. The consent form for interviewing[30] regarding data collections and usage for both learners who had interviews and teachers (We had interviews in English or teacher answered questionnaires in English) on this research project and a guest speaker from KADEKO SGG Kansai (contents translated from Japanese to English) were prepared with reference to Suzuki (2005). Regarding the interview method such as how to organize and arrange the interviews as well as collecting data, I resorted to the practical examples demonstrated in Uchida (2008).

In addition to the above-mentioned preparation, in order to organize and prepare for the analysis for the qualitative approach, I reviewed Takeuchi and Mizumoto (2014),

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[26] The forms were prepared in Japanese. From the 2019 spring course, we also added an item about "their right to withdraw their introspective materials".

[27] Translated into Japanese by the author, although this dissertation's title was slightly modified afterwards.

[28] As shown with their MDMQ questionnaire results in the sections of 3.8, 4.6.3, and 4.7.3.

[29] Our senior volunteer tour course had already started in spring 2018, and we learned and accessed the following page in the end of the spring 2018 course: Kouritsudaigakuhoujin Koubeshigaikokugodaigaku kenkyuurinrishishin [Kobe City University of Foreign Studies research ethics guidelines]. (2018).: http://www.kobe-cufs.ac.jp/institute/files/kenkyurinrisisin.pdf

[30] Adapted from the sample consent form of interviewing demonstrated in pp. 80-81 in Suzuki (2005).

and also referred to the approach in the field of education and classroom explained in Akita, Nouchi, and Fujie (2007). Also, I attended the seminar on the issue of Qualitative approach and SCAT imparted by Otani (2019) in November 2019.

2.9 Conclusion of Chapter 2

Works concerning my research questions were reviewed in this Chapter. In the past, many studies on L2 learning referred to younger learners' foreign language learning, but recently we have some studies on older adults' foreign language acquisition too. In this study, I focused mainly on L2 learning for senior students with communicative and content-based approaches, since my project includes a class on volunteer tour guiding in second language (2.2 [Research on senior L2 learning with communicative and content-based approach]). Physical and emotional features of senior learners were also investigated together with cultural, and social factors that might be unique and influencing such generations in Japan (2.3 [Research on older learners' physical and functional features in relation with learning in society] and 2.4 [Research on emotional/social factors for older learners]). I estimate that the tendencies discussed above might be the typical case in Japan. However, our foreign language learners seem not always to fit the pattern, according to the result of pilot study (Shibuya, 2020). Therefore, a qualitative approach is needed in order to explore how participants perceived this communicative and content-based way of learning. Furthermore, it seems that their life experience and their knowledge generated by their own experience (changing their environment through language learning and international chances due to their professions or travels…, etc.) has some influence in giving more impact and added value on their attitude or the way of thinking in class, group, or society.

Training opportunities and the fact on volunteer tour guide are also further discussed so that the volunteer tour guide course contents will bring the added value from both the lifelong learning and skill points of view (2.5 [Research on training opportunities] and 2.6 [Research on volunteer tour guide]). Research on education and senior related issues in term of policy in Ministry of Japan are also focused on (2.7 [Research on policy]), and this chapter concluded with some brief comments regarding

qualitative research and data analysis with ethical considerations (2.8 [Research on interview and qualitative approach and data analysis]).

Part II

Experimental volunteer
tour guide courses
in Spanish and French

Chapter 3

Volunteer Tour Guide Course in Spanish

3.1 Introduction of the pilot Spanish course

Although the overview and some introduction to the course is discussed in Shibuya (2018, 2019, 2020), here, I introduce the pilot Spanish course launched in the spring of 2018. The course was organized and taught by four Spanish L1 teachers. The first course lasted 15 weeks[31], from April to July of 2018, in sessions of 90 minutes each and the course repeated this cycle in the autumn, from October of 2018 until February of 2019. The course was held again in 2019. The data in this chapter are from the spring 2018 and spring 2019 courses. In the course, teachers used tour guiding contents. Learners studied the target language aiming at using it for specific purposes through topics in relation to tour guiding contents.

The following sections, 3.3 (Data collection), 3.5 (Spring 2018 Course), 3.6 (Spring 2019 Course), 3.8 (MDMQ for four students' case in Spanish course), and 3.9 (Discussion for Spanish volunteer tour guide course), as well as most of the contents of 3.12 (Conclusion of Chapter 3), are based on the presentation that the author did in Wroclaw, Poland in September of 2019 and in the subsequent paper that was published as "Emotional Factors in Senior L2 Acquisition: A Case Study of Japanese Speakers Learning Spanish". *Journal of Education Culture and Society* vol. 11, issue 1. 2020, which was written as part of this dissertation. In some parts, we have made some additions and corrections. Other parts are maintained as they were published in 2020.

Also, section 3.7 (Preliminary questionnaire) is directly extracted from the paper entitled "MEXT Policies and Learning Experience: Lifelong Learners of Languages other than English". In D. Tatsuki (Ed.), *Kobe City University of Foreign Studies Journal of Research Institute* vol. 59. 2019, which was based on a panel presentation at the second

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[31] One lesson (during the Golden Week holidays) was not held; therefore, lessons were organized for 14 times in total, in addition to one orientation day in spring 2018 course.

International Conference on Bilingualism held at the University of Malta in March of 2019 and written as part of this dissertation.

Then, 3.10 (The exchange program: Senior guide visitors from CEATE, Spain), is directly extracted from the paper entitled "L2 Learning for Seniors: Lessons from an Exchange between Japanese Learners of Spanish and a Senior Volunteer Guide Group from Spain". *Journal of Linguistic and Cultural Studies* issue. 50. 2018, which was written as part of this dissertation.

For those extracts, in some parts, we have made some additions and corrections. Other parts are maintained as they were published both in 2018 and 2019.

3.1.1 Procedure

Both spring 2018 and 2019 courses applied the communicative approach using role-playing activities. The course contents are mainly related to religion, tradition, lifestyle and culture in Japan.

3.1.2 Course orientation

As introduced in Shibuya (2018), the course started on April 18, 2018. Before the start of the course, we held an orientation day in order for us to provide enough information for the participants to follow this new project. Teachers and assistants with researchers explained the course target and overview, as well as course contents on the orientation day. We also explained general information regarding video recordings, questionnaires, and level tests to be organized through the course in relation to the experiment. Learners were advised that this course was part of the investigation leading to the current dissertation, and they all agreed to participate in it under that condition.

3.2 Syllabi and course contents

One of my objectives for the first year of the doctoral program was to design the syllabus for a pilot course on volunteer guiding for senior learners, and to gather data about the process of the students in that course. Prior to the course, I prepared the syllabus for the Spanish course (Appendix 1) referring to the LSP and CLIL approach (see 2.5.1 [Content-

based learning]). The course mainly tries to apply the communicative way including some role-play activities. Also, we asked learners to keep a diary in Japanese of their own learning experience through this course. The syllabus was divided into the following themes: Religion in Japan, Traditional Culture in Japan, Lifestyle in Japan, and Sightseeing Spots in Japan. In addition to the usual classes, we had some additional setting as we discuss in Section 3.10 (The exchange program: Senior guide visitors from CEATE, Spain) and 3.11 (KADEKO SGG Kansai seminar).

3.3 Data collection

We have collected the following data[32]:

- The open-ended preliminary questionnaire about learners' background (their experience in studying foreign languages, volunteering, working, and social activities) and about their motivation and expectations for this course prepared in Japanese[33];
- A level test at the beginning of the spring 2018 course and at the spring 2019 course;
- Video recordings while they are role-playing in the class;
- Diaries about their language learning experience (mainly written in Japanese);
- Some comments from the learners and discussion of the general course organization with the class and the teachers in 2018;
- Interviews after the spring 2019 course (in Japanese); and
- Multidimensional Mood State Questionnaire (MDMQ questionnaire, English version of MDBF; Steyer et al., 1997) translated in Japanese (by our

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[32] We do not have the data for all participants. I chose introspective materials/comments from those who submitted information as complete as possible with their dairies, interviews, and mood questionnaires, together with clarification of preliminary questionnaire, especially related to "Spanish learning experience" and "motivation to take part in this course", and I also tried to include feedback from both male/female and from different Spanish proficiency levels.

[33] We used some of the same background questions to the participants based on Appendix 2. in Ramírez Gómez (2015) as a reference and adapted them.

translation) before and after the class three times (in May, June, and July) in 2018 and two times (in June and July) in 2019.

Through their comments or activities in class, we got the impression that some social factors affecting their generation in Japan are at play. Therefore, as investigated in 2.4 (Research on emotional/social factors for older learners), we especially tried to identify the tendencies based on cultural issues and psychological aspects of the third age learners together with some policies discussed in 2.7 (Research on policy) in Japan.

3.4 Main features of participants of both 2018 spring and 2019 spring courses
Here, I show the distributions of participants on this course based on the answers from17 participants who answered the preliminary questionnaires[34]. The submission timing of the preliminary questionnaire was at the start of 2018 spring course and 2019 spring course.

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[34] The graphs in Figure 1-6 showing the result of questionnaires were adapted from some of the same background questions to participants in Appendix 2 in Ramírez Gómez (2015).
Here I include answers from two students who quit in the middle of the 2018 spring course. There was one more submission of the preliminary questionnaire; however, this person did not start this course and the data were not included.
In the cases in which the boxes for the answers in the questionnaires were not ticked but the answers were written clearly, then they were considered to be answers.
Fourteen submissions of preliminary questionnaires were collected during the spring 2018 course and three submissions of preliminary questionnaires were collected during the spring 2019 course. We made a summary of the total of 17 answers of preliminary questionnaires in this section.

3.4.1 Distribution of age

Their ages were mainly ranged in 65 to 74, as we see in Figure 1.
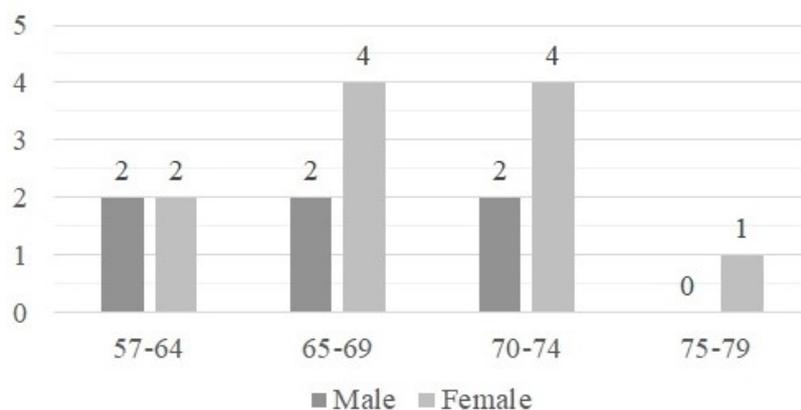
Figure 1. Age at the start of the course: Number of responses

Source: Author's research upon questionnaire

The average age of the participants in both 2018 spring and 2019 spring together when they started the course[35] was 67.71, according to 17 participants who answered their preliminary questionnaires. (In 2018 spring, the average age of participants was 67.21 according to 14 participants who answered the preliminary questionnaires. The average age of the three new comers who answered the preliminary questionnaires in 2019 spring was 70).

3.4.2 Spanish learning and past experience

Their language learning and past experience varies. However, nearly half of them had more than 7 years of Spanish learning and past experience. Also, about 29% had 10 years or more, and around 23% had been learning and having past experience of Spanish for around 5 to 6 years.

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[35] The age was reflected as written on questionnaires and we consider these ages as when they started the courses (in 2018 spring and in 2019 spring). One person forgot to mention the age, therefore we counted it from another questionnaire submitted during the spring 2018 course.
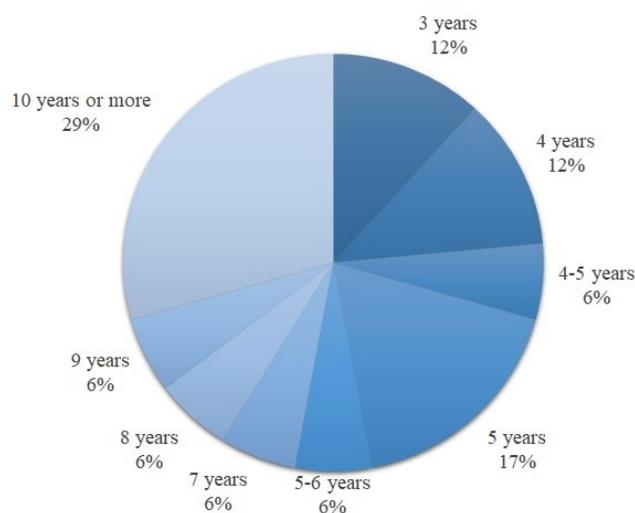
Figure 2. Spanish learning and past experience of participants[36]

Source: Author's research upon questionnaire

3.4.3 Other language learning experience

In the preliminary questionnaire, we also asked them about experience learning other languages. The following graph shows the results. Most of them indicated English as the other language learning experience. As we see in Figure 3, they learned English as a main foreign language at school.

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[36] In the questionnaire in Japanese, we first asked "スペイン語の学習をいつ始めましたか？" [When did you start learning Spanish?] and then asked "(これまで)スペイン語に接した期間" [The period you are in contact with Spanish (so far)], (translated by the author). Here we consider these contact periods as their Spanish learning experience. Also, referring to Figure 4 that shows learning experiences (languages other than Spanish here, though), the experience varied depending on the individual; therefore, some people consider learning as the style of their school days or self-study, and others include as learning opportunities for communication or interaction such as their business or life abroad, etc. using the target languages.
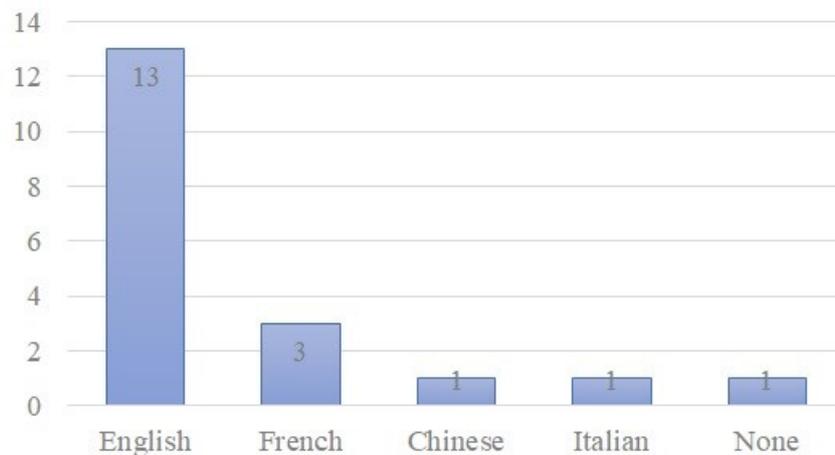
Figure 3. Other language learning experience: Number of responses involving that language

Source: Author's research upon questionnaire

A learner commented regarding other language learning experience as "listening to radio or watching TV programs" in the target language. Some chose[37] or indicated various purposes, apart from their school days learning and other answer items for learning these languages, such as "the business opportunities (or expectations to be involved in some businesses)", "the necessity for their life abroad", and "a test preparation" (translated and summarized by the author).

3.4.4 Learning opportunities for languages other than Spanish

They could choose multiple answers from the questionnaires. Figure 4 demonstrates their language learning opportunities other than Spanish. As discussed, when we mentioned the importance of learning second foreign languages at higher education levels in Japan (see Chapter 1, 1.2.2 [Foreign language learning at higher education institutions in Japan]), many people seem to receive their language learning opportunities through their

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[37] In the questionnaire (adapted from Appendix 2 in Ramírez Gómez, 2015), we also asked as the next question "What is the purpose of learning [the target languages]?", and we wrote options for the answers, such as "Had classes at high school and/or at university", "Did (or wanted to do) business to do with abroad", "Had (or wanted to have) some friends from foreign countries", "Wanted to travel abroad", "Others" (translated and summarized by the author).

school days, especially at high school and at the university. There were also some comments explaining "Others" in the questionnaire regarding their language learning experiences, such as their "involvement in business", "visiting abroad many times", "through some lessons from a foreign neighbor", or "while living abroad including some class participations" (translated and summarized by the author).
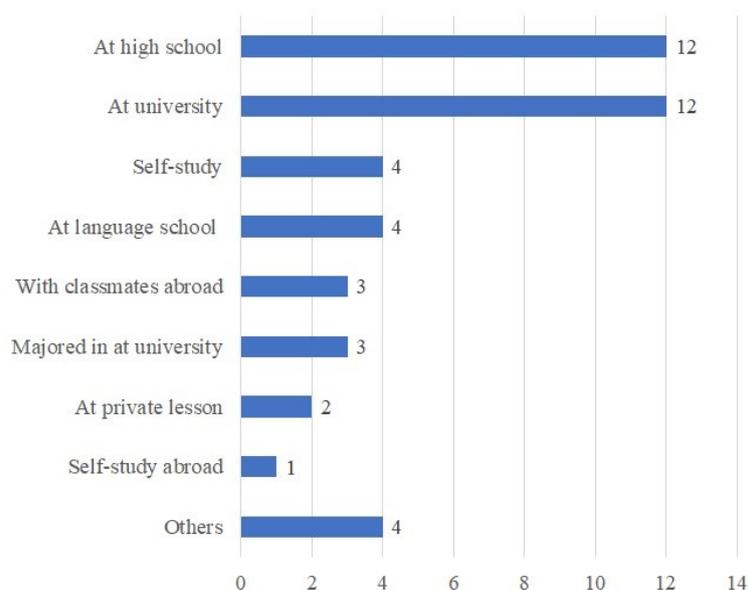
Figure 4. Learning opportunities for languages other than Spanish: Number of responses (multiple answers allowed)[38]

Source: Author's research upon questionnaire

As seen in the graph, Japan is a country where there is an obligatory requisite for learning a foreign language, mainly English, since the level of junior high school and all the way up to the second year of a university degree. For the implication of our senior learners' learning opportunities, recent various language learning approaches considering our globalized societies at the university level could be referred to through MEXT (2020).

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[38] In the graph, "At university" includes "At junior college". Here we do not include the one who answered "None" in Figure 3.

3.4.5 Any activity/hobbies other than Spanish

Some of our senior students provided a longer list of hobbies. Most of them are not only learning languages to keep themselves in a good state of mind, but they also practice some sports, like yoga and walking, to keep their fitness. Particularly, some of male participants still seem to have some objectives about achieving goals (specialized field of study, volunteering or projects related to their business or society…) and their hobby seems to be linked to the practical usage of the knowledge that they have.
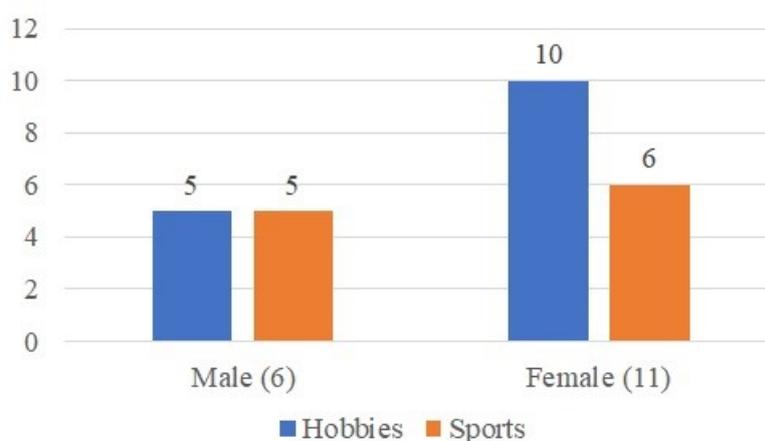
Figure 5. Any activity/hobbies and/or sports other than Spanish: Number of responses[39]
Source: Author's research upon questionnaire

3.4.6 Educational background

The following graph introduces their educational background information, as shown from the questionnaire.

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[39] These questions (hobbies/sports) were asked separately. When they answered some sports such as golf, yoga, and walking…, as hobbies, I counted them as in sports instead of hobbies (unless they chose "no" for sports). One female participant did not tick "yes" or "no" for sports but answered "yoga" for a hobby, therefore counted this as "sports".
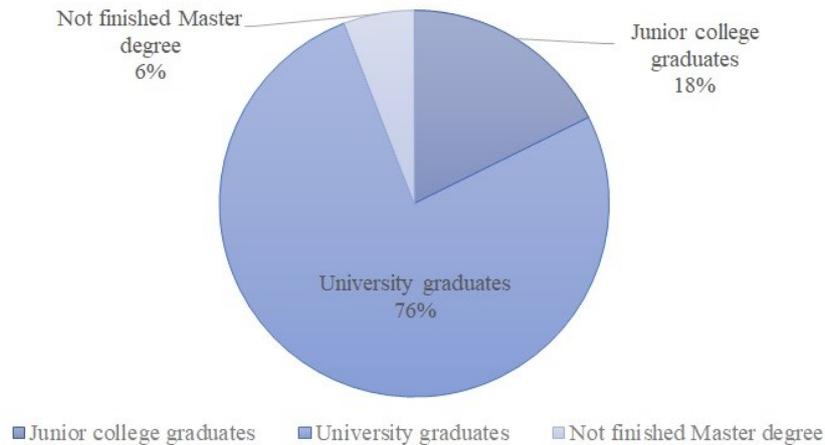
Figure 6. Educational background of participants[40]

Source: Author's research upon questionnaire

About 76 % or more of them seemed to have obtained a university degree. Less than one-fifth are junior college graduates who are female participants. This reflects somehow, as Kawaguchi (2013) mentioned, women started to pursue higher education, shifting to university from junior college only in the 1990s in Japan.

3.5 Spring 2018 course

In this section, we overview the participants in the spring 2018 course. In the spring of 2018, ten female and six male learners ranged from late 50s to mid 70s regularly took the volunteer tour guide course[41]. Most of them were regular attendees at the language courses divided in four levels that took place on the same day and that had been held continuously from five years before and therefore, they attended the volunteer tour guide course after taking a regular language course. The learners of the volunteer tour guide course had taken a level assessment prepared and evaluated by our L1 teachers according

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[40] When answer items are not in the questionnaire and they added the comments, I counted them as answers (e.g., junior college graduates).
[41] We originally had more registrations on this course; however, they could not continue due to their personal reasons. In senior classes, we have to consider this point because of their family or health issues, etc.

to the guidelines of the Common European Framework[42] (Council of Europe, 2001), for us to understand their exact language levels. The first level assessment test results for this course (that 12 learners took[43]) ranged from B2 (three males and two females), B1 (two males and one female), and A2 (four females). Thus, there was an ample range of levels in the volunteer tour guide course in the spring 2018 course.

3.6 Spring 2019 course

This section introduces an overview of the participants in the spring of 2019 course. In the spring of 2019, we continued this volunteer tour guide course with the same concept of contents and class setting. Fifteen learners[44] regularly took part in the class (ten females and five males). Their level ranged from B2 (six females and three males) and B1 (four females and two males) according to the level assessment prepared and evaluated by our L1 teachers. Eleven learners from this second course had also taken the course in the previous year. Six learners were B2 (two females were B2 and the other two females did not take level tests the previous spring; and one male was B2 and the other male was B1 the previous spring), and five learners were B1 level (two females were A2 level and the other female did not take a level test the previous spring; and one male was B1 and the other male was B2[45] the previous spring). Thus, most of the learners' level had improved compared to the previous year.

As mentioned previously, through their comments or activities in class, there seemed to exist some social factors affecting that generation in particular in Japan. We tried to identify the tendencies based on some cultural issues and policies in Japan, and on psychological aspects of the third age learners. This is the focus of this section. Here, we will be analyzing some of the collected data, in particular diaries, interviews, and mood questionnaires (MDMQ questionnaire).

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[42] The assessment test mainly focused on grammar, vocabulary and expressions and referred to the "Table 1: Common Reference Levels: global scale" (Council of Europe, 2001) for assigning their levels.
According to the Council of Europe (2018), some new levels are included: "Common European Framework of Reference for Languages: Learning, teaching, assessment Companion Volume with New Descriptors", https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989
[43] Two of them quit in the middle of the 2018 spring course.
[44] One of the participants chose not to take part in the research.
[45] As can be seen, one of the learners was lowered from B2 to B1. However, this learner seemed to have started learning another language and seems to focus more on learning hobbies using a foreign language.

3.7 Preliminary questionnaire

In this section, we introduce some selective comments from the preliminary questionnaires filled by the Spanish volunteer guide course participants. In order for us to investigate and maximize their life experience into their language learning, we included open-ended preliminary questionnaires in Japanese. The following are selective comments from the students and I translated from Japanese into English.

How has studying Spanish been useful for your life?[46]

- "Spanish people's way of thinking is similar to that of other Western countries, so my experiences working globally with foreigners helped me learning Spanish" (male, early 70s).
- "My continued interest in Western history drives me to have a motivation to keep learning Spanish" (male, early 70s).
- "I found it is important to get along with others. Not only learning Spanish, it is important to know other worlds than Japan" (male, early 60s).
- "Not necessary to think too much in detail but grasp the global meaning" (female, mid 60s).
- "Have the English teacher license, and my English knowledge helps me to translate in the same way into Spanish" (female, mid 70s).
- "Can use various topics when making sentences in Spanish" (male, late 60s).
- "It has not directly to do with learning Spanish, but we can develop our conversations with all people of all generations" (female, late 50s).
- "As traveled in several countries, lots of information received from these experiences is helpful" (female, early 70s).

(excerpted and translated by the author)

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[46] Unlike what was reported in Shibuya (2019), I do not include here comments from someone who left the course in the middle.

From their comments, we can gather that their communication with people from different cultures and generations, and their practical experiences in language learning through their life and profession extended their mind and interest in their current life. That makes their life rich and allows them to challenge new issues beyond their age. It seems that they make use of the skills they acquired in their youth and apply this knowledge into the next opportunity in a sophisticated way.

What's the reason for following the volunteer guide course?

- "Want to do some volunteering activities using Spanish and want to challenge myself to take the 'National Government Licensed Guide Interpreter' exam in the future" (male, early 60s).
- "I am often asked to guide visitors from Spanish speaking countries and wanted to learn how to support them as a guide" (female, mid 70s).
- "Want to try a different way of learning Spanish. Expecting that volunteer guiding training will help to have more chance to talk with people and improve conversation skills" (female, late 60s).
- "Want to know what the interest of the Spanish people who visit Japan is and want to learn how we as a Japanese should welcome foreign visitors" (male, early 70s).

(excerpted and translated by the author)

From their comments, they seemed to expect to use their language skills in professional or practical occasions. At the same time, we often see their hospitality (*omotenashi*) spirit (as discussed in 1.1 [Background of Study]) apart from their eagerness to learn the language, whether it is to do with their professional activity or private life. They often seem to feel responsible for guiding and representing Japan in front of foreigners. Therefore, they prefer to prepare well for the contents in the target language in advance.

3.8 MDMQ for four students' case in Spanish course

This research tries to determine whether this training course on tour guiding in Spanish designed for senior learners as L2 contributes to making the maximum use of their life experience, knowledge, and motivation (Shibuya, 2018, 2019, 2020). In regular language courses, in general, learners quit in the middle of the course if they feel that the class level is too high for them to follow. However, in this pilot course, even though it is not easy, the majority of the regular learners stayed until the end of the semester. It became obvious to us that this course elicited different feelings than those elicited by a regular language class.

To measure these psychological aspects, we prepared a Japanese version of the Multidimensional Mood State Questionnaire (adapted and translated from their English version, see Appendix 3). The English version of MDMQ questionnaire consists of 24 items with six answer categories, to measure three dimensions: the actual state of wellbeing, degree of being awake and alert, and degree of calmness (Steyer et., al, 1997; Department of Methodology and Evaluation Research, Friedrich-Schiller-University Jena, Institute of Psychology, n.d.). GB means Good/Bad. AT means Awake/Tired. CN means Calm/Nervous. Also, according to them, each of three dimensions of these mood states is measured by eight items negatively or positively formulated. Higher scores show that their mood is good or positive and lower scores signal that their mood is bad or negative in the three dimensions. Before and after the class, we collected data three times in May, June and at the last class of the spring course in July in 2018 as well as in June and July of the spring course in 2019. We show individual tendencies concerning their mood throughout the course. The scarce number of participants does not allow for a detailed cross-subjects statistical analysis. Table 1 shows the data for four of the learners. We include their introspective materials results and some information from preliminary questionnaires to explore their emotional aspects in the next section (contents translated and summarized from Japanese to English by the author). Their summaries here were checked and agreed individually with clarification of the purpose of the research, their data's confidentiality, and preserving participants privacy.

Table 1

Distribution of Four Learners

Learners	Age	Gender	Spanish Level in 2018	Spanish Level in 2019
S13	Early 70s	Female	A2	B1
S1	Early 70s	Male	B1	B2
S7	Mid 60s	Female	B2	B2
S9	Late 60s	Male	B2	B2

Source: author's research

MDMQ AND INTROSPECTIVE RESULTS

Figure 7 illustrates the case of S13. Her mood for all the categories improved a lot for every time after the class, except GB and no change of AT in June 2019, right after she had come back from a trip to a Spanish-speaking country that kept her away for six months from the course participation.

Figure 7. Results of the Multidimensional Mood State Questionnaire (MDMQ) of S13
Source: Author's research upon questionnaire

She took the volunteer tour guide course in the spring of 2018 but did not follow the course in the autumn of 2018. She restarted this course in the spring of 2019. Her level was considered to be A2 in 2018 and it became B1 level in 2019. She had studied Spanish for five years previously and had traveled several times to Spanish speaking countries.

She also has six months experience as an expatriate's spouse in a Spanish speaking country and also joined a short-term study trip in Spain after starting our senior Spanish course in the past. Her motivation to follow this volunteer tour guide course was that her Spanish level had not improved as expected and she wanted to try learning in a different way. She thought the volunteer tour guide course would provide more opportunities to communicate with others. Concerning the main question of this dissertation (whether this type of content-based instruction maximizes their life experience and leads to more motivation), let us observe her comments.

Table 2

Highlights of the Diary from S13

Spring, 2018	Spring, 2019
"I noticed that I did not know many things about Japan and did not have much interest in them" (April 18, 2018).	"It is difficult to explain the differences between *Buddhism* and *Shintoism* as I rarely think about them in my daily life" (May 29, 2019).
"I am questioning the contents of the course. All we need to explain to tourists are actually the daily things about Japan that we, Japanese already know" (April 18, 2018).	"In class, we had students' presentations about differences between *Buddhism* and *Shintoism* but I am wondering if there is any need to explain differences in detail and in a complicated manner" (June 19, 2019).
"I researched the internet about volunteer guide activities at home and started to understand how guides are studying and preparing well in advance of their activities. By knowing that fact, I felt like moving ahead though I still feel down somehow" (April 18, 2018).	
"I felt very nervous in class. I am uncomfortable with my level of Spanish and wondered what I had been doing these five years" (April 25, 2018).	"We need to know the contents well and should have interest in the topics so that we can explain them concisely and briefly to the guests who do not know much about Japan" (June 26, 2019).
"I should keep learning and at the same time, make use of what I know and try to explain with the words I can manage in Spanish" (May 9, 2018).	

"Some of the speech from the class was difficult to understand. I wish they would speak briefly and in a way that is easy to understand" (May 9, 2018).	"We have different types of guests and their interests vary a lot. As a guide, it is important to have interest in topics and we need to study topics as well as learning Spanish" (July 3, 2019).
"I am feeling that it is harder to continue the course and cannot enjoy the course at all as I feel I have not a good level of Spanish" (June 26, 2018).	
"The course contents are not clear without a specific program and explanation at the beginning of the course, though it changed somehow after the discussion we had in class previously" (June 26, 2018).	"When speeches are too long, people feel bored of listening. I should contrive to make it interesting" (July 10, 2019).
"I wonder if there are any considerations of the level tests we had before" (June 26, 2018).	
"Teachers and classmates' speaking speeds are too fast to follow and I am overwhelmed" (June 26, 2018).	"The role-playing practice for guiding in the class is a very interesting opportunity for learning and practicing Spanish" (July 10, 2019).
"I have been too negative all throughout the course and realized finally that the important thing was to manage as much as I could with my current knowledge" (July 18, 2018).	

Note: excerpted and translated by the author

Source: author's research

As will be discussed later in the Discussion section, a shift from her shortcomings with the language to a concern for the needs of visitors is observed in the diary of this learner. She focuses less and less on her own level (which is a recurrent topic of many entries in her 2018 diary) and seeks to understand what the tourists need. She realizes that all she needs is her knowledge of Japanese way of life and general culture. Through the interview, we observed that despite her difficulties to keep working on these topics, she always tried to find the solutions by herself or the best way to continue learning. She mentioned using internet or new technologies (devices or applications software) or taking some breaks and

traveling abroad and coming back to this course after refreshment. This encouraged her to keep working in a new phase of the language learning.

The following is the result of S1. Due to some missing data, June 2019 was not included in Figure 8. His mood slightly becomes better or shows no significant changes for each category after the class, except decrease of GB in May 2018 and AT in July 2018.

Figure 8. Results of the Multidimensional Mood State Questionnaire (MDMQ) of S1
Source: Author's research upon questionnaire

This participant had studied Spanish for five years previously and had traveled several times to Spanish-speaking countries. Besides, he keeps learning Western European history at the university. He followed the volunteer tour guide course from the spring of 2018 and continued in the spring of 2019. His level was considered B1 in 2018 and after a year, it was ranked B2. His motivation to follow this volunteer tour guide course was to try to understand what are the interests of Spanish speaking people visiting Japan and how to respond to them as a host. Table 3 shows some highlights from his comments.

Table 3

Highlights of the Diary from S1

Spring, 2018	Spring, 2019
"On the first day, I felt nervous at the beginning" (April 18, 2018).	"Some classmates explained the details but were not interacting much" (June 5, 2019).
"It is important to be brief and to be understood easily by the guests as a tour guide" (April 18, 2018).	
"It is better to grab the other party's interests by asking questions first. It means that the first explanation from a guide is actually to give a chance of raising questions of visitors since each of them from Spain has different interests" (April 25, 2018).	"Some explanations on some concepts from the class presentation lack consideration of any visual or deep insight of things. If we tried to speak in such manner, we would require high skills for speaking and it is doubtful if messages could be properly transferred to others. Therefore, it is important to use short phrases, then make it deeper by talking step by step" (June 12, 2019).
"We had an exchange event with visitors from a senior volunteer guide group from Spain. My group made a presentation on 'how to behave at the shrines and temples'. It was not a very deep talk, but it was concrete, and I believe we could convey the meanings" (May 23, 2018).	
"In order to explain well to the foreign visitors, I believe it is important to have 'historical and cultural knowledge', 'real experience or visit', and 'specialized fields'" (June 6, 2018).	"We had a role-playing activity as a guide and a visitor in class. While demonstrations were done by each group, we tended to speak more as a role of guide. It looked like a one-way communication between a guide and a guest. I wondered whether guests could understand the conversation as well as whether we could have real conversations in this way" (July 11, 2019).
"I thought we had prepared the scenario; however, it was not enough to explain. Probably, we could not imagine well enough the partner's stereotypes or interests" (June 13, 2018).	
"Idiomatic phrases can be used in our conversations in a reflective way" (June 20, 2018).	
"We should keep the conversation simple and reflective. It is sometimes necessary to react without delving deeply into the other person's story" (June 27, 2018).	

"It is better to use more gestures and also keep the conversation as it is" (July 4, 2018).	
"We should try 'difficult things to be easy, easy things to be deeper, and deep things to be interesting'" (citing from Inoue, 1989, p. 16, translated by the author) (July 18, 2018).	

Note: excerpted and translated by the author

Source: author's research

This participant's diary shows that, especially in the first year, this learner is very aware of the visitors' needs and he is focusing his learning process and strategies into finding the best ways to express things in Spanish, in a way that is most useful for the tourists. The second year, though, he is very observant about his classmates' behavior, and he is very critical of their performance and of his own. This can be considered a sign of progress towards becoming a real tourist guide, able to understand the needs of visitors. He is little concerned about the accuracy of the language itself, and more about the way to address the visitors' needs. At the interview, he mentioned that he received the first prize for the speech contest among senior learners after the third year trial in the end of the 2018 semester. The comparison of Japanese and Western culture issues were the topics in his presentation. He seems to be proud of this experience. His awareness of choosing the best topics and speaking out by imagining the audiences' expectation seems to bring this result.

The following figure 9 shows the case of S7. Her mood generally increased or showed no significant changes after the class, except decrease of AT and CN after the class in May 2018.

Figure 9. Results of the Multidimensional Mood State Questionnaire (MDMQ) of S7

Source: Author's research upon questionnaire

This participant studied Spanish for 28 years previously and worked for a foreign diplomatic organization. Her major was English at her higher education. She followed the volunteer tour guide course from the spring of 2018 and continued in the spring of 2019. Her level was considered B2 both in 2018 and 2019. Her motivation to follow this volunteer tour guide course was that she wanted to make use of her language learning experiences toward others and for herself. Some highlights from her diary are in Table 4.

Table 4

Highlights of the Diary from S7

Spring, 2018	Spring, 2019
"I looked forward to learning new knowledge and expressions in Spanish" (April 18, 2018).	"Each group explained the *Shintoism* and *Buddhism*, and every explanation is correct. I wanted to know the most important fact to convey to the guests" (June 12, 2019).
"Others researched topics in detail and I was surprised at their work but on the other hand I felt it is not necessary to explain so much in detail" (April 25, 2018).	
"Something I was interested in the class is that we discussed similar points and different aspects in *Buddhism* and *Shintoism*" (May 9, 2018).	"It is difficult to explain to the [foreign] visitors in an easy manner

"It is not necessary to explain in detail but better to use 5W1H (Who, When, Where, What, Why, How) techniques" (June 6, 2018).	about the festivals or annual events typical in Japan" (June 26, 2019).
"In class, we learned stereotypes about other cultures and their concepts. I learned a lot of expressions, but I felt that it was difficult to use them. I wish I could use them naturally" (June 20, 2018).	"Our pair chose a festival, *Nagasaki Kunchi* as a role-playing practice. Other groups prepared *Awa dance* for class speech and presentation and it seemed popular in class" (July 10, 2019).
"It is difficult to master all the expressions, but I would try little by little", "Some groups during the role-play are using dialogues with guests well, but our group is just explaining the itinerary. We should have used more dialogues" (July 25, 2018).	

Note: excerpted and translated by the author

Source: author's research

According to the interview, in the first year, the learners of the class seemed to have a higher Spanish level and the class offered more chances to talk and discuss more deeply. She does not follow any of the other level Spanish courses. Key phrases and the typical answers based on experiences are to be selected as she put it, "upon the necessity of the guests, we need to adjust" (translated by the author). She feels that content-based practical opportunity such as conversation practice, role-playing…, etc., seemed to be very good. She added that typical expressions or more notetaking might be introduced in class, also mentioned that it is necessary to include more self-repetitions. She seemed to have no stress to work with other classmates who had higher levels of Spanish as well as knowledge about Japanese culture.

Regarding the case of S9, his mood slightly becomes better for each category after the class, except AT in June 2018 and no change of GB and AT in June 2019. Due to some missing data, May 2018 was not included in Figure 10.

Figure 10. Results of the Multidimensional Mood State Questionnaire (MDMQ) of S9

Source: Author's research upon questionnaire

He followed the volunteer tour guide course from the spring of 2018 and continued in the spring of 2019. His Spanish level was considered B2 both in 2018 and 2019. He studied Spanish for nine years previously and had traveled once to Spain. He explained that the motivation for studying this language was that he had been impressed by his colleagues' level of Spanish. His motivation to follow this volunteer tour guide course was to improve his conversation skills. Table 5 demonstrates some highlights from his diary.

Table 5

Highlights of the Diary from S9

Spring, 2018	Spring, 2019
"I enjoyed thinking and explaining a topic about Japan in Spanish by group. The usual things for us are actually very special to foreign people and it was a special experience to be asked the questions on that" (April 18, 2018).	"Similar exercises from previous year on *Jizo* were repeated. Without talking too deeply, we tried to explain in an easy and clear manner by using question and answer dialogues, and the texts were checked by our teachers in advance" (May 29, 2019).
"The teacher explains and immediately wrote on the board with corrections. It was very useful for learning" (April 18, 2018).	
"The teachers are more familiar with some topics than us. As wrap-up and some exercise, that learners from each group tried to respond to the questions by the teacher who played the role	"Presentation on *Jizo* was demonstrated in pairs. It was a similar activity to the one last year, we concentrated on explaining in

of a guest was very good. I appreciate it that we have four[47] [native] teachers leading this class" (April 25, 2018).	simple terms and in an easy way to understand. I noticed that we minded less about making grammatical mistakes and focused on what we wanted to transfer to the guests" (June 5, 2019).
"I made a presentation on topics I had prepared. While preparing the topic, I had a chance to think a lot of some specific characteristics or relationships of Japanese religions, *Shintoism* and *Buddhism*" (May 9, 2018).	"Today's class was self-study format and we researched and worked with the group. Teachers gave advice by walking around the class. This style of class activity seems to give chances or to encourage Japanese learners who are not used to speaking in front of the class" (June 26, 2019).
"We worked on presentation preparation using PowerPoint in class. Later at home, I felt it was better not to use many texts and better to add explanation in Spanish while making a presentation" (May 16, 2018).	
"Role practice with teachers who play the role of guests and learners who act as guides was enjoyable as teachers prepared some questions including unexpected ones" (June 13, 2018).	"We first made presentations individually using Question & Answer about New Year's Day in Japan and the teacher added some corrections on Spanish texts. Then, we practiced explaining Japanese annual events, such as, *Obon*, *7-5-3* (*Shichi Go San*). Once we started to explain the Japanese events, we had too much information. We were reminded to think of using What, When, Where, How, and For what to explain in detail" (July 3, 2019).
"We demonstrated pair work in front of the class by video taking. Different from the previous class, everyone started to demonstrate their presentations without checking the texts, it seemed that difficult words were avoided and therefore it seemed easy to understand" (July 4, 2018).	
"Later, we changed partners and practiced the role-playing. It was a fresh experience. This seems to be an interesting opportunity to practice with all the class members" (July 4, 2018).	"In class, I made a presentation in the pair on *Hakata Gion Yamakasa*. I spent lots of time for researching. Since our prepared texts had a lot of corrections, it was difficult to
"We made a plan for a day trip to Kyoto by the group. It was difficult to agree on the contents	organize the information before my presentation. However, thanks to the

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[47] Originally, he mistakenly wrote "five" in the diary, therefore, we corrected it to "four" at the occasion of this English translation summary, and then he verified the overall English summary contents.

within my group for presentations" (July 18, 2018).	number of teachers in class, we have proper correction of texts and I appreciate it" (July 10, 2019).

Note: excerpted and translated by the author

Source: author's research

This learner is clearly aware that this type of learning leads to a lesser focus on grammatical mistakes and a larger focus on conveying contents to the visitors. According to the interview, role-playing, making conversations, discussion practices had not been much practiced in his studying experience in language learning before, but he mentioned that he had no stress at all in the class, especially in this tour guide course. He does not mind even if he cannot learn fast or not. Experiencing another role to behave like a guest is also interesting. It seems that his good fundamental level of Spanish gave him the enjoyment to be able to express himself better in a foreign language than feeling some psychological burden to perform in a foreign language.

3.9 Discussion for Spanish volunteer tour guide course

At the start of the tour guide course in 2018, as a leaner mentioned, some learners had higher levels of Spanish such as having experience using Spanish for business or having deeper knowledge about Japanese culture. Their group work activities revealed the difficulty of having consensus among different proficiency levels of learners in a foreign language. They needed to learn different techniques or ways of communication with the group; as the learner indicated such communicative or discussion-oriented approach in their language learning experience had been missing. As we experienced in class, some learners felt ambiguous in course content in class and their frustrations without knowing how to proceed and deal with the work with other group members with different levels or experience lead younger teachers to change the class organization. If it does not happen as they believe it should, some do not continue the course the following semester and others, as the cases demonstrated here, try to rethink or create better ideas and strategies to tackle the ambiguous situation while learning.

We actually observed few masculinity reactions during group work or in their diaries or interviews of this volunteer tour guide courses. Most of them have some international experience and additional language learning experience apart from their school learning with different cultures and people and it seems that they are well aware of such typical gaps in the classroom between females and males in Japan. They are careful enough to pay attention to this point. According to the results of mood questionnaire (MDMQ questionnaire), as S13's case showed, her mood improved a lot almost all the time after the class. It may be interpreted as meaning that when they are not confident with their Spanish level, female learners might show their anxiety more before the class. On the other hand, some female learners seem to be often willing to challenge new things and continue or restart the course. This might indicate that tolerance to ambiguity for female learners is not always simply affected by the proficiency level of languages; as long as they feel a sense of achievement, they seem to be satisfied. Regarding these points, we can refer to Marzban et al. (2012) who mention that "This shows that females' intolerance of ambiguities in language would result in studying more closely to look for the details; a useful strategy applied to complex issues in the process of language learning" (p. 80). In contrast, male learners generally seem to prefer to undertake difficult tasks providing that they have sufficient levels or concrete objectives taking into consideration the distribution of the group level (the majority of male participants in this course are B2 level and no participant is lower than B1 level both in 2018 and 2019[48]).

Concerning their life experience and motivation, the diaries and the interviews show that learners focus less and less on their mistakes and more and more on being useful to the visitors through sharing their knowledge of Japan with them in an efficient and useful way.

Next sections introduce two additional lessons/seminars inviting people from outside of the class that motivate learners from practical points.

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[48] See Chapter 3, 3.5 (Spring 2018 course) and 3.6 (Spring 2019 course).

3.10 The exchange program: Senior guide visitors from CEATE, Spain

On May 23, 2018, we received a group of twenty-five senior Spaniards, mostly members of the Confederación Española de Aulas de Tercera Edad (CEATE, n.d.-a), who are volunteer guides at an array of museums, city tourist spots, festivals, etc. The Japanese participants included not only the students from the volunteer tour guiding course, but also the members from other language classes that are held as part of the same senior program, but which level ranges from beginner to advanced. After sharing time at a buffet lunch prepared by our students and teachers, we had a *shakuhachi* and guitar demonstration from two Japanese students. Together with the welcome speech from Professor Montserrat Sanz (Department of Spanish Studies, Kobe City University of Foreign Studies) who had organized this event, both presentations from a representative of the Spanish CEATE group and from our Japanese senior students took place. A Q&A session followed.

3.10.1 CEATE

Confederación Española de Aulas de Tercera Edad (CEATE), according to their webpage[49] (in Spanish, translation ours), is a Spanish Confederation of Classrooms for the Third Age, a state-run and non-profit organization, and was created in 1983, for the purpose of well-being, integral health and quality of life of the elderly people from the culture and lifelong learning aspects, for them to stay active, participatory and useful to society. Their specific objectives are as follows (CEATE, n.d.-b, Objetivos; in Spanish, translation ours):

- Museological: Promoting Spanish Museums and increasing the number of visitors, both individual and in groups, thus providing effective assistance to museums that do not have this guiding service;

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[49] Confederación Española de Aulas de Tercera Edad (CEATE, n.d.-a) webpage. http://ceate.es/quienes-somos/conoce-ceate/

- Gerontological: Improving the elderly's well-being, integral health and quality of life, as well as preventing their pathological aging by helping them to remain active, dynamic, participatory and useful to society;

- Cultural: Bringing the cultural and historical-artistic wealth contained in the Museums to the people who come to visit them; and

- Social: Providing a contribution to society, by helping to raise the educational and cultural levels of the population, especially children and young students.

This association organized a trip to Japan and wanted to have a chance to visit a University. They contacted us and we let them know about our senior volunteer guide course. Therefore, an encounter was organized on May 23, 2018, and they visited our university on that day. Our students prepared presentations about Japanese culture in Spanish for them, and some members of CEATE also presented about their work. A debate took place, and the whole encounter was very productive for both sides. Our students felt that their motivation had been raised significantly.

3.10.2 Presentation and discussion at exchange event

The presentation by one of its members included a general part in which he explained the conditions under which they work as volunteer guides and a practical example about his personal experience at the Railway Museum in Madrid. In contrast, our volunteer guide students presented aspects of Japanese religious beliefs and practices, dividing the contents into five topics which were presented by five different groups. The topics of the presentations were (our translation in English):

- Differences between Shintoism and Buddhism
- *Torii* in the Shinto Temples
- About *Jizo*
- How to pray in temples
- Origin of Shintoism

After both sets of presentations, there was a free discussion and Q&A period, in which many of the Spanish participants contributed more thoughts to the talk that had been given by their representative. Some comments were as follows (Our translation and summary):

- All of them claimed to have acquired at least two times the knowledge that they held five years before.
- They also pointed out that some people who have more knowledge teach them, thus showing their willingness to learn constantly.
- They also pointed out that they learn not only through studying but through the communication/interaction with others.
- They also presented other volunteering activities related to sports or to support handicapped people in which some of them were involved.

The presentations contained both philosophical and practical information. The members from CEATE reacted with great curiosity, especially to the conceptual meaning of rites and symbols, to the concept of an afterlife, and to the openness with which Japanese people engage in rituals from different religions without problems. They asked questions related to ethics, the role of religion in the daily life of the Japanese, etc. Our students were competent in giving some partial answers. When other participants from senior language courses of a beginner's level asked questions or made comments, they required the assistance of the teachers in order to interpret the contents in Spanish.

It seemed to us that, both from preparing the presentations and from the questions and comments that followed, our senior students had a chance to rethink their own beliefs, to look for answers in their own life experience, and to answer about things that had not occurred to them before. For instance, one of our students pointed out that the Japanese share their daily life with death in the form of some altars that they place in their house with the ancestors' pictures in which they realize daily offerings. For them, this is a practical way to experience death from childhood, and, whether this may be called

religion or not, it is certainly an expression of spirituality. This comment made all the participants think and brought to the surface their true life experience converted into cultural knowledge to be shared with the visitors. Likewise, the comments from the experienced Spanish volunteer guides gave them a lot of motivation, since they pointed out that they received back more than they gave from this experience of volunteering. They were all very satisfied with their activities, and this served as encouragement for our students.

3.10.3 Observations and conclusion of the event

As said, this event might have contributed greatly to increasing the motivation of our senior volunteer guide course students. This in-house opportunity to interact with Spanish volunteer guides who belong to the same generations in their target language, presented to them with a chance to experience what it would be like to talk to Spanish visitors, but in a controlled atmosphere. Through the exchange with the learners' target language speakers, they felt the importance of starting some activity to contribute to society, not only to learn for themselves in this second professional life of theirs. We think that this experience brought to the front a fact rarely addressed in tour guide training courses: the sense of purpose and satisfaction that one experiences through these activities. We realized that this should be part of the curriculum too.

In sum, we think that this type of course and of event may be a practical way to apply life experience and motivation to the L2 teaching practice when the students are older adults. Younger learners might have several kinds of instrumental motivations to study a foreign language. However, for an older adult, the most straightforward way to overcome their challenges in the learning process is to be exposed to an opportunity to actually use their language skills for the benefit of society and turn themselves into bridges between their country and others. In our event, they forgot for a while the difficulties of handling grammar and vocabulary, and they concentrated on conveying important meaning for them. They seemed to be enjoying the process of turning their messages into words in the target language, and they were elated to see the reaction in the Spanish visitors.

3.11 KADEKO SGG Kansai seminar

On November 20, 2019, we invited Mr. Nakano, a chairman from the Volunteer Guide Association of Kansai Traditional Handicrafts SGG Kansai (KADEKO SGG Kansai, Kansai Dentoukougeihin Volunteer Guide Kyoukai, n.d.-a and -b) who is actively doing volunteering/guiding activities after his retirement more than 10 years. He introduced the practical aspects of the volunteer tour guides activities. We invited all of our Spanish and French older adult learners' class. The majority of the participants are from our regular senior Spanish courses and there were also two participants[50] from the senior French volunteer tour guide course due to the timing and location of the seminar, which was organized at the time of regular Spanish classes.

Prior to this event, we had a meeting to discuss the current situation of tourism, visitors from foreign countries, as well as our course and the purpose of the research for this dissertation were discussed.

3.11.1 KADEKO SGG Kansai

KADEKO SGG Kansai[51] (KADEKO SGG Kansai, n.d.-a and -b) launched their activities in 2010; the purpose is to revive and empower the traditional Japanese art and craft industry, promote international exchange activities, and develop the tourism industry in Japan, following his presentation. The following are their activities according to his presentation and their webpage (KADEKO SGG Kansai, n.d.-a and -b; translation ours):

- Guiding activities for foreign visitors to Japan;
- Introducing Japanese traditional crafts and culture (some exhibitions were held.);
- Lectures for the purpose of Japanese traditional industries' promotion;
- Interview, survey, and research towards foreign visitors to Japan; and

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[50] One of them took part in both Spanish (for the spring 2019 course) and French (for the autumn 2019 course) volunteer tour guide courses.
[51] The Volunteer Guide Association of Kansai Traditional Handicrafts SGG Kansai (関西伝統工芸品ボランティアガイド協会, カデコ SGG 関西) webpage. https://kadeko.jimdofree.com/

- Creating multilingual maps (4 languages - Osaka map issued in 2018).

Also added that KADEKO SGG Kansai staff members were supposed to take part in volunteering guiding activities in the upcoming Tokyo 2020 Olympic and Paralympic Games (Currently postponed for a year).

3.11.2 KADEKO SGG Kansai seminar contents

The volunteer guide in Japan seems to have started to be recognized at the occasion of Tokyo 1964 Olympic Games. After explaining the purpose and detail of this organization establishment, Mr. Nakano showed the process by which they usually organize tours, and how the planning is done by communicating with the guests who require the service. They usually offer some training period for new volunteers, which accompany an experienced volunteer guide in order to learn how the job is done. In recent years, it seems they had more people from Italy, Spain, France, the U.S. for their volunteer guiding.

Also, he noted some key issues that usually the guides have to keep in mind when they plan or communicate with their guests (such as cancellation policy, time management, in case of allergy issues of the guests, about the necessity of carrying their certificate of volunteer guides, etc.). He showed some example cases what he experienced and the countermeasures to avoid the problems. Also, important points to be paid attention to while guiding like meeting points and research the spots in advance before guiding the site were discussed. Recent tour guiding tendencies were introduced: The guests decide the itinerary by themselves in advance and ask volunteer guiding to verify their travel contents. More and more visitors are looking for any specific areas or contents not limited in traditional spots or culture. These are actually due to the development of automatic translation by Internet thanks to AI technology, and social media development. The practical points were followed up by the questions and answers session.

Through this seminar, we observed his professionalism in the association's guiding activities involving a tourism domain. Several working abroad experience and management of languages help his volunteer tour guiding activity and he has enough

room for welcoming foreign visitors with patience and "warm heart", which is the goal and spirit of this association.

3.12 Conclusion of Chapter 3

In Chapter 3, the pilot study on volunteer tour guide course launched in the spring of 2018 was presented (Shibuya, 2018, 2019, 2020). The course outline was shown together with the analysis containing the transit of their mood before and after the classes using participants' data from the spring of 2018 and spring of 2019. Mood questionnaires (MDMQ questionnaire) together with their introspective materials as a qualitative approach compares their emotional changes as well as what they notice through the course with learners of the same age in the context of communicative and role-playing activities around issues of religion, tradition, lifestyle and culture in Japan. Also, main features of participants are reviewed. Additional relevant events from CEATE with visitors (discussed in Shibuya, 2018; 3.10 [The exchange program: Senior guide visitors from CEATE, Spain]) and KADEKO SGG Kansai seminar from the volunteer tour guide association (3.11 [KADEKO SGG Kansai seminar]) that encouraged their learning were introduced; the visitors were all from the same generation with our older learners.

A content-based and communication-oriented course connecting to practical occasions to be a volunteer tour guide seemed to be complicated for the learners at the beginning of the course. However, we could observe that learners' mood in terms of actual state of wellbeing, degree of being awake and alert, and degree of calmness, seemed better or showed some improvement after the class for most of the periods, according to the result of their mood questionnaires (MDMQ questionnaire). Indeed, some learners felt ambiguous about the contents and admitted that the course was challenging, as we discovered from their introspective materials. However, despite their Spanish proficiency level, they tried to find words or explanations that make their conversations smooth and help managing their communication. The communication style class using group work or role-plays with classmates of the same generation and younger teachers seems to bring some energy into the class atmosphere that was reflected in the improvement visible in the mood questionnaires (MDMQ questionnaire) after the class.

This type of activity in which the tour guides support guests from foreign countries with a welcoming attitude requires that they apply their lifelong language learning experience and is the source of motivation to keep learning, as some learners commented and also as reported in Shibuya (2019, 2020).

Chapter 4

Volunteer Tour Guide Course in French

4.1 Procedure

With the same concept of the Spanish volunteer tour guide course for seniors, we started a French volunteer tour guide course for seniors with the cooperation of the Société franco-japonaise de Kobé (Ippanshadanhoujin Kobe Nichifutsukyoukai), in whose premises we conducted this project in the spring of 2019. Since the classroom space was limited to accepting a maximum 10 people, we could not have a large class setting. Then, the course was divided into two semesters: the spring course in the first semester in 2019 was from April to July 2019, and the autumn course in the second semester was from October 2019 to January 2020. We advertised the course to the public and the admission condition for this course was set for those who had a minimum of two to three years learning experience in French. A French L1 teacher and myself as a role of teaching assistant prepared the course contents. We had a one-day orientation day each semester prior to the start of the French volunteer guide course in March 2019 and September 2019. During the orientation day, we had self-introduction of learners, and the course explanation, including a verification that the students understood that this was a course devoted to research, and a confirmation of their French proficiency level.

4.2 Course overview

As stated above, the pilot French volunteer tour guide course started in the spring of 2019 (after the launch of Spanish 2018 course). This French course was taught by a French L1 teacher with my assistance. The course was held in weekly 90 minutes session, from April to July of 2019 as the first semester, and from October 2019 to January 2020 as the second semester. Following the same concepts as the Spanish volunteer tour guide course, teachers used tour guiding contents, and learners studied the target language with specific purposes through topics that interested them.

We started the first semester course with seven female learners, and then we started the new course in the autumn of 2019 with completely new members (two female and two male learners). Therefore, we had 4 month sessions each semester with different participants. Their level ranged between A2 and B1 level, and more than half of them seemed to be B1 level (a total of seven participants) in the spring of 2019 course. On the other hand, in the autumn 2019 course, their level ranged between B1 and B2 level, and the majority of the students seemed to be B2 level (a total of four participants).

4.3 Syllabi and course contents

Following the syllabus for the Spanish course, and referring to the LSP and CLIL approach (see 2.5.1 [Content-based learning]), I prepared the syllabus (Appendix 2), prior to the start of the French course. The course focused on applying the communicative way with some discussion. We asked learners to keep a diary in Japanese of their own learning experience through this course. The syllabus targeted to cover mainly four themes. In similar line with the Spanish 2018 course, the topics we focused on between April and July 2019[52] and October 2019 and January 2020 were as follows:

- 1st Month: Geography and touristic places in Kansai area, Japan
- 2nd Month: Religion and annual events in Japan
- 3rd Month: Traditional arts and culture in Japan
- 4th Month: Japanese cuisine

In addition to the above topics, in order to make the class more active, communicative, as well as focusing on a content-based and language-for-specific-purposes approach, we tried to include authentic activities by encouraging learners' initiatives (as indicated in Joiner, 1981; Schleppegrell, 1987).

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[52] In 2019 Spring course, students bought as a textbook, Tauzin and Miura (2018). *Le Japon vu par Dora*. Tokyo, Japan: Asahi Press Inc. We introduced the topic only a few times in class and finally students mainly used it as their independent reading material.

(1) In the first semester, after the class, we had a short city excursion with our group in June. A participant in this senior volunteer tour guide course was a volunteer guide in the area and showed us the area. Most of the members from the class spent about two hours following our classmate's guide and they learned geographical, historical and cultural information of the area. We also practiced the vocabulary and expressions in French with our French L1 teacher at the spot. This experience gave them a practical occasion to feel what kind of atmosphere the guide faces in front of guests and they could use French terms and expressions we learned in class.

(2) In the second semester, the level of the class was relatively higher than in the first semester class. We tried to maximize learners' specialties and interest upon topics using some real materials in class:

- At the occasion of Japanese cuisine topics, we tried a tea ceremony demonstration and enjoyed tasting inexpensive local food, and Japanese confectionery, and discussed Japanese sake in French.
- In relation to the topics about geography and touristic places in Kansai area, a leaner introduced trailing activities with local history showing a trailing map and other useful researched information for us to understand easily.
- Some materials with the course topics on Japanese traditional arts and culture were demonstrated by a participant upon their interest and specialty in order to gather our interest in them.

(3) In both first and second courses, we had some discussion or presentation regarding each topic with the support of relevant information by instructors and learners in French (e.g., some topics such as "How to behave at a Shinto shrine" for the week of Religion and annual events in Japan, "*Noh* performances on the stage" for the traditional Japanese arts and culture week, and "How to cook traditional Japanese food" as an introduction to Japanese cuisine).

Since they are interested in topics, and they know well the contents through their experience, they try to explain and answer the issues with their knowledge. This motivated them to prepare the class and listen to the presenter and ask them more information with the target language, we observed. In addition, we advised each other and tried not to use difficult terms but find and share the efficient lexical items and expressions that can be explained to the guests directly.

4.4 Data collection for both spring and autumn 2019 courses

For the French courses, we have collected the following data[53].

- The open-ended preliminary questionnaire prepared in Japanese about students' background (Their experiences in studying, foreign language learning, volunteering, working, and social activities) and about their motivation and expectations prepared in Japanese[54];
- In place of a level assessment, we evaluated their levels by checking their speaking and listening skills on the orientation day and in class;
- Diaries about their language learning experience (mainly written in Japanese);
- Interviews after the spring 2019 course (in Japanese)[55];
- Multidimensional Mood State Questionnaire (MDMQ questionnaire) before and after the class three times (May, June, July 2019) for the first semester and (November, December 2019 and January 2020) for the second semester course.

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[53] We do not have the data for all participants. I chose introspective materials/comments from those who submitted information as complete as possible with their dairies, interviews/email exchanges, and mood questionnaires, together with clarification of preliminary questionnaire, especially related to "French learning experience" and "motivation to take part in this course", and I also tried to include feedback from both male/female and from different French proficiency levels. However, it was limited as the courses were conducted in four months each with smaller numbers of participants than the Spanish volunteer tour guide courses (which had been launched one year earlier than these French courses).

[54] We used some of the same background questions to the participants based on Appendix 2. in Ramírez Gómez (2015) as a reference and adapted them.

[55] I did not have interviews with the participants from the autumn 2019 course. Instead, we exchanged some emails for follow-up some information.

4.5 Main features of participants for the spring and autumn courses

Here, I introduce the distribution of participants who attended the course in both spring and autumn 2019 courses. A total of 11 participants answered the preliminary questionnaires for this French volunteer tour guide course[56].

4.5.1 Distribution of age

Most of the learners were in their 60s and they were female[57]. Especially, the first spring semester was composed only of seven females in their 60s, 70s, and 80s and the average age was 67.57 years old. On the other hand, in the second autumn semester, the class was composed of two males and two females in their 60s and the majority of them were between 60 and 65 years old and the average age of the participants was 64.25.

Figure 11. Age at the start of the course: Number of responses

Source: Author's research upon questionnaire

The average age (at the start of the course) of participants from the first spring semester of this course is similar to that of the participants in both 2018 spring and 2019 spring Spanish volunteer guide course together (around 67 years old, see in Chapter 3, 3.4 [Main features of participants of both 2018 spring and 2019 spring courses]).

4.5.2 French learning and past experience

Following the questionnaire, here we introduce their French learning and past experience of learners.
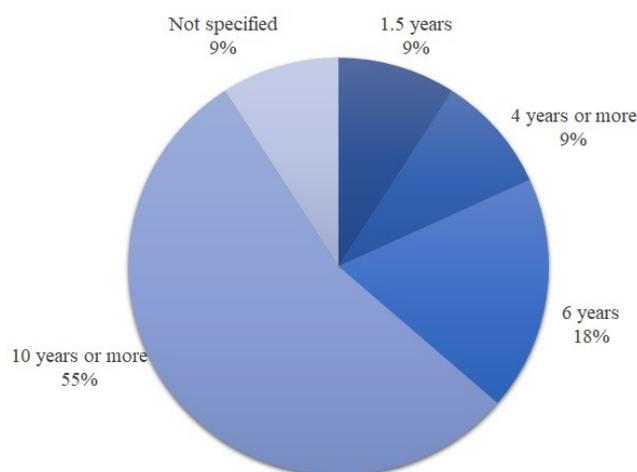
Figure 12. French learning and past experience of participants[58]

Source: Author's research upon questionnaire

Most of them had a long learning and past experience in French, and with the majority of them reporting 10 years or more. However, since we advertised to encourage them to join the class with two to three years of learning experience, we had a few beginner participants too.

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[58] In the questionnaire in Japanese, we first asked "フランス語の学習をいつ始めましたか？" [When did you start learning French?] and then asked "(これまで)フランス語に接した期間" [The period you are in contact with French (so far)], (translated by the author). Here we consider these contact periods as their French learning experience (as explained in 3.4.2 [Spanish learning and past experience]).

4.5.3 Other language learning experience

We estimate that most of them usually started learning French after English, which they had learned at school[59]. As mentioned in Chapter 1, 1.2.3 (French as a second foreign language in Japan), in the past at their university age, French was one of the major second foreign languages other than English. In terms of French, their culture and language have been playing quite an important role and have influenced our country.

Some trends from foreign cultures and languages often depend on the affairs or diplomacy among countries besides some political or historical influence. There were some influences and some impact in Japan at least, e.g., as Farrerons (2012) indicated that Spanish culture in general became a boom in Japan at the occasion of Barcelona 1992 Olympic Games; also mentioned that Korean culture (such as TV dramas, music, and language…, etc.) has been in fashion among Japanese since the beginning of 2000s (translation ours). Also, the economic growth in China since several years ago is contributing to the increase in numbers of Chinese language learners (Chen, 2012).
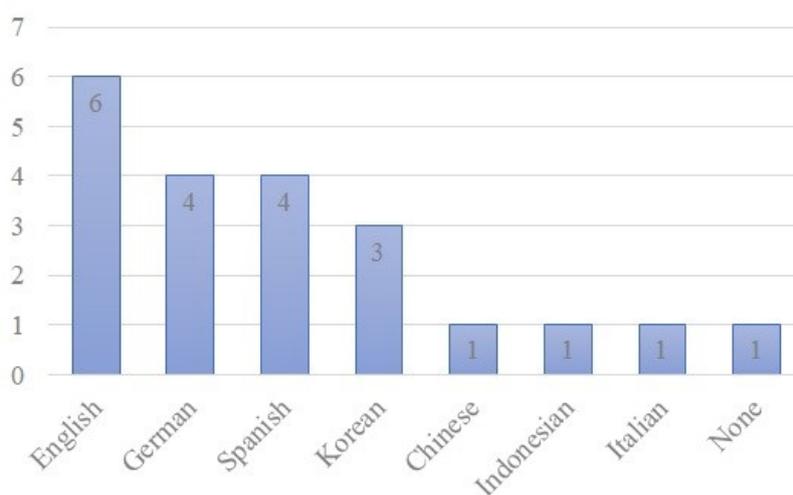
Figure 13. Other language learning experience: Number of responses involving that language

Source: Author's research upon questionnaire

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[59] According to the Figure 13 and Figure 14, a few learners seem to consider English study at school days as their other language learning experience here, while others seem to not always consider their school English education as their additional language learning experience apart from French, according to the result of questionnaires.

As we see in Figure 13 and some chose[60] or commented in the questionnaires, our learners took on the challenge of learning various languages, at the occasion of such as "their business or work (including expectations to do business)", or "involvement in activities or events", as well as for "international exchange opportunities" and also, because of their "interest in languages or countries" (translated and summarized by the author)…, etc. apart from their school days learning and other answer items for learning these languages.

4.5.4 Learning opportunities for languages other than French

They could choose multiple answers from the questionnaires. Figure 14 demonstrates their language learning opportunities other than French.
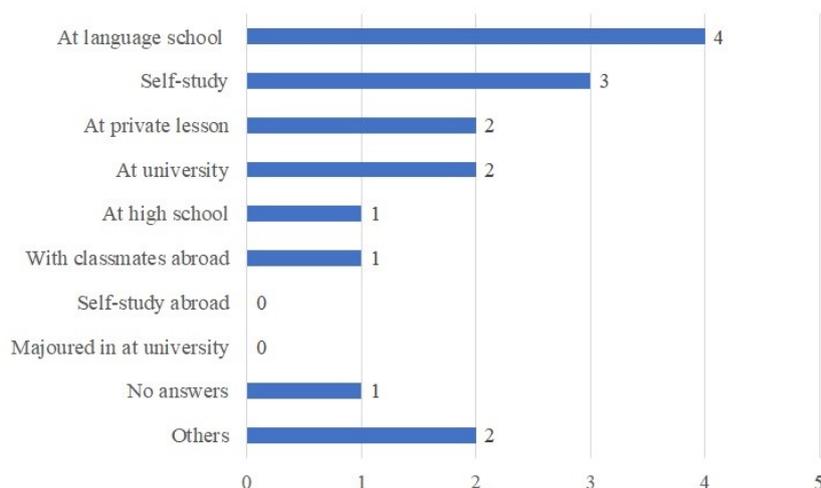
Figure 14. Learning opportunities for languages other than French: Number of responses

(multiple answers allowed)[61]

Source: Author's research upon questionnaire

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[60] In the questionnaire (adapted from Appendix 2 in Ramírez Gómez, 2015), we also asked as the next question "What is the purpose of learning [the target languages]?", and we wrote options for the answers, such as "Had classes at high school and/or at university", "Did (or wanted to do) business to do with abroad", "Had (or wanted to have) some friends from foreign countries", "Wanted to travel abroad", "Others" (translated and summarized by the author).

[61] In the graph, "At university" includes "At junior college".

One person wrote "Senior [Spanish] course" as "Others". Another person who chose multiple languages did not tick "Others" but wrote various pieces of information including multilingual language activities, listening tapes, TV programs, etc. (also explaining in some detail some school learning opportunities etc., regarding those languages in the questionnaire). Therefore, I included this person's comments as "Others" here.

"No answers" includes one who answered "Other language learning experience" in Figure 13 (not including the one who answered "None" in Figure 13).

Our participants learned other languages mostly at language schools. As mentioned previously (In Chapter 2, 2.7.1 [MEXT policy in foreign language learning in Japan]), their language learning experience highly depends on policies at school. The elementary to senior high school follows the guidelines by MEXT and at this moment, according to them, foreign languages other than English should follow the English guidelines (MEXT 2017a; MEXT 2017b; MEXT 2018a) and schools and teachers are not ready for teaching various aspects of a foreign language other than English (Mizuguchi & Hasegawa, 2016; Yamashita, 2016). Therefore, most of the learners who would like to develop their skills prefer to keep learning at language schools with their own initiative.

There were comments in "Others" such as a learner "belongs to multilingual language activities for long years" as well as "listening to tapes or watching TV programs of the target languages" (translated and summarized by the author).

4.5.5 Any activity/hobbies other than French

They seem to be very active, and have a variety of regular activities not limited only to language learning. Most of them keep on thinking to restart both some hobbies and sports except one female out of nine who answered "No" either for hobby or for sports.
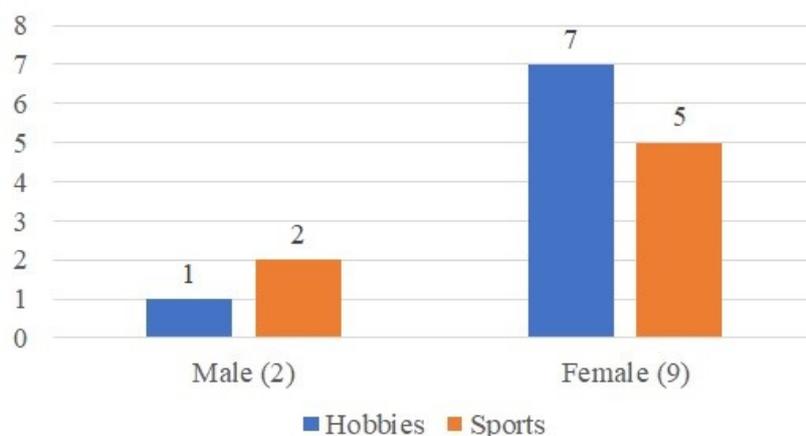
Figure 15. Any activities/hobbies and/or sports other than French: Number of responses[62]

Source: Author's research upon questionnaire

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[62] These questions (hobbies/sports) were asked separately. When they answered some sports such as golf, walking, and trail running as hobbies, I counted them as in sports instead of hobbies (unless they chose "no" for sports). One female participant answered "no" for both hobby and sports.

According to the questionnaires and also through the class observation, some of them would like to include their hobbies or sports in their volunteer tour guide course topics or plan as guides in the future. This will probably make it easier for them to explain the contents well in French based on their real experience to their guests in the future.

4.5.6 Educational background

Most of our French volunteer guide course participants were female. Most of them graduated from the university. We had 2 learners in the autumn 2019 course who majored in French at the university, but the rest of them studied different fields (or not mentioned) at their higher education according to their preliminary questionnaires.
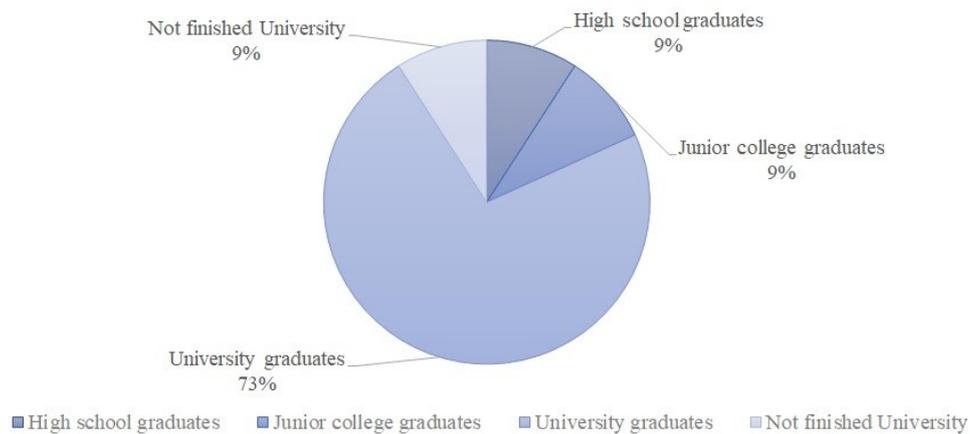
Figure 16. Educational background of participants[63]

Source: Author's research upon questionnaire

4.6 Spring 2019 pilot course

This section discusses the spring 2019 French course in terms of the participants, based on some comments from preliminary questionnaires, and some feedback from two learners' cases including MDMQ questionnaire results.

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[63] In the case in which answer items were not included in the questionnaire and they added the comments, I counted them as answers (e.g., junior college graduates).

4.6.1 Participants

In the spring of 2019, seven female learners ranging from early 60s to early 80s of age took the volunteer tour guide course. We had an orientation day and at that occasion we checked their general French proficiency levels[64]. Referring to the guidelines of the Common European Framework[65] (Council of Europe, 2001), we perceived that this course ranged from A2 to B1 level, although relatively more people were in the B1 level for output skills. Thus, the class is low-intermediate level in the French volunteer tour guide course in the spring of 2019.

4.6.2 Preliminary questionnaire for spring 2019 course

As with the Spanish volunteer tour guide course, we included open-ended preliminary questionnaires prepared in Japanese. The following are selective comments from the students that I translated from Japanese into English.

How has studying French been useful for your life?

- "Could travel abroad by myself" (female, early 80s).
- "Consider foreign languages as a tool and contents are more important, so my life experience can be used in that context" (female, early 60s).
- "I always had a clear vision on what I do after my retirement. That's why I started learning French six years ago" (female, early 60s).
- "We had increasing numbers of visitors including French speaking people recently, and I can make use of my knowledge at this occasion" (female, early 60s).
- "Various life experiences (studying other subjects, raising children…) established my current way of learning" (female, mid 60s).

(excerpted and translated by the author)

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[64] Also, a few of them started the course later. Therefore, all of their levels were checked by their assignment and performance in class.
[65] Referred to the "Table 1: Common Reference Levels: global scale" (Council of Europe, 2001) for assigning their levels (see also, Council of Europe (2018), as explained in Chapter 3, 3.5 [Spring 2018 course]).

According to their comments, their language learning experience takes a large part of their life and it is an important project out of their various life experiences; therefore, they consider it as lifelong learning.

What's the reason for following the volunteer guide course?

- "Want to use and challenge my language skills practically" (female, mid 60s).
- "Want to use more skills for volunteer guiding" (female, early 80s).
- "Without using opportunities, the language skills will not be improved. As teaching Japanese and experiencing international exchange occasions, the volunteer guiding was one of my projects" (female, early 60s).
- "My final goal is to be a guide. Also, I am planning to organize easy Japanese cooking courses and thinking to take a certificate for a guide" (female, early 60s).
- "Decide to challenge with concrete objectives if I am going to spend lots of my time" (female, late 60s).
- "For the prevention of dementia" (female, late 60s).
- "My family (child) is in France and I also wanted to use French to exchange in French" (female, mid 60s).

(excerpted and translated by the author)

Different from usual language learning, they consider the volunteer guiding course is more challenging and believed that the course provides some output and opportunities to develop their communication skills. Furthermore, some of them were regularly doing a volunteer guide or projecting to do it right after the course.

4.6.3 MDMQ for two learners of French volunteer tour guide spring 2019 course

Table 6 shows the data for two of the learners. We analyzed their psychological aspects from their diaries, interviews, preliminary questionnaires, and class observations together

with the result of MDMQ questionnaire (contents translated and summarized from Japanese to English by the author). Their summaries here were checked and agreed individually with clarification of the purpose of the research, their data's confidentiality, and preserving participants privacy.

Table 6

Distribution of Participants

Learners	Age	Gender	French Level in 2019	Learning Experience of French
F1	Early 60s	Female	A2	30 years (as one of other multi-languages)
F2	Early 60s	Female	B1	6 years

Source: author's research

MDMQ AND INTROSPECTIVE RESULTS

Figure 17 illustrates the case of F1. Her mood in terms of AT (Awake/Tired) items seems to be decreased after the class in all the periods, but CN (Calm/Nervous) items become better or show no change after the class. GB (Good/Bad) items for May and June 2019 visibly decreased.
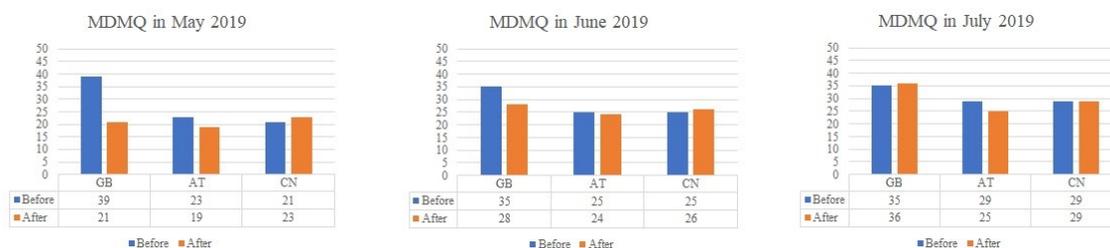
Figure 17. Results of the Multidimensional Mood State Questionnaire (MDMQ) of F1
Source: Author's research upon questionnaire

She was already involved in various activities for international exchange fields, including guiding to foreigners, and she has been a multilingual activity club member for many years. Therefore, her language learning experience is not limited to a single one but to several foreign languages, and French is one of them. She had some scheduled forthcoming activities for volunteer guiding and welcoming home visitors in any languages. That's why the course was considered as a part of her preparation in case she needs to guide guests in French.

The following is the summary of her diary that I translated from Japanese into English[66].

> "The first day, I felt nervous and was wondering how the other participants are like" (April 2, 2019).

> "Everybody in class seemed to have a long learning experience in French. I felt worried as I was a beginner level of French, however as I have lots of guiding experience, I think I can manage and should be all right" (April 9, 2019).

> "I felt some pressure as we have some assignment for the next class. I chose the topics on shrines, where I usually guide the guests, and because they are appropriate to introduce about Japan with this topic" (Around April, 2019).

> "I had some documents on topics. However, I was surprised because my classmates came with prepared full texts on translation for the assignment. As I don't have such level, I felt lost" (Around April, 2019).

> "As I am going to France for my own study abroad program during the *Golden Week holidays*, I am very positive" (Around April, 2019).

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[66] Originally in her introspective materials, dates were not mentioned after April 9, 2019. For this English translation summary, I added the timing with the word "Around" as long as we could check back referring to the class contents, etc. She verified the overall English summary contents.

"After the short study abroad program, I felt I can understand the class and talk better in class" (Around May, 2019).

"I chose the next topic, *Setsubun*. I felt it was an easy topic, but in reality, it was not simple and I did not have enough time for preparation. I counted on free web-translation, also I could not do good pronunciation in French in class, I felt kind of disappointed" (Around May, 2019).

"We had an excursion [one participant of my class who is a volunteer guide took us to the city guide] after the class, I really felt refreshed" (Around June, 2019).

"We had various assignments and we learned a lot after the teacher explained and made some corrections" (n.d.).

"The class is set to become a volunteer guide, so it is a very practical class and seems very simple to do it, but still it is difficult to explain the contents, so I wonder if I can say it in the same manner" (n.d.).

"I regularly listen to the radio program in French, their level setting is intermediate level for the Japan Study [cultural, historical topics], so I understand we need such level for introducing Japan" (n.d.).

"For the next assignment, I chose my presentation topic as calligraphy. I have several documents and materials for preparation, so I organized to make a presentation. Still I feel difficult to make sentences in French" (Around June, 2019).

"I felt very tired to come to the center of the city for this course and preparation for the class assignment. I am feeling that this semester is enough and that I will not continue the next term for the time being" (n.d.).

"I do not know why but I feel I can hear CDs well in French now and would like to continue learning French. I am going to do volunteer guiding at the occasion of World Cup [sports] and it is getting realistic. Therefore, I changed my mind to continue the next semester as well" (n.d.).

(excerpted and translated by the author)

According to the result of MDMQ questionnaire (AT were down after the class each period) and her comment in the diary that "I felt very tired to come to the center of the city for this course and preparation for the class assignment…" (translated by the author), I raised this issue in the literature review in 2.3 (Research on older learners' physical and functional features in relation with learning in society), as Takami (1993) discussed the fatiguability of older generations. Also, some teachers observed the same, as I discuss later (in Chapter 5). The course started at 15:45 on a weekday (almost similar to the Spanish volunteer guide course starting time). This makes them feel tired and it might influence on the scale to do with AT items in MDMQ questionnaire.

In terms of GB, her result decreased after the class in May and June 2019. According to her interview and diary, the class atmosphere of all females with different mix of generations in the 60s, 70s, and 80s within this small class, together with her uncertainty and anxiety about her own French skills (whether she can manage her performance well in front of classmates who have longer learning experience in French), might have impacted negatively at the beginning and positively at the end of the course.

However, as she mentioned in the diary that "…I have lots of guiding experience, I think I can manage and should be all right" (translated by the author) and she clarified that she was not ashamed of making mistakes in class, and even the course contents seemed not simple, she tried to maximize the course contents and tried several different ways of learning (taking part in study abroad programs, welcoming visitors from foreign

countries, multilingual club activities, lessons via Skype, radio program…, etc.). She kept a very positive attitude, thinking of her future practical occasions. All of this expertise that she showed demonstrates the link between the language learning and practical use in our real life with interpersonal communication. This approach reminds us of MEXT's indication that communication in foreign languages is part of this globalizing society, and is not limited to a certain domain or professions anymore (MEXT, 2018b, p. 6), as discussed in Chapter 2.

Figure 18 illustrates the case of F2. Her mood for all the category at the beginning and end of the semester (May and July 2019) decreased after the class.
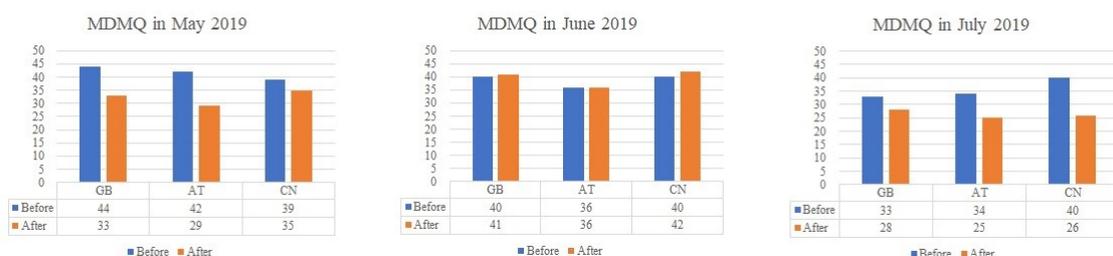
Figure 18. Results of the Multidimensional Mood State Questionnaire (MDMQ) of F2[67]
Source: Author's research upon questionnaire

Through the interview, she mentioned that she could take one further step toward her project to be a volunteer guide thanks to this course. Her ways of learning French were input oriented in the past, and this course seems to have changed it, because using some concrete topics and this class objective to be a volunteer guide, as well as direct correction in French by the teacher was a scaffolding for her learning. She is now really looking forward to using these added skills into her practice.

Here are some comments from her diary that I translated from Japanese into English.

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[67] She forgot to choose one mood item each from "AT before the course" and "GB after the course" both in May, and also one mood item from "AT before the course" in July. However, later she completed the forms as she meant to choose the answers.

"We had two presentations in class. The teacher explained details and I understood the contents well. I felt it was a good lesson" (May 14, 2019).

"We had three students who made presentations. I had been really looking forward to the class and had a good feeling before the class. In class, I felt uncomfortable with certain non-positive comments heard in class. With that exception, the class contents were very good" (May 21, 2019).

"We had two presentations from students. The lesson contents and teachers' instruction seemed useful and good. It was a shame the class atmosphere seemed to be influenced by some unnecessary and unexpected comments heard in class" (May 28, 2019).

"The students prepared *Shodou, Shakyou* and it was interesting. I talked about Japanese garden. I regretted that I had some mistakes in orthography",
"We had an excursion after the class with classmates and a student [who is a volunteer guide] took us around the area and it was interesting" (June 18, 2019).

"*Ukiyo-e* was the topic of the presentation for today. They were very good summaries and I learned a lot. We worked together in class, and we made French composition. I could concentrate on the class" (25 June, 2019).

"Watched the video on *how to make sushi* in French. I could understand better with slower speed of video. I could understand the contents well. Now I have to prepare the next presentation and I feel a little pressure" (3 July 2019).

"We listened to the presentation on Japanese food: *Obento*, *Osechi* were very informative and I learned a lot" (9 July, 2019).

"My presentation was about *Robata-yaki*. I could do my presentation without counting on the dictionary and it was good" (16 July, 2018).

(excerpted and translated by the author)

After the interview with her and reviewing her diary, we understood that the class atmosphere depends on the relationship of participants; they are all older adults' participants in a small class, bringing everybody's expertise, knowledge, experience, and their character. The teacher also observed and stated that "They like to have a special role in the class" (Chapter 5, 5.7 [Cultural and emotional aspects from younger teachers], Table 13). Also, as discussed in 2.4.2 (Social and cultural factors in Japan), about Hofstede et al. (2010) regarding Confucian ideas, there seems to be a certain seniority system especially in such small but all female class setting ranging from the 60s, 70s, and 80s. In that context, the older and influential participants' opinions were often considered to be a priority. Apart from this class, her clear objective was to be a volunteer guide in French, especially in the Kyoto area. This clear target encouraged her to maintain her motivation by taking French as well as guiding qualification tests in the future, though sometimes the class atmosphere seemed to influence her negatively at the beginning of the course. We observed that she is actively and positively preparing her next projects using the course as a meaningful step.

4.7 Autumn 2019 course

The autumn 2019 French course will be discussed in this section, reviewing the participants, some comments from preliminary questionnaires, and some feedback from two learners' cases including MDMQ questionnaire results.

4.7.1 Participants

In the autumn of 2019, two male (early 60s and late 60s) and two female (both in their early 60s) learners took the volunteer tour guide course. We perceived that this course ranged from B1 to B2 level, the majority being in the B2 level. Thus, we consider this

volunteer tour guide course an intermediate-advanced level course in the autumn 2019 course.

4.7.2 Preliminary questionnaire for autumn 2019 course

The same as with the Spanish volunteer tour guide course, open-ended preliminary questionnaires from the French volunteer tour guide course were answered and the following are comments from the students that I translated from Japanese into English.

How has studying French been useful for your life?

- "I do not consider the language learning experience for long-term projects [consider it more for the concrete/actual objective]" (male, early 60s).
- "Keep learning is very important and surely results will follow" (female, early 60s).
- "Not only learning languages, but we can be generous to the people with different custom/cultures" (female, early 60s).
- "The older we become, we expect to be more flexible" (female, early 60s).
- "Feels no psychological burden [of learning]" (male, late 60s).

(excerpted and translated by the author)

What's the reason for following the volunteer guide course?

- "Want to support running events for visitors from foreign countries" (male, early 60s).
- "Thought better to have concrete objectives, and it would help boosting my motivation" (female, early 60s).
- "Interested in this course as targeting senior learners, and want to know how this course will lead the senior learners to keep new knowledge [and skills]" (female, early 60s).

- "Want to have more speaking opportunities through the course" (male, late 60s).

<div align="right">(excerpted and translated by the author)</div>

4.7.3 MDMQ for two learners of French volunteer tour guide autumn 2019 course

Table 7 shows the data for two of the learners. We analyzed their psychological aspects based on their diaries and preliminary questionnaires, as well as class observations together with the results of MDMQ questionnaire (contents translated and summarized from Japanese to English by the author)[68]. Their summaries here were checked and agreed individually with clarification of the purpose of the research, their data's confidentiality, and preserving participants privacy.

Table 7

Distribution of Participants

Learners	Age	Gender	French Level in 2019	Learning Experience of French
F3	Early 60s	Female	B1	15 years
F4	Early 60s	Female	B2	4-5 years

Source: author's research

MDMQ AND INTROSPECTIVE RESULTS

Figure 19 illustrates the case of F3. Her mood for all the category and period becomes better after the class.

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[68] I did not have interviews with these participants. Instead we exchanged some emails for follow-up of some information.

MDMQ in November 2019	GB	AT	CN
Before	42	34	34
After	46	39	46

MDMQ in December 2019	GB	AT	CN
Before	33	29	31
After	38	34	35

MDMQ in January 2020	GB	AT	CN
Before	32	27	30
After	34	31	34
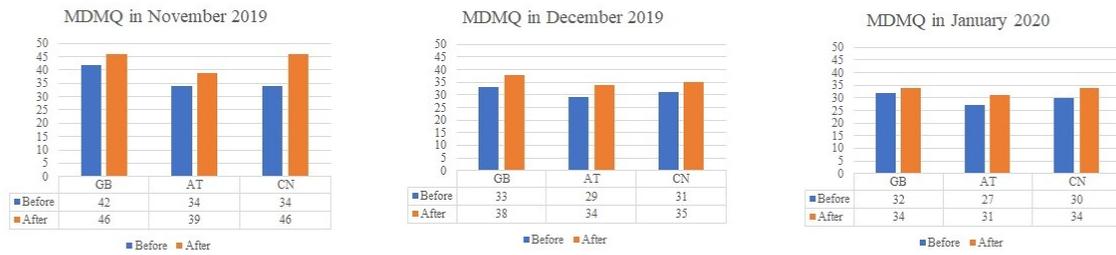
Figure 19. Results of the Multidimensional Mood State Questionnaire (MDMQ) of F3

Source: Author's research upon questionnaire

She studied French for 15 years and worked for 40 years as a civil servant. So, she feels she can talk with anybody meeting even for the first time. She has a family who lived abroad and had chances to communicate with foreign people from time to time and she found it enjoyable. These are indicated in her preliminary questionnaire. The digest of her diary contains the following comments that I translated from Japanese into English:

"I am not so good at listening and I could not understand half of the conversations. I felt timid for speaking autonomously" (1 October, 2019).

"I cannot follow my classmates' conversations. Also, firstly, if I don't know about Japan, I cannot guide [foreigners]" (17 October, 2019).

"I still cannot follow listening, but I started to understand. I wish I can speak what I want to express. I felt I don't know about Japanese culture well and it was very good opportunity to learn" (5 November, 2019).

"It was interesting that classmates made presentations after their research. I am not good enough at listening, but I felt I am in the group" (12 November, 2019).

"I made a presentation about *Sadou* [tea ceremony] because I was learning it in the past. It was difficult because it contains profound history, school/style,

custom, etc. However, we enjoyed the tea prepared by ourselves with my classmates" (19 November, 2019).

"I started to understand my classmates' speaking, however, some topics such as politics or religions are difficult to discuss" (26 November, 2019).

"I was not interested in shrines or temples in the past, and I was visiting them just as sightseeing spots until now. However, after listening to various explanations in class, I wanted to visit there again as one of the historical sites. I think visitors coming from foreign countries will be interested in them and they should be important places to visit and show" (3 December, 2019).

"I talked about Japanese food *Okonomiyaki*, but my voice was not loud enough and I received remarks. A classmate talked about *Zouni* using illustration and speaking clearly. Also, she prepared some quiz, and it was interesting" (14 January, 2019).

"We discussed Japanese *Sake* and the teacher introduced French alcohol to compare with it. To know their food culture is one of the important points and usually we start to get to know each other well and become good friends" (21 January, 2019).

<div align="right">(excerpted and translated by the author)</div>

Lastly, as she commented in her diary that "I could manage the course with my level, it was very good experience with classmates and we took upon the challenge of trying many different things" (translated by the author). Actually, in this class, the other members majored in French at the university[69] (which means that they started learning when they were young) or lived in France for many years, etc. However, she discovered working

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[69] As indicated in 4.5.6 (Educational background)

and collaborating with classmates, especially with the same generation of learners, a very interesting opportunity.

Also, as she added in her diary that "I want to keep learning by taking time. Also, I learned that as a Japanese, we should know at least minimum of information on Japanese culture and traditional custom" (translated by the author). She seemed to find it challenging to listen and to express herself at the beginning; however, her initiative and demonstration such as tea ceremony, Japanese food topics, *7-5-3*, and annual event, etc., using her experience, created a good class atmosphere, and that attitude seems to help her to explain better and gave her a chance of training herself at listening in French. She may be able to make maximal use of her own experience with the context of Japanese issues (culture, annual event, and food…, etc.) by this way of learning.

Figure 20 illustrates the case of F4. Her mood for all the category and period becomes visibly better each time after the class.

MDMQ in November 2019			
	GB	AT	CN
Before	42	34	30
After	47	38	44

MDMQ in December 2019			
	GB	AT	CN
Before	25	24	23
After	44	33	44

MDMQ in January 2020			
	GB	AT	CN
Before	37	29	33
After	41	34	39

Figure 20. Results of the Multidimensional Mood State Questionnaire (MDMQ) of F4
Source: Author's research upon questionnaire

She majored in French at the university and her profession was in the aviation domain. She traveled several times in French speaking countries and she was abroad for a long-term business trip in the past. She felt a bit anxious that she had not been using French at the start of the course. However, she was expecting to learn a lot with same generation of participants. She generally feels positive when she starts something new thanks to her various life experiences. These above points are indicated in her preliminary

questionnaire. The following are the highlights from her diary that I translated from Japanese into English:

"The aim for the course is to be a volunteer guide, and the level of the class seemed higher than I was thinking. Other learners also seemed to understand French well" (1 October, 2019).

"90-minute class felt long. I am surprised later to find some of the same expressions which we learned in class in the recommended book" (1 October, 2019).

"After listening to our classmate's journey, we discussed and listened to the teachers' comments on global environmental issues. The content was interesting. I am impressed that he made a point without changing his opinion till the end. In an international setting, it is important to keep such position, but difficult to do it in the same way" (29 October, 2019).

"Learn the outline of *Noh* by watching video in French. Although I watched *Noh* during my high school days and listened to the explanations, it was not something that high school students could enjoy. I remember, I watched *Kyougen* with interest and remember it was much easier to understand. *Noh, Kyougen,* and *Kabuki* seem to be similar genres; however, the differences might be how familiar it is or not, from an audience perspective" (5 November, 2019).

"I made a presentation on *Takarazuka Revue*[70] theatre. I explained the history and characteristic of this theatre. I thought I could finish in half an hour. However, everybody asked questions and it lasted 50 minutes. The things I

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[70] Official Website TAKARAZUKA REVUE (n.d.). Retrieved from https://kageki.hankyu.co.jp/english/index.html

forgot to mention were followed-up by my classmates' questions" (12 November, 2019).

"My classmates talked about *Sadou* [*tea ceremony*]. I noticed many French words even in various different areas have the same origin and similar to English words. Therefore, rather than just remembering the differences between English and French, if we try to understand by the spelling and meaning of the original language, we would be able to link the meaning and remember various words faster" (19 November, 2019).

(excerpted and translated by the author)

From her introspective materials, we observed the following: Various experiences and interests that she gained throughout her life, not limited only to language learning, taught us the importance of having generosity and understanding people with different custom/cultures and backgrounds in our global setting. This attitude seems to be in line with the tolerance of ambiguity issues that we discussed in Chapter 2, 2.4.1 (Tolerance to ambiguity; see Kachmaryk et al., 2014, for the third age learners' case) that learners' attitude of openness, communication skills in society, and not sticking too much to details make them enjoy this kind of teaching better. She added a comment after the course that "A younger instructor's role and required skill who teaches older learners holding their pride and policy upon their various life experience are not only to respect them but also to manage them well" (translated by the author).

4.8 Conclusion of Chapter 4

This chapter introduced the French volunteer tour guide course launched in the spring of 2019. Similar to the Spanish volunteer tour guide course, mood questionnaires (MDMQ questionnaire) together with their introspective materials and class observations of four learners, are reviewed. Course contents included geography, religion, tradition, lifestyle and culture in Japan under a communicative approach. In addition to the above topics, in order to make the class more active, communicative, as well as focusing on a content-

based and language-for-specific-purposes approach, we tried to include some authentic activities such as a city visit, tea ceremony demonstration, discussion on certain topics as Japanese *sake*, traditional sweets, theater, etc.

In the spring 2019 course, the class atmosphere of all females with a mix of generations in the 60s, 70s, and 80s (even if we categorize this course as a senior learners' course) seems to reveal some of the issues that we discussed in 2.4.2. (Social and cultural factors in Japan), regarding Confucian ideas (Hofstede et al., 2010). Also, through the comment of a learner, we realized that coming to the course in the late afternoon and some anxiety related to the class assignment made them feel more tired than we had expected. In this sense, as reviewed in 2.3 (Research on older learners' physical and functional features in relation with learning in society), it is crucial to consider the good timing of the day and week to organize such type of class for older adults.

In the autumn 2019 course, most of the participants are higher proficiency level of French, and a participant felt that understanding the class contents was challenging. However, as she wrote in her diary, little by little she started to understand the class and her proactive attitude that she positively prepared and demonstrated Japanese cultures and so on, this made the class atmosphere quite active and it helped her understanding and gave her the motivation to continue learning. About the other learner introduced here, we observed that the various experiences and interests she gained throughout her life, not limited only to language learning, helped her show tolerance to ambiguity as we discussed in Chapter 2. In particular, she showed an attitude of openness, of valuing communication skills in society, and she realized that not sticking too much to details is a good strategy. The last comments from this learner about the required skills of a younger instructor taught us the importance of thinking about how to approach and teach older learners who have various life experiences.

Finally, we would like to say that the data in this dissertation are of a qualitative nature, given that it is impossible to organize courses of this sort with a big pool of participants who are willing to collaborate. Therefore, the data presented in this chapter should be taken as a clue for future projects that address teaching to senior learners and not as proof of a solid theory. However, we believe that these data are still valuable, as

some of the first research conducted on Japanese older adults learning languages other than English through a language-for-specific-purpose approach.

Part III

Teachers' perspective
and conclusion of the study

Chapter 5
Teachers' Perspective

5.1 Introduction

In the previous chapters of this dissertation, I have introduced the volunteer guide courses in Spanish and French from the point of view of our senior learners. In this chapter, I will address the teachers' opinions and impressions after having taught these courses. I have used a qualitative approach in order to figure out what the teachers' perception is. As stated before in the pages above, the goal of this study is to define how to maximize older learners' experience, knowledge, and motivation within the L2 learning context through volunteer tour guide courses (Shibuya, 2018, 2019, 2020). Since 2013, we have launched Spanish courses for senior citizens at Kobe City University of Foreign Studies, and some of the teachers as well as students have been taking the classes continuously since then. We were already aware that the senior learners' class needs different approaches to those for younger adult classes. Also, as mentioned in the literature review chapter (Chapter 2), teachers need to pay attention to lead the class considering their specific features in terms of physical and psychological aspects.

At the end of the 2019 autumn volunteer tour guide course both in Spanish (launched since the spring of 2018) and French (launched since the spring of 2019), questionnaires and interviews were requested of three Spanish L1 teachers and one French L1 teacher who conducted these courses.

5.2 Questionnaire and/or interview

Questionnaires and/or interviews to three Spanish teachers and one French teacher are summarized in this chapter[71]. Table 8 shows the distribution of teachers (three Spanish teachers and one French teacher).

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[71] We had interviews in English or the teacher answered questionnaires in English. In the following sections, all of the teachers' comments are excerpts from the questionnaires and/or interviews. When a teacher answered both by the questionnaire and the interview (after the questionnaire was submitted), both comments are added in the summary

Attention to ethical considerations was given, as with the case of the students, and therefore, the teachers signed a consent form. In this chapter, I present the teachers' comments upon the questions that link to my research and questions that arise in the literature review. We had interviews and/or questionnaires in English. The following passages were excerpts transcribed from audio and/or taken from the written script with minimum corrections for grammatical accuracy and meaning clarification, when needed.

Table 8

Teachers' Distribution: Three Spanish Teachers and One French Teacher

Teachers	Gender	Teaching language	Teaching experience	Teaching to Senior learners	Feedback
SP_1	Male	Spanish	10 years	6 years	Questionnaire and Interview
SP_2	Female	Spanish	8 years	4 years	Questionnaire
SP_3	Female	Spanish	4 years	2 years	Interview
FR_1	Male	French	10 years	10 years	Interview

Source: author's research

Questionnaires were prepared focusing on the following themes.

1. *Please comment on any differences/features between the usual[72] senior class and senior volunteer guide class?*
2. *Do you use any special teaching method/skills for seniors' class?*
   (Can compare to younger adult class teaching)
3. *Do you see any learners' motivation in your senior guide class comparing to the usual[73] (senior) class?*

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together. For the interview, we tried to follow the questions mentioned here. However, interviews were conducted basically with teachers' initiative, therefore after the interviews, I summarized here following the contents of the questionnaire and then they verified the contents. In order to link the teachers' comments to my Research Questions discussed in Chapter 6, I highlighted some key comments in Table 9-15.

[72] In the questionnaire, originally, I used the word "normal" but corrected it as "usual" here.
[73] In the questionnaire, originally, I used the word "normal" but corrected it as "usual" here.

4. *How about your expectations toward senior learners? (What are your expectations [target of this senior volunteer class]?, Does it change after about a year [some learners followed 2 years for Spanish volunteer guide class]?, Are there any differences of your expectations [between the usual[74] senior class and this tour guide course]?)*

5. *Do you see any specific points in terms of culture of learners (they had principal educations in Japan; female/male gap; generation gap…, etc.) while teaching?*

6. *Are there any differences in group works/communicative activities, etc., in this volunteer guide course comparing to usual (senior) class settings?*

7. *How do you find their skills in this senior volunteer guide course? (Do you see any improvement after a certain moment?) How do you think that teaching to seniors should be improved?[75]*

5.3 Features in senior volunteer tour guide class

According to the study by Schleppegrell (1987), older adults studying a foreign language do it for a specific purpose; therefore, materials and activities should be in line with their real-life experiences. Some materials for adult learners need to be authentic and practical (Joiner, 1981).

For the purpose of our volunteer tour guide course, we are in line with these concepts. Therefore, the following question is asked to teachers:

Please comment on any differences/features between the usual[76] senior class and senior volunteer guide class?

Table 9 contains highlights of their answers.

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[74] In the questionnaire, originally, I used the word "normal" but corrected it as "usual" here.
[75] In the questionnaire, originally, these questions were asked separately: "*How do you find their skills in this senior volunteer guide course? (Do you see any improvement after a certain moment?)*", and "*How do you think that teaching to seniors should be improved?*" For the purpose of the conclusion, and also their comments were linked to each other, therefore, these two questions and answers have been merged here.
Also, in the questionnaire, for these questions, after the first question I wrote "In terms of: vocabularies, expressions, output (speaking/writing), attitude, motivation, Others (if any)", and after the latter question I wrote "In terms of: the syllabi, the dynamics in class, motivating the learners who lose their motivation, Any other comments (if any)?".
[76] In the questionnaire, originally, I used the word "normal" but corrected it as "usual" here.

Table 9

Teachers' Comments on Features in Senior Volunteer Tour Guide Class

SP_1	"The volunteer class is conceived as a group-focused learning environment; thus, a greater bond is formed between students. **They also show more interest in tasks done by their peers, rather than only paying attention to their own homework.**" [Working with groups is better?] "**For the volunteer guide course, since we work on one specific topic together, actually, the group tasks are better working in the volunteer courses.**" [The activities or tasks among students] "In the other class, they usually do their homework and don't **pay attention to others, but in this volunteer guide class they do**. They are from different levels and that works well even if some people do not have a high level [of proficiency] at the beginning." "**We usually do not need difficult grammar.** Easier is better. For the guide, we usually have to use difficult pieces of vocabulary on history, architecture, etc. but it is not necessary to use difficult terms."
SP_2	"**The level of the students in the senior volunteer guide class is not always balanced**: we have students with advanced level and students with intermediate level." "My senior classes are usually a little bit more focusing on the linguistics forms than the senior volunteer guide class. **The senior volunteer guide class is basically focused on communication and cultural aspects.**" "**The senior volunteer guide course follows a task-based approach**: first, we explain the task we expect them to accomplish, and after that the teacher's role is limited to be one of observers and a counselor." "The classes are organized in a very different way, because it's 3 teachers[77].

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[77] We usually had four Spanish teachers in class till the end of the 2019 spring course but at the end of the 2019 autumn course was three and we could ask the questionnaires and interviews to three of them.

	This is how we organize this course: each teacher is in charge and designs the activities for three or four weeks in a row."
SP_3	"Teaching experiences for me are still new. So, the senior course was challenging as a teacher to put everything in the course, but it was interesting to put my knowledge into practice." "**The volunteer guide class, their level is higher than other senior classes I teach.**" "I encourage the intermediate senior class students to take the senior volunteer course, as it provides a good context to develop their skills and to keep remembering the things (not to forget and to improve speaking especially)." "Because **I teach intermediate class, and they have a good level especially in writing, but they need to improve speaking skills** and they have a great opportunity for this in the volunteer tour guide course." "**In the volunteer tour guide course, they have a good mix of these contents.**" "My students from intermediate classes know that some of the other students who take the course are from advanced class. **Unconsciously, they really try hard and make efforts to put it in their production with speaking** and to use all their skills."
FR_1	"Usually half of the students in my usual classes are over 60 years old so far. The collaboration [with the author] for the volunteer tour guide class was good." "Senior students usually know a lot of things, more than the teacher. They are very interested in new things. They come to school by themselves [They choose to take the course with their initiative]. **They have their own experience and opinion.** Sometimes it is very difficult to make them accept different ideas." "In the usual class, I use textbooks but not in this senior volunteer tour guide class. **If they have a textbook, they feel very comfortable and secure because they can prepare in advance.** For the volunteer guide class, as we had no textbook, the materials are prepared by ourselves [teachers]." "The students also have to prepare by themselves. **So, it was sometimes uncomfortable for students.** Because it was a different habit for them." "So, it was a little revolution for them and for me."

	"They don't want to feel ashamed/fail in front of the other students." "It's not always bad, because it is pushing them to prepare their homework." "**They are looking for perfection.** They have a lot of expectation from others even if they don't say it clearly."

Note: emphasis added

Source: author's research

All teachers conceived the volunteer tour guide course as communicative and task-based, as described above. In addition, teachers' comments seemed to be in line with the idea of Lenet et al. (2011): No grammar use and less explicit way of learning for older adults are positive traits for a course. However, teachers found it was challenging for both teachers and learners to prepare the course contents for each lesson, different from the usual class using textbooks. In class, different from the usual older learners' class, it seems that the learners pay attention not only to their own result but also to others' homework, preparation, and performance. Also, the teachers' comments comparing this course to their usual older adult learner's class convinced us that the volunteer tour guide course containing a mix of learners' level is a good opportunity for all participants to enhance their skills, especially their speaking skills.

5.4 Teaching method/skills toward older adults

Following some works presented in 2.2 (Research on senior L2 learning with communicative and content-based approach), in this volunteer tour guide course, we focused on a learner-centered approach, and on maximizing learners' motivated attitude as indicated in Joiner's (1981) study. Then, the following question was asked to teachers:

Do you use any special teaching method/skills for seniors' class? (Can compare to younger adult class teaching)

Table 10 demonstrates key answers from teachers.

Table 10

Teachers' Comments on Teaching Method/Skills toward Older Adults

SP_1	"**Repetition** is important, but rather than just going over the same issues, helping them remember items that have been taught in **previous lessons by means of newly made materials is a key to keep them motivated and confident** in their skills." "**Elicit so that they can reproduce.**"
SP_2	"When creating new material for these classes, **I always make sure the font is big enough for them** to be able to read it." "In my experience, there is a big difference between senior intermediate and senior advanced." "In senior intermediate (beginner-intermediate), the pace of the classes is much slower than classes with young adults." "In my opinion, this is not only because they are older, but also **because their objectives differ**: while younger adults study Spanish at the University so they can graduate, **senior students usually don't have a specific goal like that.**" "With intermediate seniors it works better to do just one or two activities throughout the same lesson, and in a slower rhythm." "Also, **they lack a lot of confidence and always need to understand why we do what we do.**" "On the other hand, **senior advanced students come into class much more relaxed and ready to do any activity.**" "Compared to younger adults' classes, it's easier to prepare activities that involve asking for their opinion of certain topics (like polemic topics) and **they are always willing to talk about their experiences in life;** over all, **they are more participative** than young adults and less shy."
SP_3	"For me it is naturally coming out regarding all the courses not only for this volunteer tour guide course, all the courses I have in Japan. **I call all the students by his/her names and adding *san* after their names.**" "I am in Japan and I am a native of Spanish, and **I respect them. This is my methodology.**"

	"I am so conscious about how to call them. Although we are teachers, we have to adapt to the ways in Japan as well. I don't know the opinions of other teachers." "It is very personal but **I respect the students, especially if they are elder than me.**" [Constructing a mutual relationship is important?] "Yes, **for senior people they really care about this point**. The very important thing is also, I learned at another English teaching course that 'Do not treat senior students as if they are kids.' **This is very rude and gives a negative impact.**"
FR_1	"They want to learn how to express itself. **They need time and tools for how to express what they have inside.**" "High school students are sometimes shy, and they don't have their opinions. You have to pull them if you want something from their inside." "On the other hand, for older adults, we need to control them and if you don't care, they speak a lot and they sometimes change subjects. However, it is easier to work with adults than to work with high school students." [How about any method do you use for senior learners?] "**My role as a teacher is to give the cohesion to express and give them some more natural expressions.**" "It is not really a teaching method, but navigating them or controlling their expressions. They need correction and they want correction." "They are not expecting you to explain everything on the white board. [However], high school students, they really expect this. They are very passive." "**The older adults are very active in the class. They really expect corrections to progress the expressions.**"

Note: emphasis added

Source: author's research

Here, their answers also cover the previous section's questions on 5.3 (Features in senior volunteer tour guide class), teachers provided some comments upon their observation of their learners and class. At the same time, they focused on maintaining learners'

motivation, also paying attention to the teacher's role as a facilitator with a communicative style, as seen in Cohen and Li (2013). Also, older learners' positive autonomous attitude and expectations (their texts/expressions are corrected) are highly appreciated and they help construct an interactive class atmosphere. Teachers pay attention to the preparation of materials, not only by making a readable large font size but making it possible for learners to review the previous lessons and reproduce their learning with confidence. As well, they are aware of students' characteristics very well now: they are experienced senior learners and need mutual respect by constructing better relationships in class.

5.5 Motivation of learners in senior volunteer tour guide course

The purpose of this volunteer tour guide course is to find ways to maximize their life experience, knowledge and motivation of senior language learners (Shibuya, 2018, 2019, 2020). Therefore, the following question was asked:

Do you see any learners' motivation in your senior guide class comparing to the usual[78] (senior) class?

Table 11 is the summary from teachers' comments on senior learners' motivation.

Table 11

Teachers' Comments on Motivation of Learners in Senior Volunteer Tour Guide Course

	"They clearly are conscious of how their skills can be put to use to help tourists or visiting friends, and use the class as a means to improve their communicative skills."
SP_1	[Motivation comparing to the usual senior class] **"They [volunteer guide class students] are learning what they can use."** "Traditionally, they have more translation, grammar-based classes (as often said); however, the problem in that class is we have no goal. Students learn more

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[78] In the questionnaire, originally, I used the word "normal" but corrected it as "usual" here.

	and more complex grammar and so on. We do not have a conscious idea of what we are learning." **"But with this program, students can do realize what they actually can and cannot do.** They enjoy a lot this type of class [volunteer guide course] ."
SP_2	"I don't see more motivation than in the normal [usual] senior class." "In my opinion, I think **students come into the senior guide class a little bit tired because they all come after their previous class. Nevertheless, they are always willing to work.**"
SP_3	**"The program and topics themselves are difficult to put into practice.** If they were younger students, we would put them in specific places (real places) outside of the classroom." "Some of them have a previous class. **They are tired** at their age, they wake up very early, they are exhausted at 4:30 p.m." **"Our main activity to keep them awake and dynamic is the role-play.**" "Furthermore, I think it has to do with their generation. The typical thing for them is a level of competitiveness and they want to show and prove, and **they have an expectation of the final products they are going to perform as a role-play.** This has a negative and positive aspects." "We are finding something else **besides the role-play that makes them energetic at that time of the day** (the level of energy is decreasing)." "At the role-plays they are great, and they put all the efforts and their lexical terms from last year to this year. They cooperated a lot."
FR_1	"They are very motivated. In the normal [adult] class, they are motivated, but after a month or a year, when they are used to your class, it's very comfortable for them. They know what they are going to do, and they do not have so many objectives/goals." "In this senior volunteer guide class, **they have a goal for themselves. They had a limited time for four months.** It's short, actually, so they have a positive pressure because the time is limited, and they have their own motivation. **It is very stimulating for them.**"

Note: emphasis added

Source: author's research

As mentioned in 2.3 (Research on older learners' physical and functional features in relation with learning in society), one of the features of senior learners, that some teachers observed, is that they seem to be tired at that time of the day. The application of role-play was one of the possibilities to make them "awake and dynamic" as a teacher said here. Actually, a learner wrote in the diary (as summarized in Chapter 3) that the role-play practice in which the teacher played the role of a guest, and the learners behaved as guides was an interesting practice in class. Senior learners often have a "grammar-based" learning experience. This learner also mentioned in the interview that they did not have a communicative approach to language learning before. Therefore, it was challenging but seems that they can be clearly aware of what they can and cannot do with their certain objective, as one of the teachers mentioned above (in Table 11). Also, it seems it is important to set deadlines or goals clearly to achieve the projects (as when school students have to take a regular test and receive evaluations).

5.6 Teachers' expectation from older learners in volunteer tour guide course

As indicated in Chapter 1, Introduction, according to Ramírez Gómez (2016), some teachers' expectation toward older adults' language learning becomes low; also, they might consider the class just as a social activity for older learners. Here, teachers are asked the following question:

How about your expectations toward senior learners? (What are your expectations [target of this senior volunteer class]?, Does it change after about a year [some learners followed 2 years for Spanish volunteer guide class]?, Are there any differences of your expectations [between the usual[79] senior class and this tour guide course]?)

Table 12 summarized comments on their expectation from their older learners.

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[79] In the questionnaire, originally, I used the word "normal" but corrected it as "usual" here.

Table 12

Teachers' Comments on Their Expectation from Older Learners in Volunteer Tour Guide
Course

SP_1	[*What are your expectations: target of this senior volunteer class?*] "First, each student must understand **how important it is to properly communicate both as a speaker and as a listener.**" "This is, not just learning ever more difficult skills, but **rather being able to convey information in the easiest way to understand (not to overuse very complicated or special words)** and also to pay attention to what people might need to say to them in different situations, **rather than just memorize whole sentences or have a pre-made conversation pattern in mind.**" "They have a motivation. They can put to use what they are studying. So that's good. There are many students who are just happy with going to classes and with translating languages. But it is just for them." "Here, we can see that **even if it's for practices, role-plays, but they can actually put that to use as they want, and they realize that,** and I think that is very good. **Motivation and objective for them is to use [the language].**"
SP_2	No answer
SP_3	"**To make them dynamic, we make them work with peers and the peer check to improve.** We try to mix, as usually they are working with the same group." "So **sometimes we need to rotate, mix and balance the groups and levels.**" "Those who have higher levels give vocabulary, lexical terms, and expressions (as they have structures in mind already) to those who have lower [proficiency] levels or are not proactive…, etc." "They still have the idea that more is better. In this course, they little by little are understanding that many tourists have really no idea about Japanese culture, (proper) names and history. (The students focus a lot on history)." "**We say 'short and simple'.** They will have the skill if the course continues."
FR_1	"My expectation is that they really use these volunteer tour guide activities. I was very happy to hear that 'I did a volunteer guide activity.' They are positive,

	and **I enjoyed this teaching experience** even though they really don't use French so much." **"The most important thing for me is to go from theory to practice in real life.** That we are expecting from them." **"If it's only social activity (*ochakai,* etc.), they lose the motivation even they don't know by themselves why they are continuing [the lessons]."** "In this class, we did not have this problem. When I started teaching, I was more like pushing students to take the French tests (e.g., *Futsuken*, and other tests) because they wanted to see the results and after a few years, I remarked that I was pushing them too much (pressure) to them. I don't do it anymore recently." **"In this class, we have a clear goal to reach together**[80]**."**

Note: emphasis added

Source: author's research

According to the comment of SP_1, rather than merely memorizing or translating the sentences, it is important to use what they learned in role-plays for example. From the aspect of fluency or accuracy point of view, related to senior learners who have usually relatively heavy translation-oriented background, this teacher later indicated the importance of fluency[81] over accuracy; mentioned that not correcting specifically what learners spoke, but making them realize the significant forms or words by asking questions, indicated that "I try my best to help them realize how much they can actually express themselves if they relax and just speak as much as they can."

Regarding fluency comparing to accuracy and also related to the role of instructor, Ramírez Gómez (2016) indicated that "In contrast, rhetorical activities, which are focused on *fluency* and *communication*, may provide the learner with more control over the selection of elements to employ in the activity" (p. 177). Following the teachers' advice,

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[80] French course: We divided the program with topics for four months each and the course was held 2 semesters in total (spring 2019 and autumn 2019 course).

[81] Our senior courses are in line with the idea that "'Fluency' means that the activities of planning and uttering can be executed nearly simultaneously by the speaker of the language" (Rehbein, 1987, p. 104 shown in Segalowitz, 2010, p. 46). After a personal communication with the teacher in order to clarify this point, it became clear that, what the teacher meant by prioritizing fluency over accuracy was that, in order to maintain active participation in the class, if a sentence had some grammatical inaccuracies but conveyed the intended meaning, the teacher did not make it a priority to correct the grammar. Our students are far from having achieved the level of fluency that the above quote suggests, but that is the goal of the courses.

the learners try to choose easy expressions so that others can follow. Some techniques and training such as making sentences short and simple were repeated several times in class, since teachers are expecting that they will really use the lesson contents in practical occasions. This is what they are expecting from the learners, not to make the class just to learn Spanish or French, but to communicate and interact with each other, as well as not to make the class just a social place (as indicated by Ramírez Gómez, 2016).

5.7 Cultural and emotional aspects from younger teachers

The following question is asked upon the discussion in 2.4.2 (Social and cultural factors in Japan) and 2.4.3 (Gender issues), as well as some generational gap issues. We wanted to know if teachers had some notion about certain gaps due to social factors while they teach to this generation:

Do you see any specific points in terms of culture of learners (they had principal educations in Japan; female/male gap; generation gap…, etc.) while teaching?

Table 13 is the summary from teachers' comments based on cultural and emotional aspects of their learners.

Table 13

Teachers' Comments on Cultural and Emotional Aspects of Learners

SP_1	[Culture issues] "Currently, we have two men and the rest are all women in class and we do **not see the gender issues in class so much.**" [That could be more personal character, etc. related rather than gender issues.] [Generational issues - I see all of the teachers keep respect to elder students.] "Of course. In my case, I was teaching elder people before and in fact some students are here now."

	"To me it was very clear from the beginning (To keep the respect for them is to know them from the beginning). **Elder people have lots of experience so they have to prove their experience and use it as a part of lessons.**"
SP_2	"**In 'normal' [usual] senior classes I see a big female/male gap**. Men answer before and talk more than women." "**In the volunteer class, I don't see** that because most students are women (only two men now)."
SP_3	"There are a few cases through my teaching experience." "**There was a case of a male student who seemed to want to dominate** and who was taking time from other students." "It's not always a negative thing." "**I am so respectful for Japanese elderly people** (I am personally talking)."
FR_1	"Of course, **there are gaps between men and women, but I did not see differences.**" "The 1st semester, they were all women participants [we had seven participants]. Then in the 2nd semester, we had 2 males and 2 females. In the 2nd semester, we had no problem of this point, it was better with these group mixtures." "Especially, many learners of French, they are very interested in French culture and often I see they have a higher education and high social position usually in Japan." "When they learn French, they learn English and then learn French. They already have a background and they seem not to have relatively complex [in terms of their education/background…]." "**They know and have experience for different reasons outside of Japan. The experience changed their mind.**" "In the 2nd semester class, there are no leaders. They are quite equal and good mix of genders. In the 1st semester class, there seems to be a competition for the leadership system (I could see)." "Actually, in the 2nd class, the level was higher. Then, this kind of level competition we see in the 1st semester class was not seen in the 2nd semester class and **they focused more on course contents.**"

	"I only work as a teacher in Japan. There is some particularity for teaching Japanese [students]. **They are looking for harmony.**" "Between each other, social issues come naturally. Even without explanation after 2,3 lessons they find their place. **They like to have a special role in the class.** What they find the role (character - how to behave in the class) they are ok."

Note: emphasis added

Source: author's research

As discussed in Chapter 3, 3.6 (Spring 2019 course), about learners' feedback in Spanish volunteer tour guide course, teachers also did not observe masculinity reactions on this volunteer tour guide course (but a few cases in other usual courses, according to a teacher) as the majority were female learners. As some comments above (in Table 13) indicate, at their generation, usually learners who study second foreign languages seem to have supplemental educational or a high social background, and they might be aware of the necessity of some recognition for each other in class. As seen at both Spanish and French courses, some male participants did not start the course, even though they came to the orientation day.

Hofstede et al. (2010, p.139) described that masculinity at work with goal items is characterized such as challenging jobs, access to high-level of opportunities, and being recognized through the work, etc. Also discussed in Chapter 3, 3.9 (Discussion for Spanish volunteer tour guide course), as well as, introduced in Shibuya (2020), men generally seem to prefer to experience some tasks that they have sufficient level for or that have concrete and result-driven objectives; therefore, taking into consideration the distribution of the group level, the majority of male participants are B2 level and no participant is lower than B1 level both in 2018 spring and 2019 spring for Spanish volunteer tour guide course. The French course was the same and it happened that only two male participants who took part in were B2 level.

5.8 Communicative approach of volunteer tour guide course

In the previous section, 5.3 (Features in senior volunteer tour guide class), we covered some of the aspects that we discuss here. However, in order to find out more detailed ideas based on Cohen and Li's (2013) case study that demonstrated the older learners' high motivation with a communicative approach in which teachers have the roles of facilitators using real dialogues, the following question was asked to our teachers:

Are there any differences in group works/communicative activities, etc., in this volunteer guide course comparing to usual (senior) class settings?

Table 14 shows teachers' comments on communicative approach in terms of volunteer tour guide course.

Table 14

Teachers' Comments on Communicative Approach of Volunteer Tour Guide Course

SP_1	"**Having a clearer, common objective helps making the group tasks more consistent.**" "**The attitude of interacting with somebody and the motivation to study have improved a lot in the volunteer guide course.**" "I think most of students currently have realized." "At the beginning, they just bring the dictionary but they realized that they cannot just prepare like this ('Simply step by step like learning this and learning that. This is the question, and this is the answer…, etc.' does not work)." "**You cannot fully prepare the answer in advance. You have to actually listen to.**"
SP_2	"In the volunteer guide course, because we work on tasks, **when working together in groups, they tend to speak in Japanese more and to write everything down first.**"
SP_3	[Role play activities]

	"We give them time and guide and help them. We kind of pre-practice." **"Sometimes we do mini role-plays in the area they are working."** "So far, they don't say 'no' and followed our guideline and it's going well, however, it's been two years now and we keep it going and we need to reflect how to proceed and maintain the level of motivation and stimulate above all of the teaching method to improve their long-term memory, especially for people of age." **"This has to do with dynamic communicative activities."**
FR_1	**"They are very attentive to what others say during the presentation.** They listened to a lot." "They want to express something by themselves. (In the usual classes, they are satisfied with their presentation rather than listening to others)." "Also, different from usual classes, **in this volunteer tour guide class, the students want to get all the information others are saying, from the classmates and teachers."** "We established rules at the beginning of the class, e.g., listening to each other, respect the time of speech, and **don't compare with the other students**…, etc. I think they **kept this in their mind (there was an exception though)."** "I think **it is important to keep these kinds of rules, although I sometimes have to remind them."**

Note: emphasis added

Source: author's research

As described by teachers, the clear objective seemed to encourage their interaction with their peers. Still, they tend to use Japanese first for exchanging and writing down during some activities. Teachers also try to create a situation in which their learners can work in communicative group/pair work to make them proactive. In these circumstances, their learners pay attention and listen to others' performance and presentations, compared to the usual class, as mentioned above (in Table 14). This observation was common. As a teacher put it, "In the other class, they usually do their homework and don't pay attention

to others but in this volunteer guide class they do" (by SP_1, Table 9) in 5.3 (Features in senior volunteer tour guide class).

5.9 Improvement of learners and classes

Lastly, in order to know the teachers' impression on their language proficiency points (in terms of vocabulary, expressions, output, attitude, motivation, and others) as well to find out the way to improve the class (in terms of the syllabi, the dynamics in class, and motivating the learners who lose their motivation), the following questions are asked.:

> *How do you find their skills in this senior volunteer guide course? (Do you see any improvement after a certain moment?) How do you think that teaching to seniors should be improved?*[82]

Table 15 is the digests regarding improvement of learners and classes.

Table 15

Teachers' Comments on Improvement of Learners and Classes

SP_1	[*How do you find their skills in this senior volunteer guide course?*] "All of the above points [vocabularies, expressions, output (speaking/writing), attitude, motivation, and Others (if any)] are improved, but I'd say that attitude and motivation benefit the most of all." [*How do you think that teaching to seniors should be improved?*] [*The syllabi*] **"Contents can be more open; letting the students decide has proven to be a good way to help their attitude."** [*The dynamics in class*] "Group tasks are a good opportunity not available to students in regular classes."

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[82] In the questionnaire, originally, these questions were asked separately: "*How do you find their skills in this senior volunteer guide course? (Do you see any improvement after a certain moment?)*", and "*How do you think that teaching to seniors should be improved?*" For the purpose of the conclusion, and also their comments were linked to each other, therefore, these two questions and answers have been merged here.

Also, in the questionnaire, for these questions, after the first question I wrote "In terms of: vocabularies, expressions, output (speaking/writing), attitude, motivation, Others (if any)", and after the latter question I wrote "In terms of: the syllabi, the dynamics in class, motivating the learners who lose their motivation, Any other comments (if any)".

	[*Motivating the learners who lose their motivation*] "Helping them realize that they do not need a very advanced knowledge of grammar, or very complex vocabulary to convey information, that, most of the time, their skills are enough to actually use the language in a meaningful way." [Anything about lost motivation?] "In the intermediate course, a student who went abroad and **realized that he/she could manage/interact abroad with his/her own Spanish and realized how important the volunteer guide course was and to interact in the course.**" "The learner re-entered again the volunteer guide course. His/her motivation improved after the experience being able to interact abroad."
SP_2	[*How do you find their skills in this senior volunteer guide course?*] [*Vocabularies*] "They have learnt more vocabulary, though they still have problems to remember it when necessary." [*Expressions*] "They remember more expressions and they try to use it when necessary." [*Output (speaking/writing)*] "Most of them, **they still need to write everything down before having confidence speaking.**" [*Attitude*] "No changes" [*Motivation*] "No changes" [*How do you think that teaching to seniors should be improved?*] [*The syllabi*] "Creating more concrete goals might help." [*Motivating the learners who lose their motivation*] **"We could do one to one counselling once a trimester to let them know how they are improving."**

SP_3	"**Role-play is so useful to encourage them** and to make the situation authentic and realistic." "We, teachers, are always mentioning the area we live in and we put all the knowledge into real practice. **That has to do with motivation.** This is really important to keep reminding them." "Even one is doing volunteer guide already, and when we work with many different situations or the conference/speech we had with a volunteer guide group in Kansai area, also remind them how the real tourist is or the situation they can face that they really didn't take into account before." "For example, allergy things [for food] could be a problem. **This triggers the idea of learning specific vocabulary in case of emergency.**" "They want to know more, and they do the research at home and their own motivation that we don't ask but they do with their motivation. It's a delicate and it is a very good thing." [Syllabus] "Think about other topics. We have not discussed it in class. I don't see any specific way of organization of the class, **we did not have students that really say lost the motivation, etc.**, there is no such a case fortunately."
FR_1	[*How do you find their skills in this senior volunteer guide course?*] "They learned to make better sentences. Whether they remembered or not, at the end of the semester they have a better capacity and they are confident of their capacity." "It gave them a chance to use what they learned before. To make it smoother, they get a lot of vocabulary." "Above all, they get better sentences and vocabulary and expressions. At the beginning of the course, they did not know if they were able to express themselves in public, but after a few months, they realized that they can do it." "We just help them put it outside." [About maximizing seniors' life experiences, knowledge, and motivation] "They can use it to do something by themselves. **Before, they were guests in other countries, but now they help guests/foreigners enjoy their journey in Japan. They want to be useful (*yakunitachitai*).**"

	"They have strong consciousness of responsibility about what they do for their everyday life." "Trustability/unity/harmony, among community are very important. They learned that [being] together is important, especially in Japan." "Across the generation, they are very concerned about what kind of future they have after. The older generation because of their education, they learned to accept even the hard things how to manage (*gamanshinagara ikiteiku*)." [*How do you think that teaching to seniors should be improved?*] "This time 3 main points (Japanese spirit, Traditional culture issues, Food) [were introduced]. After dividing, we can add more such as Japan's population, geography, arts (music, theatre…). Some topics include both sides. (Martial arts, Traditional *sumo*, Tea ceremony…)." "First, we can ask them (through a questionnaire) what they want to present to foreigners. What they want to express and present. Usually they have a specialty." "We show the example at the first time and give them time to prepare (2-3 weeks)." "We had a question and answer time after each presentation. It was very interactive." [We can develop this session. The role of visitors is also to prepare the questions to speakers.]

Note: emphasis added

Source: author's research

As discussed in a same way in Shibuya (2020) through the learners' Spanish volunteer guide course experience, visiting abroad, speech contests, having friends' visits…, such objectives/events that link their learning to the reality are very important for learners. Or just simply have class assignment like role-play in which Spanish or French L1 teachers play the role of tourists and see their reaction seemed important for them, as they have to manage the circumstances by themselves.

The teacher felt the seminars/event we had from the volunteer guide visit from Spain (3.10 [The exchange program: Senior guide visitors from CEATE, Spain]; discussed in Shibuya, 2018) as well as the volunteer guide association (3.11 [KADEKO SGG Kansai seminar]) were very good for learners to imagine how it works, and what the seminar demonstrated was everything that had been covered in class. Students learn in real life and it is not just memorizing contents…, etc. Their intention to be useful for somebody and help them in case of emergency (as some of them might have experienced abroad as a visitor in the past) is a strong motivation to do with the reality, as teachers indicated.

Likewise, they realized that learning foreign language using specific topics was an enjoyable experience and that they can deliver properly what they want to convey with their skills. Furthermore, not only learning languages, for the learners, the concept called *omotenashi,* as mentioned in 1.1. (Background of study), always seems to exist in their mind. Therefore, it is crucial that they are reminded that what they really want to share with guests is their sincere hospitable mind based on their life experience and knowledge though lifelong learning (as discussed in Shibuya, 2018).

5.10 Findings and conclusion

Based on the seven questions to our four teachers presented here, we can refer to the following points for the improvement of our future older learners' language class. The communicative and task-based class without "grammar oriented" even in a class with a mixture of different level of learners close to intermediate enhances their output skills.

In our class settings, they constructed an interactive class atmosphere, and they seemed to pay attention and respect by building better relationships among younger teachers and older learners in class. Teachers tried to draw the learners' attention through the application of role-play as one of the possibilities to make them feel awake and alert and to be dynamic and active, considering their fatigue that they sometimes feel because of their age (as explained in Takami, 1993).

Setting a timeline to be objective about why and what they are learning made them aware of working with their own motivation. As some teachers indicated, different from

other usual senior language classes, they are often checking peers' work, preparation, and each other's performance. This will actually encourage and motivate them to find the best practice for themselves with concrete objectives.

Culture, gender, and social issues from the teachers' views were not evident. In usual older learners' class, there seems to exist a few typical cases. Teachers seem to feel it is more due to the character of the learners who take this volunteer tour guide class, since most of the learners have some international background through their experience and that they may know how to behave without conflict in class.

Their intention to be useful for somebody and help the foreign people in case (as some of them experienced abroad as a visitor) was a strong motivation to make them feel the reality.

Future work will focus on analyzing every one of the teachers qualitatively with the approach of SCAT (Otani, 2019).

Chapter 6
Result and Findings

Based on the research questions from 1 to 5 introduced in Chapter 2, the following selections present some findings.

Research question 1:

- *Can older language learners (lifelong language learners) take advantage of learning foreign languages with content-based and communicative approach to learning (such as volunteer tour guide contents)?*

The courses were among the same third age of learners in the context of communicative approach and role-playing activities around issues related to geography, religion, tradition, lifestyle and culture in Japan. Also, two additional relevant events that encouraged their learning were introduced as part of the class: a volunteer guide visit from Spain (3.10 [The exchange program: Senior guide visitors from CEATE, Spain]) as well as a talk by the coordinator of a volunteer guide association (3.11 [KADEKO SGG Kansai seminar]). As Shibuya (2020) mentioned, learners seem to find challenging a content-based course using practical occasions to be a volunteer tour guide. However, learners' mood in relation to their actual state of wellbeing, degree of being awake and alert, and their degree of calmness showed some improvement after the class for most of the periods for the Spanish volunteer guide course (according to the result of their mood questionnaires [MDMQ questionnaire]; as mentioned in 3.12 [Conclusion of Chapter 3]).

As well as focusing on a content-based and language-for-specific-purposes approach, the teachers observed in Chapter 5 and in the Spanish class that we had many learners who improved their level for the Spanish tests (Chapter 3; Shibuya, 2020).

Research question 2:

- *What are the fundamental physical and functional features of senior learners in relation with learning in society (different from younger adult learners) that might influence their learning in class?*

As both learners and teachers discovered and also discussed in the literature review in 2.3 (Research on older learners' physical and functional features in relation with learning in society), different from younger adults, we realized that coming to the course in the late afternoon and some anxiety for the class assignments made them feel more tired (as explained about fatigability relating to aging in Takami, 1993) than we expected. These results showed in the mood questionnaires (MDMQ questionnaire) in the "Awake/Tired" items. This might give them some influence on their decision of continuing the course or not. We do not expect the class to be just a social place for older learners, as indicated by Ramírez Gómez (2016); however, it is crucial to consider a good timing of the day and week as well as the class becomes an enjoyable, active, and stimulating occasion for language learning for them.

Research question 3:

- *Is there any influence of emotional and social factors such as tolerance to ambiguity, social, cultural, and gender factors that are typical of older generations in Japan?*

As discussed in Shibuya (2020) and 3.9 (Discussion for Spanish volunteer tour guide course), we experienced in class that some learners had mixed feelings about the course contents and felt frustration, especially while they worked in groups with other members who actually held different levels or experience; however, others did not feel that way. We indeed observed few masculinity reactions during group work or in their diaries or interviews of the language learning classroom. As teachers also perceived in Chapter 5 (Teachers' perspective), most of them have some international experience with different cultures and people and additional language learning experience apart from their school

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learning. It seems that they are well aware of such typical gaps in the classroom between females and males in Japan; therefore, they seem to carefully pay attention to this point (Shibuya, 2020). However, as we have seen in the spring 2019 French course, the class atmosphere of all females with different mix of generations in the 60s, 70s, and 80s in a small group revealed that certain seniority systems seemed to be at play in class. As investigated in 2.4 (Research on emotional/social factors for older learners), even within an all female group context, there seem to exist some masculinity reactions as described in Hofstede et al. (2010).

Research question 4:

- *From the perspective of the teachers, what kind of content-based and communicative training would be appropriate in order to have students link their language learning to a professional activity, such as volunteer tour guiding?*

As some teachers stated in Chapter 5 (Teachers' perspective), the course contents can be more flexible, and students could decide with their initiative and autonomous attitude since older learners, in general, have a variety of experience and motivation and assertive attitudes for learning. At the same time, we should emphasize that we do not need higher levels of skills (in grammar or sentences) but try to manage with simple and effective expressions. Above all, constructing a good relationship between learners and teachers could be key issues as all of our teachers seem to pay attention to this point and strive for their mutual respect through the course (e.g., calling their name adding *san*, proposing individual counselling after the term, not simply using the same techniques for teaching younger learners…, etc., see Table 10 and Table 15). A learner-centered approach, including interesting topics for learners, in which all of the class (not only the presenter but all the rest of the class) will take part each time is crucial since they seem to listen and learn from other participants' performance (as stated in 5.8 [Communicative approach of volunteer tour guide course]).

Research question 5:

- *What are the educational and social policies in Japan that impact on lifelong learning of foreign language?*

As described previously, there is a strong link between learners' foreign language learning experiences and the educational policies of the country from the childhood. Therefore, reviewing the foreign language educational policy and guidelines by the Ministry is crucial, since we are experiencing longer life expectations in this era and all generations are involved in this society. By considering and maximizing the advantages suggested in the policy introduced in 2.7.2 (Social factors for older adults in Japan affected by policy), we can take countermeasures on our aging society.

Chapter 7
General Conclusions

Most of the parts in this Chapter are based on the presentation that the author did in Wroclaw, Poland in September of 2019 and in the subsequent paper that was published as "Emotional Factors in Senior L2 Acquisition: A Case Study of Japanese Speakers Learning Spanish". *Journal of Education Culture and Society* vol. 11, issue 1. 2020, which was written as part of this dissertation. In some parts, we have made some additions and corrections. Other parts are maintained as they were published in 2020.

We observed that a content-based course linked to practical opportunities to be a volunteer tour guide seems not simple to carry out. Some learners felt ambiguous about the contents; however, independently of their Spanish level, they tried to find simple and alternative ways to manage the conversations or explanations. Practicing listening to others' comments and preparing texts for writing or speaking, they seemed to be able to output with their words not only by translating from Japanese. Communicative practice in a foreign language learning with peers means not only focusing on their own work, but also making maximum use of knowledge generated in class.

In this study, emotional factors such as tolerance to ambiguity and also social and cultural factors together with gender issues were discussed. Since the majority of the learners on volunteer tour guide courses were female participants, therefore, we cannot generalize, but having various experience including international occasions, they mostly pay attention to different cultures, languages, and attitudes, etc., and try to collaborate in class more than showing their own character. However, some seniority concepts and emotional gender gaps among older learners or between learners and teachers demonstrate the difficulties to manage the class synergy without mutual respect, as we could observe through mood questionnaires (MDMQ questionnaire) or introspective materials.

This course was slightly different from the typical cases in Japan, because the language level and experience/knowledge of the students seem to be also important for the class atmosphere. Actually, in this volunteer tour guide course, different levels of participants were mixed and that gave some impact to participants' mood results (MDMQ questionnaire) in this content-based L2 learning, especially at the beginning of the course for lower level of proficiency or less language learning experience learners in class.

The solution for the improvement of such content-based L2 learning or communicative approaches for older learners is to have some objectives or projects such as a speech contest, traveling abroad, having foreigners visit, volunteer guiding, or even practicing in class, beyond their language learning context. These are crucial for their motivation to keep learning the L2. Therefore, in class, role-playing, discussion and other communicative practices could be effective ways for this type of L2 learning even though it is challenging for them, according to some comments in their diaries and interviews both from participants and teachers.

It must be stated, however, that a considerable amount of work was necessary to achieve these results. The course is taught by four Spanish L1 teachers in the Spanish course and by a French L1 teacher with my assistance in the French course, all of whom are present in the classroom. They had to work hard to take students out of their fixed ways of explaining Japanese history in detail, or of seeking a correct answer for any query that a visitor may have (for instance, about the meaning of religious symbols, etc., many explanations are available, and students felt uncomfortable with this at the beginning, but with time, and as it becomes clear from the interviews and diaries, they understand that they need to simplify and focus on explaining things clearly and on accepting ambiguity).

Through the questionnaires or interviews to the teachers, we could see that they encourage learners to try to use simple and alternative ways from their fixed way of thinking so that they can use phrases in reality. In a different mix of levels of proficiency, they try to use their experience in terms of life, language learning, based on their motivation. Also, constructing mutual relationships through the activities such as role-play or communicative activities using language learning in classroom laid the foundation of their mutual respect. Therefore, younger teachers seem to respect the older learners'

experience and spirit that they obtained throughout their lives and tried to utilize the best practice out of it.

Whereas it seems like this type of volunteer tour guide course is an appropriate way to get older adults to learn language better (recall that most of the subjects analyzed in this research had raised their level of Spanish from the first course to the second), there are many aspects that need to be refined: for instance, how to convince them earlier about the need to adjust their explanations about Japanese culture in a realistic way to their language level without having this constitute a source of frustration for the low ambiguity-tolerant generation, etc.

Finally, as a teaching implication, I would like to add that, despite some difficulties in acquiring the skills of foreign language immediately, through the course, older learners started to understand the process of learning and meaning of the contents of the course so that they could use such skills directly in the real life within an international context. We believe these volunteer tour guide courses conducted both in Spanish and French, contributed to providing older learners the opportunity to maximize their life experience, knowledge as well as lifting up their motivation, not limited only to language learning, but also beyond such context: they helped yield cooperation with the same generation of peers and the different generation of teachers with the shared goal of bridging and aiming at better communication and exchanges with future visitors to Japan.

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Appendix 1. Syllabus for the volunteer guide course in Spanish

As discussed in Chapter 2, 2.5.1 (Content-based learning), here demonstrates the syllabus

for spring 2018 course (prepared by the author)[83].

Week	Content	Communication and Activities Resources/Materials	Trainings on Vocabulary, Expression, Fluency, and Attitude
	Introduction and Orientation	Introduction Preliminary Questionnaires to students Explanation about: ・Video recordings for measuring speed between sentences and for restatements The person can later see him/herself in the video, to judge his body languages and his fluency. ・Keeping a diary of their learning process Homework assignment To check the characteristics of: ・Shrines/Temples (Shintoism and Buddhism) ・*Jizo*	・Vocabulary Expression Training: Provide basic vocabulary and expressions in Spanish for tour guiding.
1	Religion in Japan I	Homework check and develop the idea on the topic in class. Discussion and Q&A e.g., ・In Japan, both Shintoism and Buddhism exist. Why? Objectives: to learn the concepts well and learn to listen to and react to other people's questions and opinions	・Vocabulary Expression Training: Provide useful vocabulary and expressions. e.g., "Temples are usually visited on …", "This place is known for…"

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[83] To prepare this syllabus in advance of the course, I referred to and then adapted Watanabe, Ikeda, and Izumi (2011) in terms of course scheduling (though, I did not follow exactly the same process to make a syllabus). For the better ideas on categorizing and verifying some useful words or expressions that we might consider within our French and Spanish training course later, I referred to Ueda and Ueda (2009) as well as Ueda, Ueda, and Yamanaka (2010), even though these books target tour guiding contents for Japanese and English expressions.
In this semester, lessons were organized for 14 times in total in addition to one orientation day in spring 2018 course.
In this table, we keep the original concepts of contents since the syllabus was prepared, and later some information is added for the clarification of the plan.
When this syllabus was prepared, one date during the Golden Week holidays was counted as a lesson date, however, the lesson was not held on that date. Therefore, lesson plan has some discrepancy especially from the week 3 to 6 in this syllabus. Sometimes the syllabus was not covered exactly as stated in the plan as teachers thought the rhythm of the class was different.
The optional projects were not possible to realize due to both teachers and participants' schedule and the weather in summer outside were not suitable to organize visiting some sites.

		Homework assignment e.g., ・How to behave at the Shinto shrine?	・Attitude Training: Provide culture pointers and polite language.
2	Religion in Japan II	Homework check in class: Share the ideas from students on manners and how to behave at a Shinto shrine. Homework assignment Preparation for mini presentation (topics in this content from students)	・Vocabulary Expression Training: Review the vocabulary and expressions. ・Attitude Training: Some remarks for Attitude
3	Religion in Japan III	Mini presentation (topics in this content from students) Review each presentation in class. Homework research ・Traditional arts and sports (e.g., *Ikebana*, *Chanoyu*, *Kabuki*, *Noh*, *Kyougen*, *Sumo*..., etc.) ・Annual events information in Japan	
4	Traditional Culture in Japan I	Homework check to develop ideas in class Discussion of some relevant information: books or video contents to do with the traditional culture in Japan. Discussion and Q&A e.g., ・Some traditional Japanese sports ・What is *Kabuki*? ・Information on *Chanoyu* or Tea ceremony Homework assignment Students decide the topics for special event (May 23, for Spanish course).	・Vocabulary Expression Training: Review the vocabulary and expressions. Introduction of frequently used words and phrases, etc. on the theme ・Fluency Training: Introduction of role-play exercise for the development of fluency
5	Traditional Culture in Japan II and event preparation	Homework check in class Preparation for mini presentation for the special event (May 23, for Spanish course)	・Vocabulary Expression Training: Review the vocabulary and expressions. ・Attitude Training: Some remarks for their attitude ・Fluency Training: Viewing some videos of the students and analyzing them together Some remarks for Fluency
6	Special Event with	Mini presentation (topics mainly in the first month contents) by learners)	

(May 23)	senior visitors from Spain	Students will demonstrate their presentations and experience some Q&A with guests from Spain.	
		Homework for the research on *Sushi*, *Sashimi*, *Tempura*, *Kaiseki*, Housing..., etc.	
7	Lifestyle in Japan (Cuisine) I	Homework check to develop ideas in class Discussion of some relevant information: books or video contents related to Japanese food culture Discussion and Q&A: e.g., ・New Year traditions/food in Japan Homework assignment Each student chooses topics to research.	・Vocabulary Expression Training: Review the vocabulary and expressions. Introduction of frequently used words and phrases, etc. on the theme
8	Lifestyle in Japan (Cuisine) II	Homework check in class Further introduction about Japanese food Homework assignment Preparation for mini presentation	・Vocabulary Expression Training: Review the vocabulary and expressions. ・Attitude Training: Some remarks for their attitude ・Fluency Training: Role-play exercise for developing fluency Some remarks for Fluency
9	Lifestyle in Japan (Cuisine) III	Mini presentation (topics in this chapter from students) Homework assignment Japan and prefectures including sightseeing spots in Kansai	
10	Sightseeing Spots in Japan I	Homework check in class Start to make a visiting plan: If they become tour guides, how to organize their trip? Try to use the topics/contents/sightseeing spots they researched previously.	
11	Sightseeing Spots in Japan II	Discussion and Q&A Individual sightseeing planning (Each student prepares the plan and discusses with the group in Spanish.) Role-play practice	
12-13	Sightseeing Spots in Japan III	Mini presentation/guide and Q&A Students demonstrate their guiding plans in group and in class.	
14	Wrap up	Review the lessons. Including test for vocabulary and expressions	
Optional project: Intensive Summer Session (during the summer holidays) Experience the guiding to foreign students or visitors, presentation/poster sessions, or visiting the site.			

Appendix 2. Syllabus for the volunteer guide course in French

Applying the same concept as Appendix 1, here shows the adapted and prepared syllabus[84] (based on Appendix 1) for spring 2019 French course (prepared by the author).

Week	Content	Communication and Activities Resources/Materials	Trainings on Vocabulary, Expression, Fluency, and Attitude
	Introduction and Orientation	Introduction Preliminary Questionnaires to students Explanation about: ・Keeping a diary of their learning process Homework assignment To check some geographical and touristic places in Kansai area, Japan	・Vocabulary Expression Training: Provide basic vocabulary and expressions in French for tour guiding.
1	Geography and touristic places in Kansai area, Japan I	Homework check and develop the idea on the topic in class Present topics (in Kansai) showing useful vocabulary and expressions. ・Quiz about geography in Japan Objectives: to think about the concepts and practice to listen to other people's questions and opinions Homework research ・Touristic places in Kansai	・Vocabulary Expression Training: Provide useful vocabulary and expressions on geography and touristic places. ・Attitude Training: Provide proper words and expressions by listening to others well.
2	Geography and touristic places in	Homework check in class Share the ideas from students on some	・Vocabulary Expression Training: Introduce/Review the

	Kansai area, Japan II	touristic places in Kansai area. Mini presentation (topics in this chapter from students) Review each presentation in class. Homework research ・Touristic places in Kansai	vocabulary and expressions. ・Fluency Training: Repeat and practice reading phrases for developing fluency.
3	Geography and touristic places in Kansai area, Japan III	Homework check in class 1 Share the ideas from students on some touristic places in Kansai area. Mini presentation (topics in this chapter from students) Review each presentation in class.	
4	Geography and touristic places in Kansai area, Japan IV	Homework check in class 2 Share the ideas from students on some touristic places in Kansai area. Role-play practice or discussion with this month's topic Other groups listen to and ask questions. Homework research ・Annual events in Japan	
5	Religion and annual events in Japan I	Homework check in class and develop the idea on the topic in class Present topics (history, tradition, religion and some annual events in Japan). Discussion of some relevant books or video contents related to the topics Homework assignment Each student chooses topics to research.	・Vocabulary Expression Training: Introduce/Review the vocabulary and expressions. ・Fluency Training: Repeat and practice reading phrases for developing fluency.
6	Religion and annual events in Japan II	Demonstration of homework 1 (Shintoism/Buddhism, etc.) Vocabulary and Expressions practice Q&A session	
7	Religion and annual events in Japan III	Demonstration of homework 2 (Ritual/Festivals, New year event, *7-5-3…*, etc.) Vocabulary and Expressions practice Q&A session	
8	Religion and annual events in Japan IV	Role-play practice or discussion with this month's topic (e.g., Temples/Shrines, *Torii*, *Jizo*, *Eto*, etc.) Other groups listen to and ask questions. Vocabulary and Expressions practice Homework research ・Some original culture in Japan	
9	Traditional arts and culture in Japan I	Homework check in class Share the ideas from students on some original culture in Japan Present this month's topic on traditional Japanese arts and culture	・Vocabulary Expression Training: Introduction of frequently used phrases

		(e.g., *Ukiyoe*, *Noh*) and discuss some relevant contents (related to the topics). Homework assignment Each student chooses topics to research.	・Fluency Training: Repeat and practice reading phrases for developing fluency.
10	Traditional arts and culture in Japan II	Demonstration of homework 1 (Tea ceremony, Calligraphy, Flower arrangement…, etc.) Vocabulary and Expressions practice Q&A and discussion	
11	Traditional arts and culture in Japan III	Demonstration of homework 2 (Traditional music, *Noh*, *Kabuki*, *Kyougen* …, etc.) Vocabulary and Expressions practice Q&A and discussion	
12	Traditional arts and culture in Japan IV	Role-Play practice or discussion with this month's topic Other groups listen to and ask questions. Vocabulary and Expressions practice Homework research ・Japanese cuisine	
13	Japanese cuisine I	Present topics: Japanese cuisine and *sake*, etc. Discussion of some relevant topics (Traditional style of cuisine) Demonstration of homework 1 (Topics from traditional Japanese cuisines) Vocabulary and Expressions practice	
14	Japanese cuisine II	Demonstration of homework 2 (Topics from local food in Japan or some food culture related issues, such as how to eat Japanese food) Vocabulary and Expressions practice	
15-16	Japanese cuisine III Wrap-up	Role-play practice or discussion with this month's topic Other groups listen to and ask questions. Discussion and Q&A session Review the lessons	
Optional project: Intensive session (During the holidays) Experience the guiding to foreign students or visitors.			

Appendix 3. MDMQ form in Japanese translation added in English version

Adapted from Multidimensional Mood State Questionnaire (MDMQ questionnaire, English version of MDBF; Steyer et al., 1997, translation ours into Japanese.[85])

フランス語ボランティアガイド講座アンケート　　　　1/2

氏名　：＿＿＿＿＿＿＿＿＿＿　　年齢　：＿＿＿＿＿＿
性別　：　　女　　男（〇をしてください）

以下の表には様々な気分に関する表現が30項目書かれてあります。今のご自身の気分にあてはまるものを選んで〇を書いてください（1〜30の全てに回答をお願いします）。

・似たような表現がありますが、それぞれ別の項目として回答するようにしてください。
・（普段またはよく感じる気分ではなく）、今現在、ご自身が感じる気分を選んでください。
・回答が難しい場合、一番近いものを選んでください。

		全くあてはまらない	あてはまらない	あまりあてはまらない	少しあてはまる	あてはまる	非常にあてはまる
1	満足している/content						
2	休息できた/rested						
3	落ち着かない/restless						
4	悪い/bad						
5	疲れ果てた/worn-out						
6	落ち着いた/composed						
7	疲れた/tired						
8	素晴らしい/great						
9	不安な/uneasy						
10	活気に満ちた/energetic						
11	心地の悪い/uncomfortable						
12	リラックスした/relaxed						
13	非常に活性化された/highly activated						
14	（とびきり）素晴らしい/superb						
15	まったく落ち着いた/absolutely calm						

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[85] To prepare this questionnaire for both Spanish and French volunteer tour guide courses, we adapted the English version of MDMQ questionnaire (by Department of Methodology and Evaluation Research, Friedrich-Schiller-University Jena, Institute of Psychology. (n.d.). https://www.metheval.uni-jena.de/mdbf.php), and the questionnaire was translated into Japanese by us. In the forms of 2018 course, we excluded the mood item "非常に良い/wonderful", however, adjusted from the 2019 course forms as attached here. In their original English version: the mood item 28 is written as "wide awake". As mentioned on their webpage, "Items 13 to 15 and 28 to 30 are optional" therefore, we followed the same way and excluded those items for each summary of data in this dissertation. Regarding the Item "20 alert", it might be appropriate to translate such as "周囲に注意を払っている" than "警戒している". This may have affected their interpretation of this question, leading to low scores.

16	眠い/sleepy						
17	良い/good						2/2
18	気楽な/at ease						
19	不幸な/unhappy						
20	警戒している/alert						
21	不満がある/discontent						
22	緊張している/tense						
23	新鮮な/fresh						
24	幸せな/happy						
25	神経質である/nervous						
26	疲れきった/exhausted						
27	落ち着いた/calm						
28	すっかり目覚めた /wide-awake						
29	非常に良い /wonderful						
30	深くリラックスしている /deeply relaxed						

ご協力ありがとうございました。