**Appendix A: Self-reflection form**

|  |
| --- |
| Name/Surname:  Date:  The purpose of this reflection form is to gather data regarding the challenges encountered during online instruction, the specific subject areas in which difficulties were encountered, and the themes that were perceived as unsuitable. Hence, it is essential that a self-reflection form be properly filled out following to every 2-hour English lesson. It is recommended to maintain a record of the class proceedings in order to facilitate the completion of the form at a later time.  Your reflection may cover topics such as  - your feelings in class that day (excitement, fear, joy, anxiety, etc.),  - language skills, activities or topics that are challenging,  - course materials, methodologies, techniques or assignments that you think are not effective,  - syllabus or curriculum problems,  - problems you had with the teacher or other students (if any),  - problems you had with technology (if any),  - examples of the aforementioned problems, their reasons, and your suggestions for solutions (if any)  - and any other difficulties you experienced while learning English.  Thank you for your interest. |

**Appendix B: Observation form**

|  |
| --- |
| Observed class:  Subject/Theme:  Date /hour:     1. Learning difficulties   Overall:   1. Listening: 2. Speaking: 3. Reading 4. Writing: 5. Grammar, Vocabulary, Pronunciation:    1. Relationship with teacher and other students:    2. Course materials /teaching methods /Assignments:    3. Assessment/Evaluation:    4. Technological competencies/ ICT knowledge:    5. Attitudes / motivation:    6. Classroom management:    7. Explanations/Recommendations: |

**Appendix C: Interview questions for learners and instructors**

|  |
| --- |
| **For learners**  1. Why do you learn English?  2. What are your strengths and weaknesses in English? Do you face any challenges in learning English? What is the biggest problem for you?  3. What do you think about the course materials? Are you satisfied with the language program provided?  4. How do you feel in the online classes? Is there anything challenging for you? Are you good at technology?  5. Do you like learning grammar and vocabulary? What is the most important language skill for you?  6. What are the common characteristics of your age? Do you think it makes a difference in learning English?  7. What do you think of making mistakes while speaking English?  8. In one of the previous classes, you did / didn’t ……...Why?  9. What are your suggestions for better English education?  **For instructors**  1. Do you think learners at different ages change in characters? What do you think about learning English after 60s? Is there a difference?  2. What are the challenges you face with teaching older adults in an online context?  3. What do you think elderly students’ past learning experiences? Is it advantageous or disadvantageous? Why?  4. How do you adapt your teaching skills for these people? Is there any difference between younger and older adults in learning English?  5. In one of the previous classes, you did / didn’t …….Why?  6. What are your suggestions to improve older adult online English learning/teaching practices? |