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ABSTRACT

There has been a new fad rising in English learning among older Chinese people. By making their motivations clear, we can figure out ways to assist and facilitate their learning. The purpose of this study is to explore the motivations and objectives based on the Self-Determined Theory. To obtain comprehensive data for the study, classroom-observation was organized in six classes, as well as individual semi-structured interviews conducted with nine participants—including six student learners and two teachers. Results revealed that the older English learners in the senior college have strong intrinsic motivations, while extrinsic motivation, external and introjected regulations have no apparent influence. Moreover, the learners and the teachers share consistent objectives: tourism-oriented English, which helps to sustain learners' intrinsic motivations and promote learning performance. However, motivational teaching techniques were not observed obviously in the study. In conclusion, the data indicates that the older learners are self-motivated in the English classroom and the consistent teaching and learning objectives contributes to the learners' learning motivation. Motivational teaching methods are suggested to be applied in English classrooms.

Introduction

More than 400 million people are learning English currently in China, accounting for nearly one third of China's population (Wei & Su, 2012). Having a good grasp of different English language skills has become essential in China that people of different ages are keen to learn it, especially after China joined the World Trade Organization (WTO) in 2001 and hosted the Olympic Games in 2008 (Lam, 2002). Since then, China has been involved in international economic and political affairs more than before. There is an increasing need to cultivate people who are qualified and skilled to deal with the situation. As the first step of education system revolution, English language teaching was added into national curriculum as a compulsory subject starting from grade 3 (Wang, 2007). Besides young learners, the older people who would like to learn English also have got the opportunity in many community senior colleges that are set up by the local government to provide primarily retired people extra education and entertainment. Great enthusiasm of English learning has been stimulated wildly in all age groups in China.

Back to six decades ago, things went quite different ways. Learning English and having personal contact with western capitalistic countries was prohibited by Chinese government due to the political union between the People's Republic of China and the Soviet Union in the early 1950s. The Russian language, at that time, was promoted enthusiastically in China, being the only foreign language allowed to be taught in the country (Bolton & Graddol, 2012). Moreover, learning and teaching English were severely restricted due to the Cultural Revolution between 1966 and 1976. Eventually, the situation has been totally changed since 1978 when the 'Open Door' policy was proposed, pushing

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China forward to become more involved with international issues in aspects of economics, politics, and culture. Teaching and learning English language skills has eventually come into full development in China (Adamson, 2002). Informed from the history, most of Chinese citizens born in the period of 1950s to 1970s did not get chances to learn English until they stepped into their adulthood, or even their retirement.

Astonishingly, in today's China, 2.3 million Chinese older people (over 60 years old) are learning in senior colleges; with the number of senior colleges more than 60 thousand in 2016 2016). Moreover, English courses in these colleges are in highly demand and those who want to learn have to book the course in advance. The fact is reflected that learning English is becoming more and more popular among Chinese older people, and they may have intensive and complex motivations. However, the present studies about Chinese older people learning English does not match the phenomenon. Limited research were addressed to explain the reasons why they are motivated to improve their English language skills. Therefore, considering the large number of older Chinese EFL learners, it is worth-while discovering their motivations which are the premise to develop suitable English courses and help the teachers to improve learning outcomes efficiently as has been proven in certain research that motivation plays a vital role in facilitating learners' learning performance (Herath, 2010; Levpušček & Zupančič, 2009; Winardi, 2011). It is essential to have the present research guided by a systematic motivation theory.

Dörnyei (Dörnyei, 2005) has identified three main periods in motivation study: the social psycho-logical period (1959–1990), the cognitive-situated period (during the 1990's) and the process-oriented period (after 2000). The Self-Determined Theory (SDT) is one of the most well-known theories in the second period. As to the other two periods, one focuses on integrative motivation, which concerns learner's 'attitudes towards the specific language group which are bound to influence how successful they will be in incorporating aspects of that language' (Gardner, 1985); the other one is about the changes of learners' motivation in the process of learning foreign language to be capable of commu-nicating with the speakers s of the foreign language (Dörnyei, 2000, 2001). Theories in these two periods are not applied in this study for two reasons. First, the participants are all Chinese indigenous residents learning English language for no more than 2 years. The issue of cultural integration only takes a small part of the learning motivation. Second, this is a short-term case study in which the process of motivational changes cannot be investigated. Hence, the author chose the SDT for better understanding of the older learners' motivation to learn English language skills.

As for the present research, it is a case study conducted in a senior college located in Foshan, Guangdong Province in China. Six Chinese older English language learners and two English teachers at the college are invited to participate. Most of the participants speak both Mandarin and Cantonese as their L1s and are all retired, aging over 55 years old, and have experienced the Cultural Revolution and 'Open Door' policy. All of them started learning English language in their older age, therefore, meeting the requirement of this study.

Literature review

Older people learning L2/FL (foreign language)

Influenced by profound proposals like *Critical Period Hypothesis (*CPH), most people believe that learning a language earlier in life results in better performance; while learning a new language at the old age tends to have poor learning outcomes (e.g., 1992; 1989; Weber-Fox and Neville1996). Misconceptions on older learners learning a L2/FL mainly are rooted in geriatrics and the decline of body and brain function with ages. Indeed, Ramírez Gómez (2016) summarizes the characteristics of FL learners in terms of physical and cognitive aspects, admitting the age-related changes of older learners would have effects on their FL learning. For instance, older learners are inevitable to suffer from the reduction of working memory, which results in the difficulties of connecting new knowledge with prior knowledge. In spite of these characteristics, there is lack of empirical evidence directly

proving older L2/FL learners have poorer learning performance than the young learners because of these age-related problems (Ramírez Gómez, 2016). Besides, age-related problems are similar but not uniform (Singleton & Ryan, 2004). The problems vary from individuals to individuals. Thus, it is not sensible to draw a conclusion on the misconceptions on older learners learning L2/FL.

Older people's motivation to learn

Motivation, one of the most fundamental factors in education, has great impact on learning achievement and behaviors. Edmondson (Edmondson, 2004) suggests that motivation is a key element of SLA as it increase the internal power to acquire second language knowledge; motivation is the resource of desire to enable learners to input a new language. To be more specific, L2 learner's motivations are intertwined with the learning objectives, mutually functioning to the learning performance. As reviewed in Winardi's research (Winardi, 2011), once the learner achieves certain goals, he or she will be motivated. Besides, it is proved that the matching of teaching and learning objectives play an important role in building up the learner's learning motivation (Deci & Ryan, 2002). If the learner's learning objectives are consistent with the teacher's teaching objectives, the learners will be motivated intrinsically and extrinsically. Thus, so far, it has been explained that the interaction between objectives and motivation is one of the key elements in L2 language learning.

Though older people's motivation to learn L2 is one of the research questions in this study, it is necessary to review previous literature on the general learning motivation of older learners. Kim and Merriam's research (Kim & Merriam, 2004) on American retired people apparently shows that cognitive interest, which refers to the intrinsic interests of the learning subjects, was the strongest motivator for learning; while the second most powerful motivator was social contact, such as making friends (Ramírez Gómez, 2016). Apart from cognitive interests and social contact, personal growth and satisfaction are also other motivators for older people's learning (Little, 1995; Pourchot, 2000).

In the specialized circumstances of China, older Chinese learners are also motivated to learn due to the support from their family members and the society (Leung et al., 2006; Ng, 2007). That is, Chinese older people are learning a new skill because of personal satisfaction or social contact, instead of reasons like career promotion or skills-building. This research echoes with the previous research that explained older people's general motivation to learn. However, as limited research has been specifically undertaken on older Chinese people's motivation to learn English language, the author could only review their motivation to master new skills, and hopes to find out the motivation of these learners to learn English language in this study based on the SDT.

The self-determined theory

The SDT is a theory in the study of human motivation and has been applied in numerous educational and language learning research (2016, 2016; 2008, 2008). The theory consists of two elementary aspects, the motivations, and the psychological needs.

The motivations

Motivations are divided into two general types: one is based on the interest in the activity itself called intrinsic motivation; the other is based on external conditions to the activity called extrinsic motivation (Noels et al., 2000). Intrinsic motivations emerge because of the learners' interest toward the sense of fulfillment and the need of competence (Deci, 2004). Moreover, intrinsic motivation is consistent with the human needs of autonomy and competence. Overall, individual intrinsic motivation is stimulated by satisfying the psychological needs that will be reviewed later.

Apart from the general definition of intrinsic motivation, researchers have elaborated the taxonomies of intrinsic motivation (Vallerand et al., 1989, 1992, 1993). Based on their work, intrinsic motivation is composed of three subtypes. The first type is knowledge (IM-knowledge), which means

the motivation comes from new knowledge and ideas that could be acquired by doing the activity. The second type is accomplishment (IM-accomplishment), referring to the feeling after striving to achieve a goal or complete a task. The third one is stimulation (IM-stimulation), which is associated with the sensations generated during the process of completing the task, such as the enjoyment of doing the task or esthetic appreciation.

In contrast to intrinsic motivation, extrinsic motivation is based on receiving a certain reward from an external source, like a person or place. External rewards can come in the form of money, a promotion at work, approval from others, or avoiding a certain punishment (Noels et al., 2000). However, although extrinsic motivation differs from intrinsic motivation, it does not imply that self-determination does not play its role. Indeed, the types of extrinsic motivation are categorized as external regulation, introjected regulation and identified regulation according to the extent to which they are self-determined (Deci, 2004).

External regulation refers to the least self-determined regulation by external force to the person (e.g., punishment or award; Deci, 2004). Research (Pisarik, 2009; Vansteenkiste et al., 2005) has found out that external regulation has negative effects on both learning performance and intrinsic motivation: the higher level of external regulation, the lower level of intrinsic motivation. Therefore, external regulation is the least advocated motivation used in the class.

Introjected regulation, which is more self-determined or more internalized than the external regulation, refers to the 'externally imposed rules that the student accepts as norms he or she should follow so as not to feel guilty.' (Dörnyei, 2005). Also, the reaction to the regulation and the activity is for protecting one's self-esteem by following the external rules and achieving external standards (Yu, 2018). Along with external regulation, introjected regulation is labeled as controlled regulatory style, which is 'enacting the activity due to the external pressure' (Deci & Ryan, 2000).

Unlike the external regulation and introjected regulation, identified regulation is the most internalized form of external regulation. With identified regulation, people endeavor to achieve the goal because of personal reasons (Noels et al., 2000). At this point, for example, one chooses to learn a second language because he or she thinks that will be an advantage for him or her to be promoted. The meaning of learning the language is consistent with the learners' values and goals so that they carry out the performance willingly. Moreover, identified regulation, as the most self-determined external motivation, is the closest to intrinsic motivation. The findings of Noels and her colleagues' research (Noels et al., 2000) clearly show that orientations of language learning (travel, friendship, and knowledge) are highly interrelated to identified regulation and intrinsic motivation.

The psychological needs

On the one hand, the learner's basic psychological needs of autonomy, competence and relatedness are three key elements which contribute to the learner's achievement. In other words, learners who are intrinsically engaged in learning activities, fulfilling the psychological needs, are likely to have better learning outcomes (Niemiec & Ryan, 2009).

Autonomy. Autonomy means 'self-governing,' that is, regulation by self (2003). In an educational context, when a student learns willingly and autonomously, it means he or she regulates the learning behavior by himself or herself, instead of by external forces like rewards or punishment. Previous studies (1987; 1990) suggest that supporting learners' autonomy in class enhances learners' intrinsic motivation, for example, in aspects of their intrinsic motivation for classroom topics and materials, as well as learning performance.

Competence. Learners gain perceived competence through the completion of the learning activities, in which the intrinsic motivation would be enhanced (Deci & Ryan, 2000). Danner and Lonky (1981) found that people express positive feelings on tasks when the tasks are optimally challenging- possible

to achieve but also hard enough to stretch the capacities. Thus, people's intrinsic motivation would be raised if they completed the challenging tasks. Danner and Lonky ([1981](#)) research also proposed that optimally challenging tasks have better effects on improving adults' intrinsic motivation, than that of children.

Relatedness. Learners' relatedness in the classroom, refers to learners' feelings about the teacher and their peers (Niemiec & Ryan, [2009](#)). Specifically, when the learner feels the teacher likes, respects and values him or her and their peers are friendly and collaborative, he or she is more likely to experience a positive reaction on the difficult tasks involved in learning and vice versa. Unlike autonomy and competence which directly impact on intrinsic motivation, satisfaction of relatedness contributes to better learning outcomes through facilitating internalization, the process of shifting external motivation to internal motivation.

Overall, meeting the three psychological needs is critical for enhancing intrinsic motivation or internalization and engaging learners in the learning activities.

As reviewed above, older Chinese people's motivation to learn English has been neglected by researchers in the context of Mainland China. The author comprehensively compared the SDT with other motivational theories and chose it as the frame of this study, hoping to explore the older Chinese EFL learners' motivation in the context.

Methodologies

The purpose of this research is to discover in-depth the Chinese ESL older learners' motivation to learn English in the senior college in Foshan. To achieve this purpose, the following questions are proposed:

(1) What are the motivations of the older Chinese EFL learners to learn English according to SDT?
(2) How do teachers adjust the present teaching and learning activities to increase and to maintain older learners' motivation in EFL classrooms?

Sampling

Foshan is one of the cities which enjoy a very large population of overseas Chinese people. Most local residents have relatives overseas, especially in the United Kingdom (U.K.) and America. As for the sampling school, although it's named after college, it is not credentialled and does not have authority to issue diplomas of achievement. According to the director, it is an organization owned, controlled and managed by the local government for older citizens who are retired and seeking to develop their hobbies and interests. Although it is funded by the government, students also need to pay a small fee to enroll in the courses, 100 yuan (nearly £11.5) per course, in a term lasting approximately 16 weeks. At present, the school only admits students who are retired government employees and willing to learn. However, in the coming terms, the school will be open for retired people from the entire local society, aiming to provide a platform for more older people to develop their interests.

The college was established in 2001 and only had 460 learners, 8 classes and 7 courses. But now, more than 1800 learners have been admitted, 40 classes have been taught and 15 courses have been provided Courses, except for the English language class, like painting, calligraphy are set up for cultivating older people's interests and enriching their spare time. There are two classes for the English language course; one is Basic English and the other is Senior English. As for the size of the classroom, no more than 90 people are in a class; and especially for the English class lesson, normally 20–25 students. Unlike regular schools in which lesson time is 45 minutes per class, the length of time for each class in the senior college is two hours, containing a 15-minute break.

All the participants were selected from the college. The research involves two perspectives, namely students and the teachers. In general, purposive sampling was used for selecting all informants. Particularly, typical sampling was applied on selecting student informants for reflecting the average perspectives of the learners. Six student participants were: i). the students in the *Basic English* class; ii). retired, aging from 55 to 75 years old; iii). easily approached. The participants volunteered to take part in the study. Except for their willingness, the criteria were set under two conditions. First, they are all at the beginner's level with little or no learning experience in English. They may easily become frustrated at the beginning of learning a new L2 and give up learning if their psychological needs are not satisfied. Thus, the motivation of them is a critical point to consider at the stage. Second these informants were all born and grew up in the 1960s, a time in which English was severely forbidden as introduced in *Introduction*. With the peculiar background, the learning motivations of these informants are worth exploring.

For the other three respondents, the teachers who teach *Basic English* were selected. They are also retired English language teachers with at least 30 years English-teaching experience in senior high schools. This job, teaching English in senior college, is a paid part-time job with the salary of 200 yuan, about £23 per class. The teachers share the same L1s with learners, in both Cantonese and Mandarin languages. Meanwhile, their classes of *Basic English* were also observed for collecting the data.

Research design

(A) Semi-structured interview

Concerning the age of the participants in this survey, individual interview is more suitable for collecting their opinions than other primary data collecting methods such as a questionnaire. Answering a questionnaire may not be an easy task for these older people because they might not understand the questions or be confused about some terms like motivation. Also, the participants cannot give a detailed answer via a questionnaire to the researcher, and since this is a case study, a small sample of general answers is worthless.

Individual interviews are semi-structured, which encourages participants to speak more about their own learning and teaching experience. As the most popular qualitative research method, the semi-structured interview uses identified themes with prepared open questions to direct the interview 'toward the topics and issues about which the interviewers want to learn' (Qu & Dumay, 2011). It is the most effective and convenient approach to collect information because of its adaptability, accessibility and intelligibility (Kvale & Brinkmann, 2009). In the semi-structured interview, the researcher can flexibly add or delete questions to better elicit the participant's answer according to their response.

Most of the individual interview questions are open questions, except for those basic information collecting questions such as 'Have you learnt English language skills before?.' All interview questions are designed based on the SDT and research questions.

The interview was conducted in both Mandarin and Cantonese language. The researcher spoke Mandarin while the interviewees could speak either Mandarin or Cantonese because it helped relax the participants if they could use the language they are familiar with. The collected data was translated accurately into English.

Each interview began before or at the break of the lesson in the quietest corner of the room and finished within 15 minutes. The process was recorded by either taking notes or using smartphones and a video occasionally, with the permission of the participants. After the interview, the author did the transcription and summary to answer the research questions (see *Findings and Discussion*).

Table 1. Aspect: e.g. Autonomy.

DESCRIPTIVE NOTES	ANALYTIC NOTES
E.G., The teacher elicit students to answer the question by cold calling. Students are nervous.	e.g., The classroom atmosphere is tense. Students are afraid to be called up.
……	……

To collect authentic, accurate and a natural response from the participant to the questions asked of him and her, the digital equipment would be placed unobtrusively so as not to distract their attention. Also, a small casual talk would be given as a preparation at the beginning of the interview to help the participants relax during the whole process (Merriam, 2009).

(B) Classroom observation

Observation is advocated in second language classroom study as a method for giving a comprehensive scope for the classroom and 'providing a deeper understanding of language learning in the classroom by paying attention to the context of language and actions and to the viewpoints of the participants' (Antón, 2008). However, the method has been questioned for not having a valid and qualified finding of the research. Because sometimes the original data is not included in the observation description which may cause inaccurate or subjective interpretation of the results (Croll, 1986; Mehan, 1979). Thus, in this research, the observation of the students and teachers in the classroom is written descriptively and analytically in parallel.

To conduct a valid, authentic, and efficient classroom observation, it is vital to clarify the key observing aspects. With regard to the SDT, the observing aspects are based on the three basic psychological human needs (i.e., autonomy, competence and relatedness), which are believed to be the basic elements in a successful learning activity (Deci & Ryan, 2002).

The entire observation lasted for two weeks, during which time, six class lessons were observed. In line with the three key aspects of observation, two classes were allocated in the basis of the timetable and observed for one aspect. The author sat in the back of the classroom with permission of both teachers and learner to make record by both notes and videos. The video recording was for retrieving data when doing subsequent post-data analysis. The notes were written descriptively and analytically in parallel (see, Table 1): this is for analyzing the data directly.

During the observation, the author did not take part in or intervene in any of the teaching and learning activities; but focused on trying to collect and record the real lesson data accurately as possible. Indeed, it is reasonable to have a trial observation to see whether the designed method and observation guidelines are suitable for the study. The author took advantage of the first-class lesson as a pilot observation for autonomy. The pilot observation undertaken verified the observation approaches were qualified to collect authentic and true primary data for the research. Thus, the primary data collected in the pilot observation was counted for the official data for autonomy aspect. The detailed analysis will be illustrated in the next chapter. In addition to classroom-observation, individual semi-structured interviews were conducted with both learners and teachers.

Data collection and analysis

The results were analyzed and demonstrated thematically in the following sections, by means of reflexive thematic analysis (TA). Reflexive TA is commonly used in qualitative research, especially one-to-one interview surveys because it is flexible for different types of research questions and frameworks (Saldana, 2009). For example, it copes with questions asking peoples experience, feelings and other open-ended questions, suitable for the present research method for digging out latent answers to the research questions. Followed by the phrases of reflexive TA (Braun & Clarke, 2006), after coding the data, the author defined the themes by the topics of research questions and analyzed the data accordingly.

Objectives of classroom observation

Alongside the primary data gained from the learner interviews, the teacher participants also made similar comments on the teaching objectives.

> Unlike other learners, the older learners value the practicality of English. That means they wish to use English in the real life. The most common situation for using English is traveling abroad. (Teacher 2).

> Tourism English is undoubted the learning objective. They (the learners) don't need to pass exams or get degree. So, speaking tourism English is what we concern mostly in the class, as well as basic listening. (Teacher 3).

It is apparent that the teaching objective is in line with the learning objective, helping to build the learners' intrinsic motivations and facilitate their learning performance.

Procedures of classroom observation

The classroom observation is in line with the three psychological needs, namely autonomy, competence, and relatedness.

First, in terms of autonomy, which means giving certain choices and freedom to students in the class while learning (Ryan and Lynch, 2003), the attention of the observer is focused on the classroom atmosphere. That is, to see whether the classroom is teacher-centered or student-centered; as well as concerning the aspects in Reeve's (2016) observer's rating sheet to score autonomy-supportive teaching: *taking the students' perspective* (invites, asks for, welcomes, and incorporates students' input; is 'In Synch' with students; is aware of students' needs, wants, goals, priorities, preferences and emotions), *vitalizing inner motivational resources* (keeps curiosity and provides interesting learning activities; vitalizes and supports students' autonomy, competence and relatedness; frames learning activities with students' intrinsic goals), *providing explanatory rationales for requests, rules, procedures, and uninteresting activities* (explains why; identifies the value, importance, benefit, use and utility of a request), *using non-pressuring, informational language* (flexible, open-minded, responsive communication; provides choices and options; says 'you may ...'), *displaying patience* (allows students to work at their pace and in their way; calmly waits for students' signals of initiative, input and willingness).

Second, regarding the learner's needs of competence, it is achieved mostly through selecting challenging but achievable activities for learners (2002). Therefore, the second focus of observation is on activity designing as well as teaching methodologies. The author needs to find out which methods and approaches are adopted, whether the methods meet the objectives of the class and the learners' needs and if there are various teaching and learning activities involved in the lesson. If yes, are the activities too difficult, too easy or reasonably challenging but achievable to support students' learning? do students perform actively in the activities?

The final point of focus observation should be centered is on the group work in the classroom, which deals with the last psychological need in the theory: relatedness. As reviewed in the explanation of relatedness, a learners' sense of relatedness is less directly reflected in the class lesson than the other needs. Therefore, in order to investigate a learners' sense of relatedness in the class lesson, the keys to the observation are teachers' language and attitudes toward the learners, as well as the learners' participation and engagement in the class lesson. That is, the author needs to find out: what kinds of language do the teachers use to speak to the students; what are the teachers' attitudes toward students' performance in the class; what are the students' reaction to the activity and the teacher's instruction; do the students join the activities actively; does the teacher organize group work for enhancing peer interactions; if yes, how do the students collaborate in the activities?

Results and discussions

This section mainly focuses on the interpretation of the collected data, contributing to answering the research questions.

In-depth interview

Learners' motivation

As investigated, the older Chinese-English learners' motivations for learning the English language can be clarified into two categories based on the SDT- intrinsic motivation and extrinsic motivation.

Intrinsic motivations. The older Chinese learners in the present study displayed strong intrinsic motivation to learn English language skills in aspects of knowledge, accomplishment and stimulation; fitting into the taxonomies of intrinsic motivation (Vallerand et al., 1989, 1992, 1993). First, half of the learner participants agreed that learning English ('*the new language*') is an interesting and worthwhile task.

> . . . (I learn English for) no reason. I think it is interesting and I just want to learn it. (Learner 6).

> Learning English is cool. English is a part of the western culture. So when I learned the language, I'm also learning the culture behind it, which is attractive for me. (Learner 1).

Besides acquiring new knowledge, some of the Chinese learners commented that learning English language in the senior college, is a compensation for the lack of English language learning in their previous life stage.

> I was talented in learning language, English . . . but it was a pity that I did not have a good chance to learn it. Those years (the Cultural Revolution) was depressed. But thanks to the government, I've got another chance to pick up this language again . . .. (Learner 5).

Indeed, the older Chinese learners' IM-knowledge in the present study is consistent with Kim and Merriam's result (Kim & Merriam, 2004), supporting their view that cognitive interest is a major part of older language learners' intrinsic motivation. Similar results have been found in Villar and his colleagues' study (Villar et al., 2010) in the context of formal education, indicating that older learners' intrinsic motivation to learn a language, generally rooted from their interests in the learning subject.

Second, all the learner participants stated that the process of learning English is encouraging.

> . . . you know, it is not easy for students like us to memorise vocabulary. But once I really memorise the words through numerous times of drills, I can feel the achievement. (Learner 1).

> Learning English is difficult; I mean it is hard for people in my age to memorise things. But I insisted learning it because I can prove myself during the learning process. I worked hard and fought against those stereotypes which claim that older people are doomed to fail in learning a new language. Retirement isn't the end of life; in opposite, it is a new start of life. (Learner 4).

The standpoints above about the motivation to learn second language has been proved by many empirical researches about senior learners' second language learning. For instance, according to Marcel Pikhart, logistic regression analyses of older learners of second language shows that the more languages a senior learns, the more positive effects of FLL s/he perceives in the area of intellect (Pikhart et al., 2021).

In addition to the encouragement, learning and practising English language is also a challenging process that could bring them a sense of accomplishment.

> . . . once I visited my son's professor in America, I talked to the professor in English. Though the conversation was easy, and my pronunciation wasn't authentic enough, I felt proud to speak what I learned in the class. My son also praised for my courage . . . (Learner 3).

> . . . I went to Thailand with my friends, and I knew where the toilet is in the hotel because I understood the word 'toilet'. Though it was a tiny little thing, I felt like I'm still catching up with the world because I know English. (Learner 2).

The learners' IM-accomplishment echoes with Lin's review (Lin, 2011) that older learners seek personal growth and satisfaction through learning new knowledge. In the present study, the learners try to prove themselves and improve their self-esteem through learning English language; in turn, the practice of learned knowledge (i.e., English) in real world situations enhances their sense of accomplishment, so that they feel more intrinsically motivated in their future learning. Such joy obtained from second language learning has been proved by some recent studies. For instance, according to the investigation of Pikahart, M., Klimova, B. second language learning enables the senior learners to enhanced satisfaction and elevated feelings of enjoyment (Pikhart & Klimova, 2020).

Third, the learners' sense of belonging also contributes to the enjoyment of learning English in the senior college:

> I like my class, my teacher and my classmates. We are friends. Every day I look forward to going to school where I can see my friends. I don't expect that I can achieve high proficiency in English. But I enjoyed learning it with the help of my friends. (Learner 1).

This response is also in line with the previous research that social contact is one of the manifest motivational reasons of older learners to learn (Kim & Merriam, 2004). Besides, the enjoyment that the learners obtained from the class contributes to IM-stimulation, increasing the learners' interests in learning English language. Also, the IM-stimulation is connected with the following analysis of the learners' need for relatedness in the class.

Moreover, it was observed in the classes that most of the learners joined the class actively, responding to the teacher's instructions and prompts; and completing the tasks collaboratively, even in repetitive and less meaningful choral drilling. Overall, it was found that older Chinese learners in the present study are well intrinsically motivated in the three aspects of knowledge, accomplishment, and stimulation. The learners' strong intrinsic motivation drives the learners to actively perform in the learning activities and keep them learning the language. Alongside intrinsic motivation, extrinsic motivation factors also contribute to the learners' in-class performance in the context. The consequential positive influence of high motivation in second language learning has been testified by many recent studies about second language learning. For instance, According to Wang et al. (2021), the enjoyment in second language learning stimulates learners to sustain their learning action, which will lead to flourishing and development in life, so language teachers can concurrently decrease foreign language anxiety and increase foreign language enjoyment in their learners.

Extrinsic motivation. It was investigated that the older Chinese learners in this study only demonstrated identified regulation in their English learning. Referring to the definitions of external and introjected regulation (Noels et al., 2000), the older Chinese English language learners in the context of this case study, do not learn English language for avoiding punishment nor gaining award, as there is no punishment or award in the class. e.g., without in-class pressure, peers' competitive pressure is minimized or even eliminated in the learning environment, since homework and exams do not exist in the class, according to the Director's introduction. As no external punishment would be made on those learners who have poor-performance or are absent, the learners' internal sense of guilt or shame that causes introjected regulation are also undermined. Thus, external and introjected regulations are not the manifest extrinsic motivations in the learning.

However, as for identified regulation, which is the most self-determined extrinsic motivation, the one-to-one interviews discovered that some of the learners are driven by the identified regulations to learn English.

> . . . some of the learners have overseas relatives. You know, even without these overseas relatives, they also wish to travel abroad in their retirement . . . (Teacher 2).

> . . . I came here for making friends. Though I'm retired, it doesn't mean that I'm out of the society. Senior college is a good place for making friends. Because we are all in the same age and similar situation. This is a social platform for us. (Learner 2).

I came after my friends. My friends all came here to learn English, so I followed them, too. Learning English is popular among us . . .. (Learner 4).

Though the most significant identified regulation, promotion, was not mentioned in the interviews, the above listed motivations are regarded as identified regulations according to the definition (Noels et al., 2000). Indeed, the orientations of travel, friendship and knowledge are closely connected with identified regulation and intrinsic motivation, reflecting in the learners' learning objectives.

Learning objectives

In the interviews, four of the six learner participants explained their learning purposes to be tourism English, while two of them conveyed that they learned English for no specific reasons.

I've been to more than 40 countries in my life, but mostly were for business with the secretary, who would arrange everything for me. But now, no secretary. So, I have to learn English so that I can travel abroad alone. (Learner 3).

I don't have too much ambition. All I wish to achieve is being able to talk to the flight attendants and tell them what I want to eat or drink. (Learner 2).

I think most of us are learning this for fun. We have no working or academic pressure. But you know, it is necessary to set a goal for learning. Even one day I can recognise the gate at airports. I think that's an achievement for me. (Learner 5).

My son lives in New Zealand. I go there once or twice a year . . . (Learner 4)

Although limited literature was available for the older Chinese learners' purpose of learning English language, the research result verified the hypothesis that tourism English language is the critical learning objective of older Chinese learners, which was also implied in the context of Foshan City where many of the learners have overseas relatives and traveling abroad is quite common and necessary for them.

Except for tourism English, two of the six learner participants also stated that they do not have specific learning objectives for the course:

I don't have any purpose of this course. I tried my best to learn what the teacher taught . . . I wanna keep my brain working through learning English which keeps me away from Alzheimer's disease haha . . . (Learner 1).

It's funny (to learn English) . . . I don't want to put pressure on the learning so I didn't set any goal for myself. Just follow the teacher. (Learner 6).

Even though the two learners have got no identified objectives, they are intertwined with the learners' identified regulation and IM-knowledge. For the response of preventing Alzheimer's disease, indeed, it has been proven that cognitive training which is involved in language learning, helps Alzheimer's disease treatment and prevention (Sitzer et al., 2006). The learner is aware of the value to learn English, so she keeps on learning even without a specific learning purpose. As for the second response, it was obvious that the learner participant acknowledged his interests in English. Though the interest is general, it can still be regarded as his intrinsic motivation which moves him on the way of studying.

Autonomy (Class 1 & 2). For the first need, autonomy, the observed lessons were very teacher-centered in which the teacher was the 'boss' in the learning process. According to Reeve's criteria (Reeve, 2016) on autonomy-supportive teaching, in the aspect of considering the students' perspective, the teacher in Class 1 sometimes asked for students' opinions when doing practice, while the teacher in Class 2 did not take learners' perspectives into account. Also, the teacher in Class 1 responded to students' performance immediately and provided support during their practice. However, except for the mentioned details, both teachers showed little concern on students' needs, goals or preferences.

As for any explanatory rationale for the instructions given by the teacher, the teacher in Class 1 gave a full verbal explanation about the important instructions, drawing the learners' attention to the request and the target language. In contrast, the teacher in Class 2 failed to explain the reasons or

identify the importance of the activities to the students. However, most students in Class 2 did not show resistance to the 'purpose-unknown' mechanical choral drill practice and still, but actively participated in them. It is possibly due to the learners' strong intrinsic motivations and identified regulation.

The last two criteria for rating autonomy-supportive classroom learning activities, are using soft and informational language and displaying patience. Both lessons observed are in a pleasant and relaxed atmosphere, though the two teachers speak differently. The teacher in Class 1 welcomed learners' questions and input with a gentle voice, creating a typical non-pressure classroom; while the other teacher in Class 2, once interrupted a learner's questioning and rushed to answer the question. Though the second teacher was talking friendly, the interruption indicates her impatience to the learner's output. However, the passion of the second teacher seemed to make up a lot for her impatience and the learners were not influenced by this little 'incident.' The learners of Class 2 were still engaged in the learning activities. The result contradicts Reeve and Jang's research (Reeve, 2006), implying that strong-intrinsically motivated older learners are better than young learners in dealing with the teacher's less autonomy-supportive responses in class.

Overall, in terms of autonomy, both classes are very traditional teacher-centered classrooms and fail to supply autonomy-support to the learners to a large extent. Comparatively, Class 1 is better than Class 2 in autonomy-support as analyzed before. However, it is interesting that although Class 2 is less autonomy-supportive, the learners showed more engagement than in Class 1. This contributes to the teacher's passionate voice and walking movements through the classroom area, checking on the learners' performance. The observed results contradict the previous research on high classroom engagement in autonomy-supported classroom (Ryan & Lynch, 2003). The unexpected result may contribute to the learners' high intrinsic motivation.

Competence (Class 3&4). The observed lessons were audiolingual lessons that primarily focus on speaking and listening, using mechanical choral drills to imitate and reinforce the language (Castagnaro, 2006). Also, as stated above, few grammar points were taught, while lexis was the main part in the class (Lewis, 1993). So, it is confirmed that the lexical approach is also underlying the English language learning in the class. Considering the learners' learning objectives, which emphasize on using the English language while traveling abroad, learning how to speak and listen for some key vocabulary and sentences is the primary need of the older Chinese learners. Thus, audiolingualism and the lexical approach satisfy the needs of competence to some extent because the methodologies enable the learners to understand and correctly pronounce the target language.

However, as observed, except for mechanical choral drills and controlled practice, no activity was organized in the lesson: nor to mention challenging activities. These choral drills and practice are easy to achieve indeed. The learners imitated and repeated the teacher's examples and did not produce any new language by themselves. Indeed, without a meaningful activity such as a role play, which can create a real context for the learners to freely practise the English language, the learning outcomes are questionable (Nair et al., 2014).

With the analysis above, it is concluded that the observed lessons did not completely satisfy the learners' competence need, as no meaningful activities were involved. Though the activities in the lessons were not challenging and interesting enough to meet the learners' sense of competence, the learners still showed great engagement in the activities and learning. The results are different from previous research undertaken, which posited satisfaction of the need of competence is facilitated by classroom engagement (Cheong & Ong, 2016; Liu & Flick, 2019). Except for the learners' strong intrinsic motivation, the difference also attributed to the consistency of learning and teaching objectives. As interviewed from *Learner 2*(4.1.1), the language she used in the trip was exactly learned from the class. Older learners are easily engaged and self-regulated in the class once their learning needs are satisfied. This also echoes with Ramírez Gómez (2016) recommendation on diagnosing older FL learners' needs before teaching so that teachers can design appropriate and needs-satisfying lessons for the learners.

Relatedness (Class 5 & 6). From the observation, it was found that most of the learners engaged in the class, responded to the teacher actively, even to repetitive choral drills. The learners seemed to have a strong sense of relatedness in the class for two reasons. First, the whole class is formed by a group of people of the same age, including the teachers who are retired experienced English language teachers. Giving credit to a similar age background, the learners feel a sense of belonging to the class and laying the foundation for the sense of relatedness (Nolan, 2011). Second, the teachers used warm and friendly language to every learner in the class and kept giving positive feedback on their performance. The learner's need of relatedness is enhanced by warm, sincere and supportive teacher–student interaction and positive peer relationships. (Furrer et al., 2014). Moreover, as for observable peer relationships, the learners helped each other in private, as there was no competition in the learning groups. As described above, the whole group of students answered questions together and the teacher gave feedback on the whole group performance. Finally, no exam is held in the learning process, so the peer relationships were harmonious and beneficial to fulfil the learners' sense of relatedness.

However, the 'competition-free' answering pattern may cause pressure on some shy learners because other active peers have quickly spoken out the answer to a question (Abdullah et al., 2012). Shy learners are likely to feel depressed and lose the opportunities to practise in the class. In this learning circumstance, in order to foster warm, sincere supportive and friendly peer relationships, the teachers could organize group activities in the class where the learners can cooperate together and enhance their sense of belonging (Niemiec & Ryan, 2009). But it was apparent in the observation that no group work was organized in both classes. In other words, the teacher did not provide an opportunity for promoting peer relationships, so the learners' sense of relatedness was not fully promoted in the observable classes.

Reflecting on the analysis of learners' IM-stimulation, though the teacher did not organize group activities to enhance peer relationships, the learners were already learning in a comfortable and safe environment where they feel less stressful. Thus, according to the learners' responses, it can be concluded that the classroom learning environment is friendly and relaxing for them: satisfying their need of relatedness. The learners performed actively and collaboratively in the class. The results echoed the previous studies (Martin & Dowson, 2009; Wentzel, 2009); to a large extent, learners perform positively in a relatedness-supportive learning environment.

Thus far, the analysis of the classroom-observations and one-to-one interviews has answered the research questions elaborately. For the first research question that what are the motivations of the older Chinese EFL learners to learn English at this age, the answers are strong intrinsic motivation, satisfying their needs for knowledge, accomplishment, and stimulation. In other words, the learners in this study agree that learning a new language is interesting (IM-knowledge); the process of learning, especially using this new language is encouraging and challenging (IM-accomplishment); the social contact with peers brings them the sense of belonging, which makes them enjoy the class (IM-stimulation). Meanwhile, the external and introjected regulations of extrinsic motivation are not discovered in this research because the classes are without pressure and the learners do not learn for avoiding punishment or getting reward. However, the identified regulation is the most manifest extrinsic motivation in this study since most of the learners express a strong desire to learn English for traveling purpose.

In aspect of the second research question, on the one hand, regarding the learning and teaching objectives, the answer is collected both by interview and classroom observation. Indeed, the teaching and learning objectives in this context are tourism English which are consistent to each other, facilitating learners' intrinsic motivation and learning (Norton & Toohey, 2001; Ramírez Gómez, 2016).

On the other hand, the teaching activities in the classrooms are revealed through classroom observation for the psychological needs observed in the real English classroom. To a large extent, the findings of observation are frustrating as the observed classes are very teacher-centered and lack of challenging and meaningful activities, which fail to satisfy the learners' needs of autonomy and competence. However, most learners are highly engaged in the classrooms probably because of their strong intrinsic motivation as well as the consistency of learning and teaching objectives. Moreover, rapport is discovered in the

observed classes where the atmosphere is friendly and relaxing. This is likely contributing to the learners' strong sense of relatedness in the class. Thus, based on the findings and analysis, the author will propose implications on teaching English to older Chinese learners in the following section.

Conclusion and implication

Suggestions

Referring to the SDT, suggestions are given to explain how teachers help maintain learners' psychological motivation to learn English increase the efficiency of English learning. Concerning the learners' need for autonomy in the English class, it is first suggested that the teacher should make the best of their students' high learning motivation to invite their learners to engage in the learning activity by using non-pressure and informational language, so that an autonomy-supportive classroom is established (Reeve, 2016). To be specific, the teacher needs to know the older learners' inner motivational resources ahead such as the learners' interests in the culture underpinning the English language. In accordance with the interest of learners, the teachers could design relevant activities to satisfy learners' needs for the cultural knowledge and to maintain the high motivation of learners. For instance, it is feasible for teachers to share the teacher's own experience in cross-cultural communication. They may introduce the embarrassment caused by misunderstanding of cultural background of English speakers and the advice on how to avoid such embarrassment. In that case, the learners' motivation can be maintained to be high and even increased after such explanation. Besides, they will be engaged in the class as much as possible. The suggestion is in line with Norton and Toohey's research (Norton & Toohey, 2001), advocating that the teachers should maintain and utilize their learners' learning objectives and learning motivation.

Second, in terms of competence-supportive teaching activities, the result shows that the factors negatively affect older learners' motivation is the limited opportunity to practice the target language in classroom. Hence, the teaching activities failed to satisfy the learners' needs for improving their communicative competence. Therefore, various activities and freer practice like role-plays are recommended in the class. Contexts, like buying tickets and ordering food on flights could be simulated in the class lessons to practice on specific tourism English. In addition, individual public presentations of the exercise which focus on the performance and results of learning are not necessary on the consideration of not putting pressure on the older learners; however, pair exercises or group work in which the learners can work together to practice the target language, are suggested since they create a supportive and relaxing learning environment for the learners without putting extra anxiety and stress upon them (Suwantarathip & Wichadee, 2010).

Last, but not the least, since the majority of the older Chinese learners have enjoyed the harmonious atmosphere in the classroom, group activities in which learners could help each other in completing tasks are suggested to be organized to promote the interactions among the learners and enhance their sense of relatedness, especially for shy learners, who are less active in the class (Niemiec & Ryan, 2009),

Limitations and future implications of the study

However, this study is not flawless. There are three main limitations of the study. First, certain studies on older Chinese people learning English language were reviewed, but not in the aspect of learning motivation. Besides, though researchers gradually emphasize on educational gerogy, the absence of motivation-relevant literature in FL gerogy failed to provide direct theoretical support for the study. Second, as explained in *Methodologies*, the study focus on analyzing the motivation of a small sample, so the conclusion cannot be applied to the full context of older Chinese people learning English language skills. The responses from the student participants can only represent their perspectives and cannot be interpreted and accepted as a fact that represents truly all Chinese older people learning English language. Third, and finally, as the data-collection process merely lasted for two weeks, limited data was collected for analyzing. Indeed, it is important to remember human individual motivation is

continuous and changeable, requiring longitudinal study (Dörnyei, 2000). The present study involved a two-week period of classroom lesson observation and one-to-one interviews, which are not sufficient for an elaborate motivation study.

In conclusion, the present study discussed the current phenomenon of the older Chinese English language learners in the senior college in Foshan, contributing to the study of older Chinese people's motivation in English language learning. Most of the learners are intrinsically motivated to learn the English language, even in a less motivating learning environment. Nevertheless, motivational strategies were given to the teachers to satisfy more learners' psychological needs and motivating them. Thus far, as in-class motivational strategies have been proposed in the study, and elaborate future research is called for.

Disclosure statement

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Appendix 1. Introduction of the college

(1) Basic information

Foshan Senior Cadre (retired civil servant) Activity Center was established on September 9, 1987. Foshan Senior College was established in September 2001. On April 1, 2014, the government approved the Foshan Senior Cadre Activity Center to be renamed Foshan Senior Cadre College, as well as the Foshan Senior Cadre Activity Center brand. On May 3, 2016, the government approved the addition of the brand of Foshan Senior College. In this way, these three units are managed by one team.

Foshan Senior Cadre University is a public-level unit under the Foshan Municipal Party Committee's senior cadre bureau (March 30, 2016, approved by the Provincial Party Committee Organization Department). The main duties are: to organize the retired civil servants to carry out the elderly education work; to carried out various activities conducive to the construction of the two civilizations of physical and mental health and socialism. The total number of personnel is 18, including one official, two deputy leaders and 15 staffs. There are also 20 non-staff contractors. There are administrative department, cultural and sports activities department, party work department, and teaching and research department.

At the beginning of the establishment of the Senior College, there was no personnel establishment. And there were principal and deputy principals, consultants, administrative office and academic affairs offices. The principals are searved by retired senior leaders. After the merger with the Foshan Senior Cadre Activity Center in April 2014, the central leadership team also served as the vice president, enriching the service management team. At present, the school has 6 presidents, including 4 senior older leaders and 2 in-service personnel. There are more than 30 teachers in our school. The source of the teaching team is: 1). retired teachers in institutions of higher learning and middle schools; 2). choosing among those who have the teaching expertise in the society and are willing to engage in older age education; 3). hiring from the college.

(2) Facilitates and equipment

In 1983, the initial building area was 3,808 square meters. In October 1996, the 6600-square-meter event building was completed and could hold 1,500 person once at maximum. There are 39 rooms setting for activities, such as fitness room, billiard room, karaoke room and multi-functional dance hall.

At present, the fourth and eighth floors of the event building are used as university classrooms and offices. In 2014, in order to further meet the growing cultural life needs of senior cadres and solve the serious shortage of senior education degrees, the government decided to distribute the campus of Foshan Vocational and Technical Students Campus (at Weiguo Road), which is approximately 7001 square meters to the College for teaching activities. The process of development and renovation is actively carried out. It is expected to be put into use next spring. After the renovation, it can meet about 5,000 elderly people's needs for learning.

(3) Teaching practice and activities.

The main tasks of Senior Cadre College are summarized in two aspects: activity and teaching practice. First of all, in terms of activities, the center has a total of 20 activity associations, such as croquet, table tennis, art troupe, sports dance, fashion team, and fishing. These associations are self-managed and self-served within the associations. Accepting the business guidance and co-ordination of the College, the president and the secretary-general shall report the affairs to the college. The College will allocate the activity fund according to the number of people and tasks in the associations. Each year, the College plans an annual sport and entertainment activity for the senior cadre, which includes 12 regular events such as croquet, sports dance, and song contest. In addition, various training courses and lectures are held. The College will also organize the older cadre groups to participate in various competitions and performances held by the provinces and municipalities. Also, we organize tours to some gardens for the older cadre in festivals like the Spring Festival and the Double Ninth Festival, attracting about 5,000 older people to participate each time.

As for the teaching practice: under the leadership of the government, the university has been developed from 7 courses, 8 classes, 460 students at beginning to the current 15 courses, 40 classes and more than 1,800 students. Over the years, the university has adhered to the principles of cultivating healthy and happy modern old people who are interested in learning. The College also explored a set of teaching model, that is, no exams, no scoring, no appraising; applying the forms of exhibitions, performances, publishing collections, photography collections, essays, poetry collections, etc. for evaluating the learning. The teaching model has been welcomed by the majority of elderly students and received good teaching results.

Foshan Senior Cadre university has a good reputation and has a certain influence. Now, every year, there are schools inside and outside the province coming to visit and exchange experience. The College has received 89 groups and 1442 people from Hong Kong, Macao and other countries and regions. Among them, Professor Xiao Fengxia of Yale University, USA visited the College. 56 publicity media such as People's Literature, Autumn Light magazine, Macau Daily and Foshan Daily have reported the situation of The Senior Cadres College in Foshan City. In May 2008, it was awarded the title of 'Model College of Foshan Senior Colleges' by the government.

(4) Difficulties and Deficiencies

(1) Due to heavy work tasks and enduring funding shortages, service management personnel lacked study and training, which limited the further improvement of service management level;
(2) The management systems need to be improved;
(3) The training, reserve and evaluation of teachers need further exploration;
(4) Insufficient countermeasures for accidental incidents of teachers and learners, such as teachers' commuting to and from work.

Appendix 2. Classroom observation

Aspect: Autonomy-1

Descriptive notes	Analytic notes
(1) Reviewed 'number' (1–10); no questioning, repeat chorus drilling; taught IPA of difficult pronunciation.	(1) Warm-up and prepared students (ss) for the class; showed patience during the drilling; IPA teaching- enable ss for future autonomous learning (they can pronounce new words by themselves).
(2) Praised for ss' performance (clapped, 'well-done').	(2) Compliment enhances ss' confidence.
(3) Before reading aloud together, giving instruction 'everyone follow me and read together, okay?'	(3) Using imperative-question to give instruction- though ss won't say a 'no' on it, it sounds like negotiable. Spoke in a non-pressure manner, creating a relax learning environment.
(4) Before reviewing vowels, explain why do this.	(4) Giving reasons- arouse ss' attention and awareness. Let ss know the importance so that they can regulate themselves to learn even it is tedious. (identified regulation)
(5) Repeat instruction ('read together'*2)	(5) Being patient (teacher). Also, make sure ss in back row could hear the instruction- considerate. The instruction was short, clear, but a bit 'ordering'.
(6) Assign task- ask ss to read aloud together without following the teacher; tell ss that it is a little bit difficult for them; listen to the chorus, once the volume gets down, the teacher would join in and leading until ss can read by their own.	(6) Increase the difficulty of task in some extent and tell ss beforehand so that if ss failed to do the task, it won't destroy ss' confidence; make immediate reaction to ss' input and support them to finish the task without interruption. But the support is very explicit.
(7) After ss reading, the teacher praised for their performance.	(7) Because the teacher has told ss that it is a difficult task. Her praise is more motivating than other regular compliment. Also, ss felt that they are developing.
(8) Some ss were late for the class; the teacher projected the textbook to and asked ss to read and review.	(8) Instead criticizing the late ss or interrupting the class, the teacher protected the ss' self-esteem also indicated the stage of the lesson so that the ss could follow up.
(9) Very explicitly explain the language, using terms in Chinese (主语subject: I/ you/he/ . . .; 谓语predicator); after teaching, no followed practice, controlled or free.	(9) Only explicit explanation with abstract terms- it was boring though, ss seem to be able understand easily because adult/older learners are better at handling abstract knowledge than young learners. However, no practice for ss to use the language would minimize their inner motivational resources. Teaching was in a slow pace. Teacher was patient enough to consider every student's needs and questions.
(10) The teacher made up some 'pithy formula' for ss to easily distinguish some vocab. (E.G., *home v.s. house*)	(10) Considering learners' age, help them to overcome problems in memorizing.
(11) The teacher made fun of her mistakes (I'*m getting more and more forgetful*).	(11) Creating a relax classroom; also showing empathy with ss. (the teacher is at the same age with ss)
(12) Before teaching new vocab., the teacher explain why words are the basis of learning a language.	(12) The same with 4.
(13) Reading together.- the teacher asked ss how many times they wanted to read, once or twice; ss' voice of reading were getting lower.	(13) Let ss make their choice. Showing respect to ss' willingness, though in some little aspect. Beneficial to create a friendly and supportive classroom. But ss' activity seemed to be decreased. They looked like tired.
(14) The teacher ask questions to the whole class instead to someone. The one who knows the answer would help others.	(14) No pressure on ss but also achieved the purpose of checking ss' performance. Enhanced ss' mutual support.
(15) The teacher gave examples to show the correct usage of the target language in authentic context (E.G. sharing the experience of shopping in Japan by using the language taught today)	(15) Combined one of the ss' learning purposes with the target language; increasing ss' interests.

General impression:

The teacher was teaching in Cantonese; some easy instructions were given in English. The atmosphere of the class was relax- the teacher can think of learners' age and ability so she taught in a slow pace to make sure that everyone could follow her. But as for some advanced learners, their needs are not satisfied.

Also, this is a very teacher-centered classroom. There is no other activity except for mechanical drillings. It was a bit boring and energy-consuming for learners because the volume of reading was getting lower and lower. That is, the activity of ss was decreasing. The teacher sat behind the desk all the time.

The instructions were clear and short, without pressure. The teacher is considerate and respectful to ss' input. She also responded to leaners' problems immediately. She offered some choices to ss, showing respect to their needs and willingness.

The teacher also cares about giving explaining on the activities and instructions, explicitly telling ss the importance of doing so.

Aspect: Autonomy-2	
Descriptive notes	**Analytic notes**
(1) Greeting ss and ask ss what time is it now.	(1) Warm-up and prepared students (ss) for the class; Reviewed the language (time) learned before; used Q-A model, so that ss could be a part of the conversation, not just 'reading machine'.
(2) Whole class reviewed the language learned in last lesson (number); when used concise English instruction, the teacher would explain the meaning of some new/key word (E.G. *'do you understand?', explained 'understand' in Mandarin*).	(2) The teacher would check ss' understanding in-class, but some ss might not ask further questions in public because they were afraid to lose face- ss' emotion are not well-considered; '*do you understand*' didn't sound like asking rather like teaching the word '*understand*'.
(3) When taught vocabs., the teacher would teach some strategies for quickly memorizing the words (*E.G. there is a 'we' in 'twelve'; a 'red' in 'hundred'*).	(3) These strategies and rules might be summarized by the teacher, considering ss' needs and learning difficulties.
(4) Reviewed the phrase 'I'd like ... ' by giving examples of travel English and real life (E.G., '*I'd like one cup of coffee*'); also, related the phrase with the other phrase 'I want to ... ' and reviewed them together.	(4) Aiming at ss' learning purpose giving related and practical examples. Ss seemed to be more active and practise other phrases (like *milk, water*) in private. Helped ss build connections with previous learned language, facilitating their understanding and mastery of the language.
(5) Sometimes repeated instruction three times (E.G., 'let's move on'*3).	(5) Repetition for emphasis, but it sounds a bit pushing and giving pressure on ss.
(6) When teaching new vocab ('*status*'), firstly asked ss to pronounce by themselves according to IPA; then the teacher showed them the correct pronunciation.	(6) Providing opportunity for ss to practise IPA they learned before and fulfilled ss' sense of achievement, a part of sense of competence as well as establishing autonomy learning.
(7) The teacher sometimes walked around in the class (for example, checking ss' notes).	(7) Walking sometimes increases pressure, but can keep ss concentrate on the class. Also, walking around and checking ss' note or homework show little trust in ss' learning-autonomy.
(8) A student asked question in the class ('can *should* be used with other subjects like *I, you* ... ?'). But the teacher interrupted her question and rushed to give the answer which was not the answer to the student's question. Then the student asked few times so that the teacher answered her correctly.	(8) The teacher did not show enough patience to student's question; the teacher's interruption of this student's asking may prevent future learners' questions in class. But she was answering in a friendly way, with nice attitude.
(9) The class finished earlier because one of the ss was physically uncomfortable.	(9) It was the teacher who noticed the student's uncomfortableness. Indeed, the teacher is careful to observe most ss' feelings and emotion.

General impression:

The lesson was taught in Mandarin. This is, still, a very teacher-centered classroom in which the teacher is the only 'boss' in the class. The teacher controlled the pace, the content and everything of the class. All the ss could do is accepting and digesting what the teacher taught. Also, no activities were involved, not to mention interesting activities that could stimulate learners' motivation.

But the examples and teaching contents are relevant and closely connected to learners' real life and learning objectives. This was inspiring because the ss can see and use the language in the real world. And also their interests are aroused.

The teacher is passionate and energetic, which positively influences ss' participation in the class. But sometimes the teacher spoke in a 'pushing' way. It sounded like she was pushing ss to learn and non-negotiable. Also there was no explanation about the rules and instruction. What the teacher said was like an 'order.' Compliment seldom was made to ss.

Overall, this class was less autonomy-supportive than the other one.

Aspect: Competence-1	
Descriptive notes	Analytic notes
(1) Greeting ss (Good morning; how do you do).	(1) The teacher created a context and encouraged ss to use the language learned before. This is also a way to review the previous knowledge. Warming up and preparing for the class.
(2) Pointing at the clock on the wall, the teacher used body language to elicit ss to say the language (*it 9 o'clock now*).	
(3) The teacher instructed ss both in English and Mandarin. (*E.G., 'now let's review', review means 复习*)	(2) Reviewed the language with ss. Instead using traditional Q-A, the teacher implied ss to say the language by themselves. Without teacher's hint and help, ss can use the language properly and correctly. This method is a bit challenging but satisfied with ss' sense of achievement.
(4) When the teacher taught a new vocab, she asked ss to pronounce it by themselves according to IPA.	
(5) Quick controlled practice with desk-mate (reading the new-learned vocab. in a given sentence).	(3) English instruction is difficult for ss. However, explicit explanation of the language may decrease the challenge and distract ss' attention from the original version.
(6) Taught the phrase ('you'd better … ') by drilling. Also, when came across new words, the teacher would tell ss about the tips to memorize new words (E.G., 'ice' in 'rice' because rice is as white as ice).	(4) Creating an opportunity for ss to practise IPA. In this process, ss tried hard to work out the pronunciation so that their sense of competence would be satisfied to some extent.
(7) The teacher used body language to meme the word 'cocktail' instead giving the meaning directly.	(5) Very controlled practice. But she is the only one teacher to ask ss to work in pair. At least ss could practise the language with peers.
	(6) Lexical chunks are emphasized while grammar were seldom mentioned in the class, i.e. lexical approach. Using formulas for easy memory is practical and welcomed in older L2 learning because it creates a concrete image for older learners rather than mechanical memorizing.
	(7) Using meme, interesting but also challenging. Funny body language warmed the atmosphere. Let ss guess the meaning will strengthen their impression on the word.

General impression:

The class was taught in Mandarin. The teacher applied lexical approach and minimize the influence of grammar. Mechanical drilling is the major method for teaching lexis. Though the teacher would give examples of using the phrases, she didn't encourage ss to make their own examples. Ss only followed and repeated her words. So it is a typical audiolingual class.

The teacher is the only one who asked ss to work with partners. Though the practice is easy, it involved interaction with peers. There was few drilling activities, which were dull and not challenging enough to stimulate ss. The teacher created challenges in instruction may satisfy learners' sense of competence to a small extent.

Teacher's passion influenced ss' performance in class. Ss showed activeness, even in drilling activities.

Aspect: Competence-2	
Descriptive notes	Analytic notes
(1) Casual chat with ss in Cantonese for 50 mins.	(1) (none)
(2) The teacher projected the textbook on projector; ss reviewed and read aloud without the teacher's leading; no feedback on the performance.	(2) Again, this may be difficult for some learners. However, the teacher did not show any support during ss' reading. Ss with difficulties could only turn to peers.
(3) The teacher shared stories about his tour to Hong Kong and experiences on cross-cultural communication, still in Cantonese.	(3) Set context for the next stage- Greeting.
(4) The teacher taught the greeting phrases on the textbook to ss, very explicitly.	(4) Direct presentation of the language- easy for adults to process.
(5) Controlled practice- the teacher projected the textbook on screen and the whole class did the exercises together.	(5) Minimizing competition among peers, which is a positive aspect of relatedness; however, doing the exercises together would cause neglect of individual differences. It is hard for teacher to see the individual differences so that some ss, especially shy ss' problems cannot be solved.

General impression:

Because this was the last lesson of this class, the teacher did not focus on teaching but to chat with learners. According to teacher's talk, there is a regular activity called '30-min no Mandarin' in the class. That is, at the beginning of the class, ss are not allowed to speak Mandarin or Cantonese but only English. They mostly read the textbook aloud and sometimes they would talk to peers about easy topics on the textbooks. The activity is innovated and push ss to use the target language, although restricted in the textbook.

When the teacher talked about cultural topics, ss showed great interest in the stories and gave their opinions on it, but in Cantonese. (maybe next time the teacher could use English to share his experience and encourage ss . . .)

The observed data provides little validity for investigating competence satisfaction in class, however, it provides insights in suggestion for teaching.

Aspect: Relatedness-1	
Descriptive notes	Analytic notes
(1) Reviewed- followed the teacher and read the language on the textbook aloud.	(1) Warm-up and review purpose
(2) The teacher led ss to read aloud the conversations on the textbook.	(2) Again, review the previous target language; also learned new language. But no peer interaction involved. Only mechanical drills led by the teacher. The ss have no opportunity to produce the language.
(3) The teacher analyzed the target language on the whiteboard and learners took notes. (there be . . .)	(3) Using PPP to teach 'there be . . . ' but only involved the first two 'p's, especially the first 'p'- presentation. Notes on the board are for reminding the learners. The target language is basic for the learners so it is suitable for the learners to learn.

General impression:

The class was taught in Cantonese. Again, explicit presentation of the target language and mechanical drills are the major approach in the class. No group work or activity was organized. The target language was closely relevant to the learning objectives, tourism English. However, similar with the other observed classes, the learners had no opportunity to practise the language or see how the language is used in the real context. The need of relatedness was not reflected in the class.

Aspect: Relatedness-2	
Descriptive notes	Analytic notes
(1) Greeted the learners by using the language learned in last lesson.	(1) Creating a real context for the greeting language- practise and review the language.
(2) Reviewed the numbers by asking ss 'what time is it'. The whole class answered together.	(2) The answer to the question involved the target language so it shared the same purpose with 1. Whole class answered together- no competition in the class; however, some (shy) learners may feel stressed because other peers have quickly spoken out the answer. Invisible pressure has been put on the shy students by peers.
(3) The teacher read the countries' name on the textbook and let students guess what country it is. Students guessed together then followed the teacher and practised the pronunciation of the words.	(3) A quick teaching on the country names. Again, no group work or competition embodied in the teaching. It also Set context for teaching the new target language.
(4) The teacher taught the conversation (*buying ticket* . . .) on the textbook. She firstly read the conversation then explained the meaning of the conversation in Mandarin. After meaning-explanation, the teacher analyzed the elements of the conversation on the whiteboard (subject, predicator, . . .) and the students made notes on it. Finally, the whole class read the dialogue together.	(4) Very traditional approach to present the language. The learners passively listened and processed the language in terms of pronunciation and meaning. No chance for them to practise the language nor connect the language with the real world.

General impression:

The lesson was taught in Mandarin. Similar with the last observed lesson, the sense of relatedness is the most easily ignored need in the teaching. The teacher did not realize the learners' needs to relate the target language with the real world. Though the learners engaged in the explicit teaching and mechanical drills, that is because the target language are closely related to their learning objectives. In other words, they are likely to use the target language in real life. Thus, the taught language in the class met the demands of the learners' objectives. However, as noted above, activities in the class did not satisfy the learners' sense of relatedness.

Appendix 3. Sample of interview (Teacher 2)

R- Researcher I-Interviewee

R: . . . well, let's start with some basic information. How long have you been teaching this course?

I: 38 years.

R: 38 years for English language teaching?

I: Yes.

R: Then what about teaching the older learners (English)?

I: Exactly 2 years.

R: Wow . . . that is also a long time. Then why do you want to teach the older people English?

I: The main reason is that my mother was very ill at that time, and I was very upset. I was looking for something to distract myself from the sorrow. This is the first reason. The second reason, I am very afraid that I would soon forget those vocabulary and phrases (if I don't review them regularly) . . . I have been teaching high school before, and then the high school was shut down by the school. So I changed to teach Grade 9. At that time, I forgot many words and phrases that I've taught in high school. So that's the two reasons that I came here to teach the older people learning English . . .. both of which are personal factors to teach the old people, but after coming, I found it really hard to teach the learners . . . you know, bad memory . . . and I'm also not allowed to assign homework. So you see, most of the time I can only drill them for the pronunciation and meaning. But anyway, this is my choice, to teach older learners, I have to stick to it.

R: Really impressive. So, before you teaching the class, did the school mention that what is the kind of the course and what are the teaching objectives?

I: He said that it is for satisfying some older people's needs. There are many of them . . . in this class . . . some of the learners have overseas relatives. You know, even without these overseas relatives, they also wish to travel abroad in their retirement. Their learning purpose is to be able to go abroad and master some English. Being able to communicate with others in some easy topics . . . or when going abroad, knowing some basic English is convenient for them. These are the main factors.

R: Then personally, what do you think the purposes of this course.

I: I feel that it is never late to learn. Because once you are not learning after retirement, then you may feel being out of the society and get older more quickly. That is what I think. Unlike other learners, the older learners value the practicality of English. That means they wish to use English in the real life. The most common situation for using English is traveling abroad.

R: yeah you're right . . . have you notice what kinds of topics could arouse the students' interests most?

I: I used to tell them some background knowledge of English, such as the origin of English . . . the development of English like ancient English, Middle English, and modern English . . . also some local conditions and customs in English. There are also some things that are customary . . . And I would also introduce them to something interesting in foreign countries. For example, when you go through customs, you should pay attention to certain problems. Those are my own . . .

R: Experience.

I: year . . . just like this . . . share with them . . . or when I taught a specific word, I would make an extension . . . like this . . . right . . . that's it. I would also try to teach them some, that is, some more practical sentence patterns, that's it.

R: Have you designed any in-class activity aiming at increasing their interests?

I: Yes. I have a notebook for lesson plan. But I didn't bring it here today . . . But now they (the students) are in the beginning level, it's too fast for them to practise the conversation in simulated context . . . maybe next term I will design this kind of activities in the class.

【Student arrived: Good morning! (greeting in English)】
I: Good morning, beautiful girl.
【Student: haha! I don't understand (beautiful girl).】
. . . . (the interviewee started to chat with students and the interview was interrupted)

Appendix 4. Interview guidelines

Interview for learners
(1) When did you attend this course and do you have any previous English learning experience or English using experience? Tell me something about why you decided to learn English, like what happened drives you to learn English.

The first questions for learner participants are to collect the basic information about their English experience. Also, a brief understanding of learners' initial learning motivation (learning purpose) is acquired. At the end of answering these questions, the answer of the first research sub-question (why do the older people determine to learn a second/ foreign language at this age) is hopefully drawing out. Besides, the answers are the starting point of other further questions.

(2) *Could you tell me something in detail that you felt encouraged in learning English?*

This question expects participants to give a specific example helping to elaborate their motivation of learning English. Indeed, the word 'motivated' is changed into 'encouraged' because in the pilot interview, participants showed mis-understanding on the term. 'Encourage' is clear to participants. With combining this answer with the prior answers, the motivation of older learners learning English can be clearly concluded as either intrinsic, extrinsic or mixed motivation, according to the SDT. Distinguishing learner's motivation is the first step to find out the methods to sustain and assist them success in learning (1972).

Besides, learner's learning experience imply the teaching methods they prefer and experienced as to motivate learning. The response is a part of the answer to the third research sub-question (how did the teachers do to sustain/ increase learners' motivation) from learner's viewpoint.

(3) *At the end of this term, what do you wish to achieve in aspect of English? In your opinion, what do you expect your teacher to help you better achieve your learning objectives?*

These two questions serve two purposes. First of all, it aims to dig out learners' goals of the course, which is a part of the answer of the second research sub-question (what can learners achieve from the class) from learner's perspective. The goals might be intrinsic (i.e. knowledge, accomplishment and stimulation) or extrinsic (e.g. instrumental end), useful to understand L2 learner's motivation (e.g. 1994; 1995).

The second purpose of the questions is to find out that in learner's point of view, what the teacher can do to motivate them. This question is designed straightforwardly to seek the opinion of learners, answering the research question (what do the teachers do to motivate older learners in the classroom).

Interview for teachers
(1) *How long have you been teaching this course and could you tell me what's the aim of this course, from perspective of curriculum and your opinion?*

The first question is similar to the first question in learner's interview, for the purpose of collecting basic information of teaching and leading to further interview questions. As for the second question, it aims to find out the objectives of the course, according to curriculum design and teacher's interpretation, answering the second research sub-question (what can learner achieve from the class).

Additionally, this question also discovers whether teaching objectives match learner's learning objectives. It is proved that the matching teaching and learning objectives play an important role in building up leaner's learning motivation (Deci & Ryan, 2000). If learner's learning objectives are consistent with the teaching objectives, learners will be motivated intrinsically and extrinsically.

(2) *How do you usually teach the class? What do you notice that your students are mostly interested in, for example, what kinds of activities, topics and so on? Could you tell me something that you've done to sustain their interests?*

These are questions for collecting teaching experience and teaching methodologies. The answers should be combined with the classroom observation, drawing a more comprehensive picture of the classroom. Also, the questions serve to directly answer the third research sub-question (how did teacher do to sustain leaner's motivation). Originally, the question was designed, asking the most impressive lesson that the teacher has ever taught. However, the participant found it difficult to answer and failed to give the response that could answer the research questions in the pilot interview (see Appendix 5). Thus, the question was revised and asked in a direct way for collecting teaching experience from teacher's perspective.

(3) *Have you ever come across learner performed negatively in the class, for example, someone lost confidence or found difficult in learning English? What would you do to help them get through the difficulties and support their learning? (*optional)*

By asking the response to learner's negative performance in the class, the author wish to find out two aspects of answer, the attitudes and behaviors of the participant toward learner's performance and classroom management. Because teachers' attitudes, or sense of efficacy, and behavior shape learners' learning motivation and performance to a large extent (2013). From discovering teachers' attitudes and behaviors, the author, on the one hand, wish to predict learners' future performance, which is a part of the self-determination, i.e. competence. On the other hand, helping learners get through the learning difficulties is a reflection of increasing learners' motivation so that the third research sub-questions (how did the teacher do to increase learner's motivation) can be answered.

Interview for the director

Could you please introduce the college in detail? What is the status of English teaching in the college and what are the future plans for developing English teaching?

Indeed, the main aim of this interview is getting basic knowledge of the college from the perspective of school. The questions are set for guiding the interview; indeed, questions for collecting detailed information will be added according to the conversation.

Appendix 5. Pilot interviews

Old Interview Questions

Questions for learner interview

(1) When did you attend this course and do you have any previous English learning experience? Tell me something about why you decided to learn English.
(2) Could you give me an example that you felt motivated in learning English?
(3) At the end of this term, what do you wish to achieve in aspect of English? In your opinion, what do you expect from your teacher to help you increase your interests in learning English?

Questions for teacher interview

(1) How long have you been teaching this course and could you tell me what's the aim of this course, from perspective of curriculum and your opinion?
(2) How do you usually teach the class? Could you tell me an impressive class you've ever taught and why do you think it was impressive?
(3) Have you ever come across the case that someone skipped the class? What do you normally do when learners are absent for the class or show boredom in the class? (too see teacher's motivation, positively motivated teacher is beneficial for helping learners)

Modified interview questions

Questions for learner interview—Pilot on 3 students via group interview

(1) When did you attend this course and do you have any previous English learning experience or English using experience? Tell me something about why you decided to learn English, like what happened drives you to learn English.

Pilot:
S1: This is the first term for attending this course. Learned some fundamental utterances at home with granddaughter (learning from the book *900 Utterances*). Learning English for killing time; also found learning a foreign language is fashion among the community.
S2: Also the first term of attending. No previous English learning experience but have used English (with body language) in traveling to Europe. Her son lives in America. Learning English is for using it while she is visiting her son in the future.
S3: The same time with the others. Learned English in junior school but already forgot. She thinks she is talented in learning language and used to have great scores in English learning. So she decided to try and learn the language again.

The aim of these questions are to collect basic information about learners and have a brief understanding about their English learning motivation. The old version only mentioned about the learning experience, however, one response in the pilot interview mentioned the using experience (traveled abroad and used simple English for asking direction). The

modified version is more all-rounded than the old one for better understanding learners' previous experience about English. Besides, for the second question, I added an example for leading participants to think and encourage them to say more on the question.

(2) Could you tell me something in detail that you felt encouraged in learning English?

Pilot:
S1: The teacher said she has a good pronunciation and praised for that in class. So she is always willing to speak out in the class.
S2: She could use the language learned in the class to bargain when traveled abroad. Her friends like to hang out with her in traveling because they always ask her to help bargain.
S3: Nothing special occurred. But she likes the teacher so she keeps learning. She thought the teacher is patient and professional.
This question is asked for elaborating the learning motivation question. In the modified version, the word 'encouraged' is used to replace the word 'motivated' in the old one. Because, in the pilot, participants seem to have misunderstanding or different understanding about the words. Also, it may indicate or lure the participants to respond unreal answers. As for the expression, I revised it into 'tell me something in detail' for eliciting comprehensive answer. For example, one of the participants responded that she actually doesn't feel encouraged in learning English; however, she likes the teacher so she continue learning it. In this case, I had to ask more about the answer like 'why do you like your teacher' and 'did the teacher do anything that encourage or inspire your learning.'

(3) At the end of this term, what do you wish to achieve in aspect of English? In your opinion, what do you expect your teacher to help you better achieve your learning objectives?

Pilot:
S1: She hopes to memorize more vocabularies so that she could have complete conversation in English without referring to textbook. (looked confused for the second question) Hopes the teacher can give more opportunity to practise speaking in the class.
S2: At the end of the class, she hopes to know and master all the languages learned in the module (like greeting, weather . . .). She is looking for a more interesting classroom with supplementary material like movies, music and so on.
S3: Shared the same objective with S2. She is satisfied with the teacher and has no suggestion for the teaching.
These questions are looking for the learning objectives of learners and how they expect the teacher to motivate them. However, during the pilot, participants regarded the last question as the evaluation for teacher's teaching so they gave suggestion on teaching methods. Instead, in order to better answer the research question, I changed the interview question into this way. Referring to literature, when learners achieve the learning objectives, their feeling of competence is satisfied so that they would be intrinsically and extrinsically motivated. In other words, the research question 'what do teachers do to motivate old learners' is answered in aspect of learner.
Questions for teacher interview—Pilot on one teacher

(1) How long have you been teaching this course and could you tell me what's the aim of this course, from perspective of curriculum and your opinion?

Pilot:
A: Have taught 1 years. This is the third term. The course is for elder learners without or with little English experience. Through teaching basic lexis and grammar, it helps learners to understand and use the basic vocabularies, phrases and utterances to communicate as well as understand short passages. The teacher thinks that since the course is not examination-oriented, the major purpose of this course is to help elder learners speak the language and increase their interests in learning English through teaching practical lexis and utterances, rather than too much grammar.
These questions are for collecting basic information about the teacher and aim to know the objectives of teaching, to see whether they match with learners' objectives. Through the pilot, the participant gave the response that I expected and regarded useful for the research. So I decided to keep the original questions.

(2) How do you usually teach the class? What do you notice that your students are mostly interested in, for example, what kinds of activities, topics and so on? Could you tell me something that you've done to sustain their interests?

A: Pronunciation is the highlight of the class. Always using drilling. Couldn't remember any impressive course since the courses are normally similar and most of the learners are cooperated.

These questions are designed to know the teaching methodologies and the classroom, as well as how the teacher do to sustain learners' motivation. The answers should be combined with the classroom observation. According to the pilot, the participant seems to be confused about the second question and found it hard to answer by saying 'normally students are collaboratively and actively in the class and nothing very special that could impress me.' The answer obviously cannot meet the demand of my research. So I rewrote it and make the purpose of the question explicit but without using the term 'motivation.'

(3) Have you ever come across learner performed negatively in the class, for example, someone lost confidence or found difficult in learning English? What would you do to help them get through the difficulties and support their learning?

A: Yes, there were some students absent in the class and I noticed that. But I won't punish them or call the names in the class since the education is not compulsory, the teacher has no obligation to force learners to attend the classes. No pressure on them. It is all depended on them for being initiative. I would only tell them if they are still absent that they will find it very hard to catch up.

The questions are supposed to find out teacher's attitudes toward learner's negative behaviors and how they would do to improve learners' motivation. Nevertheless, the participant overly focused on the behavior (skip class) and said 'since the education is not compulsory, the teacher has no obligation to force learners to attend the classes.' The teacher would do nothing but to notify the student that he/she could not follow the pace of the whole class if he/she keeps being absent. Actually, what I meant to find out are the teacher's attitudes and behaviors toward learner's negative performance. So instead highlighting one specific negative performance, I gave overall explanation and examples in the question for helping participant better understand the meaning.