Anna Borkowska
ORCID: 0000-0002-3900-3554
English Philology Department
University of Applied Sciences in Nowy Targ, Poland
anna.borkowska@ans-nt.edu.pl

Older Adult Learners' Willingness to Communicate in English during Task Performance

Abstract: The article primarily intends to explore older adults' willingness to communicate (WTC) during dyadic work, as well as to identify communication strategies (CSs) applied in the course of task performance. The instrument comprised biodata items, In-Class WTC Level Scale, and In-Class WTC Self-Assessment Scale. The data analysis revealed that the older adult learners (sixteen students) were eager to communicate in English in class during an information-gap activity. The task type seemed to exert a positive influence on their WTC, and they appreciated the role of the interlocutor. The results also showed a strong positive correlation between in-class WTC level and the duration of learning English indicating that the older adults' WTC enhanced as the length of learning English increased. The participants employed mainly direct strategies, namely retrieval, self-repair, and self-paraphrasing. Retrieval was the most commonly used as it helped to gain time to express thoughts effectively. When it comes to interactional strategies, the age-advanced learners applied repetition requests and confirmation which suggested the partner played a vital role in achieving a communicative goal.

Keywords: willingness to communicate, older adults, English, communication strategies

1. Introduction

Numerous studies have indicated that one of the major motives to learn an FL in late adulthood is gaining and developing communicative skills that may be principally used outside the classroom (e.g., Jaroszewska 257; Pfenninger and Polz 6; Oxford 12). Undoubtedly, the ability to achieve communicative goals is the most significant objective of FL learning and teaching in all age groups since "it constitutes the yardstick for evaluating an individual's competence in the target language on

the first encounter with native speakers or other foreigners" (Mystkowska-Wiertelak and Pawlak 20). However, in order to become involved in out-of-class interactions in an FL, learners need to be willing to communicate and engage themselves in communicative tasks in class that, basically, aim to practise oral production of an FL (cf. MacIntyre 112).

The present study attempts to gain an insight into the nature of in-class older adults' willingness to communicate (WTC) (MacIntyre et al., "Conceptualizing", 546–59) in English during dyadic interactions by investigating both its level and correlations with sociodemographic variables. It also seeks to identify the communication strategies that the participants applied during an information-gap activity performed in pairs.

2. Classroom WTC and its measurement

The early conceptualization of L2 WTC which originally emerged from L1 was recognized as "one's predisposition toward approaching or avoiding the initiation of communication" when an opportunity arises (McCroskey 16). It reflected one's stable feature that, in a general sense, "some people talk a lot while others talk very little" (MacIntyre 112). This approach of L2 WTC as a personality-based propensity has been overruled by the heuristic model advanced by MacIntyre et al. ("Conceptualizing"). The scholars proposed the notion of L2 WTC that is viewed as "a readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (MacIntyre et al., "Conceptualizing" 547). This framework, which was conceptualized at dual levels, illustrating both enduring and transient factors, underlines the importance of a state of "readiness" rather than an innate "tendency" to engage in L2 communication (MacIntyre et al., "Conceptualizing"). The model postulates that one's readiness to communicate hinges upon distal (e.g., personality, communicate competence, motivation) and proximal (e.g., desire to communicate with a specific person, state communicative self-confidence) antecedents (MacIntyre et al., "Conceptualizing"). Contrary to L1 WTC, which is perceived as a trait-like predisposition, "in the specific situation of learning and using an L2, it is the language of communication that interacts with the structure of the individual's willingness" (Piechurska-Kuciel 137). The shift to the focus on "the role of context in the emergence of WTC" has enabled researchers to investigate diverse variables (e.g., personal, situated-based, context related) shaping WTC in the FL classroom setting (Mystkowska-Wiertelak, "Dynamics" 652).

Importantly, the early research into L2 WTC made no distinction between in-class and out-of-class L2 WTC (Peng, *Willingness* 16–17). For instance, McCroskey used a scale aimed at measuring L2 WTC in various situations that could occur in the L2 context between different receivers (friends, strangers, acquaintances) and in various communication contexts (public, meeting, group, and dyad)

(17–24). The tool comprised such items as talking with a police officer or talking to a friend while standing in a line. The participants were asked to rate the extent to which they were willing to communicate in certain contexts (0%—never to 100%—always). This probability-estimate scale in a self-report format failed to reflect the conditions where learners were to use an FL. MacIntyre et al. ("Willingness") examined high school learners' WTC in all four language skills in the immersion context (e.g., speaking in a group about your summer vacation, reading a novel, writing a story, taking directions from a French speaker) (374–83). The researchers used the same scale for both WTC inside and outside the classroom without any reference to interaction with people of different professions, but rather L2 communication with strangers or friends. The tool developed by MacIntyre et al. ("Willingness"), however, mostly described situations that less frequently occur in an FL classroom (374–83). Obviously, as Peng remarks, WTC inside and outside the classroom needs to be measured in a different manner because in-class WTC requires classroom-specific items (e.g., when you have a group discussion in an English class), whereas out-of-class WTC ought to include situations characteristic for natural settings (e.g., when sitting next to a foreigner on a train) ("The Challenge" 289).

A significant modification was proposed by Weaver who examined WTC among Japanese university students (399–412). The scale comprised statements related to readiness to speak and write in a variety of tasks and situations typical for the FL educational context (e.g., role plays, interviews, writing tasks). Although Weaver's tool (415) was criticized as some items contained the unspecified word "someone" that could be interpreted as either "the teacher" or "classmates", it was regarded as "a promising tool" in the FL classroom (Peng, *Willingness* 17). This instrument was adapted by Peng and Woodrow who created a new scale measuring Chinese university students' WTC in meaning-focused (e.g., giving a speech in the classroom) and form-focused (e.g., asking the meaning of a word) tasks between three types of interlocutors, such as a teacher, a peer, and a group of peers (843–61). What should be noted, however, is that these tools still "failed to capture the more subtle influences that the interplay of antecedents exerts on building someone's willingness to interact" (Mystkowska-Wiertelak and Pawlak, "Designing" 21).

Therefore, it has become necessary to "revisit the pyramid" and apply tools (i.e., qualitative, mixed-methods approach) that examine situation-sensitive and moment-to-moment changes (MacIntyre 119). For instance, Kang utilized observations and stimulated recall to discover that situation-based WTC in English was shaped by three psychological antecedents, such as security, excitement, and responsibility (280–88). Cao, who employed observations and stimulated interviews to investigate younger adults' WTC, pointed out that the factors contributing to readiness to communicate could be categorized as environmental (topic, task type, interlocutor, teacher, interactional pattern), individual (self-confidence, personality, emotion), and linguistic (language proficiency, reliance on the L1) (470–78).

Peng applied a mixed-methods approach (questionnaire, observations, interviews) to examine different factors affecting FL university students in China (*Willingness* 95–142). The findings showed that WTC was synergistically influenced by a large number of individual (beliefs, attitudes, expectations) and environmental (interaction pattern, teaching methods, teacher support) variable. A noteworthy mixed-methods study was conducted by Cao and Philp who used a questionnaire to investigate younger adults' predisposition to communicate, whereas a state level of WTC was measured by observations and interviews audio-recordings of group and dyadic work (483–89). Significantly, the data indicated a mismatch between self-reports of WTC and the learners' actual in-class communication. The actual mixed-methods classroom-based study (a questionnaire and WTC grip) conducted by Mystkowska-Wiertelak and Pawlak ("Fluctuations"), who attempted to record WTC fluctuations among college students in Poland. The participants were to self-rate their WTC on a scale (−10—extreme unwillingness to speak to +10— extreme willingness to speak) during the task performance (a monologue and a dialogue) on a special WTC grid after hearing a beep every 30 seconds (251–56). It is important to note that the initial high level of WTC in the monologue tended to decrease (tiredness, lack of arguments) during the task performance while a reverse trend was reported in the case of the dialogue (the effect of the interlocutor). Mystkowska-Wiertelak and Pawlak (*Willingness*) also investigated younger adults' WTC as they intended to develop a new measuring scale in a macro-perceptive, as well as the micro-perspective aimed to demonstrate the situational and dynamic nature of WTC by means of a detailed analysis of the variable "shaping learners' readiness to contribute to ongoing classroom interaction" (117). This method enabled them to identify such classroom-related factors as—among others—teacher-related (e.g., preparation, involvement, feedback), student-related (e.g., interest, boredom, overall attitude), and task-related (e.g., productive, receptive, information-gap, pre-task). Another interesting study was conducted by Gałajda who investigated WTC, both in the L1 and FL (English) among university students in Poland. The participants were asked to self-evaluate their level of WTC on a scale from 0% (absolutely unwilling to communicate) to 100% (absolutely willing to communicate) in the L1 (e.g., talk with a university friend in private) and the FL (e.g., communicate during pair work in front of learners) contexts (59–126). Also, a study conducted by Mystkowska-Wiertelak among younger adults indicated that the interlocutor's behaviour seemed to be vital in the case of engagement and satisfaction, and, additionally, the tasks done with a different partner contributed to generating positive emotions ("Link" 102–19). The partner's dominant style discouraged "less forceful students" to communicate, while the partner's unwillingness to speak generated the feeling to responsibility (Mystkowska-Wiertelak, "Dynamics" 106). The participants appreciated the opportunity to share information with others, as well as they emphasized the significance of good relationships with a speaking partner.

At this juncture, it seems substantial to conclude that researchers have surely adopted a great variety of methods to analyse WTC from different angles. It is

fairly evident, however, that WTC has been mostly studied among younger adults, and the literature lacks empirical evidence regarding older adults' actual in-class communicative behaviours and their readiness to speak in English.

3. Older adults' potential in-class WTC in English

When it comes to learning English in late adulthood, the results of several studies have indicated that older adults demonstrate rather homogenous and consistent self-perceptions about the significance of improving communication skills during English courses (e.g., Derenowski 100–49; Matusz and Rakowska 117–25). It is important to note, however, that the data gathering tools, mainly questionnaires (e.g., Jaroszewska 152–63; Pawlak, Derenowski, and Mystkowska-Wiertelak 81) and interviews (e.g., Piechurska-Kuciel and Szyszka 115), were designed to gain general perspectives of learning an FL in later life, and they basically explored older adults' motivation and motives (e.g., Gabryś-Barker 162–69; Grotek 131–42), their expectations of the teacher as well as FL learning processes (e.g., Kacetl and Klímová 3–8; Słowik-Krogulec 193–99), and learning strategies (e.g., Posiadała 310–18; Ramírez Gómez 112–58). Undoubtedly, little is known about their actual speaking behaviours during in-class oral activities. Therefore, there is a need for studies that would examine a more detailed picture of this cohort group's actual task performance, as well as the nature of their in-class WTC in English (cf. Pfenninger and Singleton 45).

Age-advanced learners' potential in-class WTC is by all means worth examining since it could, on the one hand, indicate how eager they are to engage themselves in communicative in-class interactions, while, on the other hand, it may determine their authentic openness to developing or maintaining interpersonal bonds and appreciating a social aspect of learning (cf. Derenowski 111). Older adults tend to declare the need for out-of-class communication with foreigners while vacationing abroad or with their friends and family, including grandchildren who are frequently incapable of speaking their native languages (e.g., Gabryś-Barker 159). As a matter of fact, an interlocutor for authentic communication seems to be "an important consideration in developing WTC", as they play a powerful role in boosting the student's motivation to learn an FL (MacIntyre et al., "Willingness" 369). Thus, it is reasonable to think that third-agers ought to be willing to communicate in English in class as WTC "represents the probability that the learner will use the language in authentic interaction with another individual, given the opportunity" (MacIntyre et al., "Conceptualizing" 558). Significantly, Grotek remarks that older adults have a preference to dyadic work in the classroom context, as this interaction pattern meets their learning expectations, which are associated both with communication practice and integration with group members (141). Speaking, as "the most anxiety-generating skill", ought to be practised in pairs because, as opposed to teacher-fronted tasks, it gives seniors time to exchange ideas with a peer (Baran-Łucarz

and Słowik-Krogulec 247). In addition, it may result in developing new bonds with conversation partners, and, more importantly, it could reduce the feeling of isolation and facilitate the quality of life (Rzadkiewicz and Łazarewicz 181–83).

Furthermore, it may be hypothesized that dyadic interactions have the potential to generate high levels of older adults' in-class WTC, as pairs could increase one's security and excitement owing to mutual responsibility and partner's arguments (e.g., Kang 185; Mystkowska-Wiertelak and Pawlak, *Willingness* 174–76). According to Zhang and her colleagues' framework of situational antecedents of state WTC, cooperation with peers, their contribution and participation in a task are essential variables influencing state WTC (233). In a general sense, FL learners opt for speaking with a familiar and friendly partner because they have some bonds with each other, and, as a result, they may feel more self-confident and willing to communicate (e.g., Cao and Philp 186–88). The results of a questionnaire study indicated that the older adults were more eager to speak in meaning-focused exercises performed in dyads as they feel less apprehensive and more secure (Borkowska, "Age-Advanced Learners" 12–13). What needs to be remembered at this point is that senior students tend to express self-defeating attitudes towards learning that heavily influence their self-esteem and a sense of usefulness (e.g., Ramírez Gómez 173–75). This fact is associated with the age-related decline (i.e., biological, psychological, cognitive) that older adults experience in the course of ageing (see, e.g., Pfenninger and Singleton 419–49). Societal negative stereotypes commonly referred to as ageism also play a role in stigmatizing the image of older citizens (see, e.g., Tomaszewska-Hołub 138–47). For this reason, the FL classroom environment should give priority to third-agers' emotional well-being which may be grounded in socio-emotional selectivity theory proposed by Carstensen (331–38). The scholar states that older adults direct their attention to emotionally meaningful goals and fulfilling these aims requires the pursuit of social relationships that "results in greater complexity of emotional experience and better regulation of emotions experienced in everyday life" (Carstensen, Fung, and Charles 104). Additionally, familiarity with the interlocutor could create positive group dynamics and a laid-back atmosphere that is perceived as one of the most fundamental factors while learning an FL in older adulthood (cf. Derenowski 107). Positivity may lead to combating self-stereotypes and age-related defeatism and, consequently, facilitate FL learning (cf. Oxford 10). Gałajda aptly underscores that "the development of positive self-image of the learners" hinges mainly on creating a supportive atmosphere that principally boosts FL communication in the classroom context (132). The study findings conducted among older adults indicated a positive correlation between in-class WTC and classroom environment suggesting a great impact of group cohesion, classroom atmosphere, and teacher support on eagerness to speak English (Borkowska, "Relationship between" 165–71). Similarly, FL enjoyment was related to WTC indicating that openness to communicate positively influenced both private and social aspect of FL enjoyment, and WTC had the potential to generate positive emotions in class.

In a similar vein, task types are of great importance in shaping WTC (e.g., Cao 47). Mystkowska-Wiertelak and Pawlak (*Willingness*) emphasize that performing tasks that involves elements of challenge, curiosity, and novelty is likely to generate higher WTC (175). For instance, it may be true in the case of any information-gap activity which represents "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on meaning rather than form" (Nunan 10). Information-exchange tasks are of practical importance, and they require learners' learning experience, which, in the case of older adults seems to be "the richest source for future learning" (Gabryś-Barker 161). It is worth mentioning that Knowles et al. remark that "the emphasis in adult education is on experiential techniques" that are close to learners' life and learning histories, and help to effectively tackle the various situations which may occur in real life (44).

When it comes to older adults, it seems important to focus on the application of communication strategies (CSs) that are viewed as "mutual attempts of the interlocutors to agree on a meaning in situations where the requisite meaning structures do not seem to be shared" (Tarone 419). Pawlak posits that the employment of learning strategies by older adult learners appears to be the "context that needs to be singled out as worthy of more robust empirical investigation" (826). Significantly, there is a need to provide data concerning the use of learning strategies during the performance of different tasks in the classroom-based settings (Pawlak and Oxford 527). Although this "micro-perspective environment of strategy use" may be challenging due to a multitude of taxonomies, data collected in qualitative studies can still provide valuable insights into the application of learning strategies by FL learners of different ages (Przybył and Pawlak 107).

Dörnyei and Scott proposed an interesting taxonomy where CSs are classified on the basis of problem-management and they are divided into three categories, namely direct, indirect, and interactional (197) (Table 1).

Direct strategies are recognized as alternative ways of getting the meaning across, indirect are to help indirectly in creating "the conditions for achieving mutual understanding", whereas interactional strategies are applied in order to achieve mutual understanding that "is a function of the successful execution of both pair parts of the exchange" (Dörnyei and Scott 199). Dörnyei and Scott's (182–83) taxonomy was used in the study by Posiadała, who identified CSs applied by older adults while performing a communicative task (312–17). The participants (B1 level of German) mainly employed direct strategies (self-repair, code switching, retrieval), and interactional strategies (appeals for help, asking for repetition, clarification, confirmation). It was stressed that age-advanced learners' strategic competence hinged upon individual differences, learning experiences, and task types. Niżegorodcew writes that "senior students' strengths and weaknesses depend not only, and not primarily on how old they are, but on their study objectives and learning strategies" (90).

Table 1: Dörnyei and Scott's taxonomy (197)

	Resource deficit-related strategies	Own-performance problem-related strategies	Other-performance problem-related strategies	Processing time pressure-related strategies
Direct strategies	E.g., literal translation, code, switching, retrieval	Self-rephrasing, self-repair	Other-repair	—
Interactional strategies	Appeals for help	Comprehension check, own-accuracy check	E.g., asking for repetition, asking for confirmation	—
Indirect strategies	—	Verbal strategy markers	Feigning understanding	Use of filters, repetitions

The present study is prompted by a need to examine older adults' level of WTC during dyadic interaction and to explore their self-perceptions about the task performance. In order to explore how the participants overcome communicative breakdowns, particular attention is given to the deployment of CSs in the process of task performance.

4. Study[1]

4.1. Research aims and questions

The main objective of the present study was to examine the older adults' in-class WTC in English during an information-gap activity, and to identify the application of CSs during the task performance. It was also intended to examine correlations between the level of the students' WTC and selected sociodemographic variables. In particular, the research was conducted to address the following questions:

RQ1. What is the level of in-class WTC in English during task performance?
RQ2. How do the participants self-evaluate their participation in the task?

---

[1] The study is a part of an unpublished research project (Borkowska, unpublished dissertation).

RQ3. What is the correlation between the older adults' WTC level and the selected sociodemographic variables?

RQ4. What is the correlation between the learners' WTC self-assessment and the selected sociodemographic variables?

RQ5. Which CSs do the participants use while performing the task?

4.2. Participants

The informants were sixteen members of the Third Age University (TAU) in Nowy Targ who had been regularly attending English classes for seniors. Table 2 presents the third-agers' demographic data.

Table 2: The older learners' demographic data

Gender		Age			Place of residence		Education		CEFR	
Male	Female	Maximal	Average	Minimal	Village	Town up to 50,000 residents	Tertiary	Secondary	A1	A2
1	15	75	69	61	1	15	12	4	8	8

On average, the subjects had been learning English for eight years throughout their life, and for four years only during English courses for senior learners. As regards the knowledge of other (than English) FLs, nine subjects admitted knowing Russian, five knew German, and one student reported the knowledge of Italian. Two students reported that English was the only language they knew, and all the participants were not learning any other FL in later life.

4.3. Instrument

The instrument was a questionnaire comprising sociodemographic data and two scales. The first one, referred to as In-Class WTC Level Scale, was a self-assessment questionnaire adapted from Peng's (*Willingness* 183) scale measuring WTC level in class, and Gałajda's (145) WTC Scale, where students were to choose the frequency of their WTC in English (0%— never, 100%—always). In the current study, the respondents were asked to indicate how willing they were to communicate in English during the information-gap activity (0%—full unwillingness, 100%—

full willingness). The scale was structured in an increasing manner every 10%. The third-age students were to explain why they had chosen a particular WTC level. Additionally, they were to self-evaluate their participation in an information-gap activity by means of the second scale, known as In-Class WTC Self-assessment Scale, which was constructed for the purpose of this study. The tool was designed as a 6-point Likert scale (1—I strongly disagree to 6—I strongly agree), and it was comprised of the four following items: "I found answering questions easier than asking them", "Asking questions had a positive impact on my WTC in English during the task", "Answering questions had a positive effect on my in-class WTC in English", and "I was willing to take part in this activity".

4.4. Task

The older learners were to perform an information-gap activity. The exercise was exclusively designed for this study by the present author. As shown in Table 3, Student B was to ask their partner questions regarding their name, surname, age, nationality, job, free time, favourite day, breakfast, yesterday evening, and next weekend, whereas Student A was to answer those questions using the given information. In a similar manner, Student A was to ask questions about their name, surname, age, country, hobby, every Saturday, favourite month, cooking, last weekend, and tomorrow, while Student B was to give responses based on the provided information (Table 4). The partners were taking turns, and when Student B was interviewed, the roles were swapped.

4.5. Procedure

The study was conducted in March 2021. Owing to the circumstances of the pandemic, the members of the TAU were forced to have regular online classes. Therefore, the study was conducted during extra classes in the classroom settings. There were only two pairs in the classroom. The participants could choose their partner which, in practice, meant that they cooperated with the student they always worked with during classes. While one pair of students were performing the task, the other one was asked to complete vocabulary revision exercises. The teacher (the present researcher) was not allowed to help the students to complete the activity, however, they were informed that they could help each other in case of any communicative problems. Immediately on the completion of the exercise, the older adults were given the questionnaire to fill in and the next pair were preparing to do the task.

Once the study was completed, the questionnaires were collected and coded. The statistical analysis was conducted by means of IBM SPSS Statistic 26 software. Descriptive Statistics, together with Shapiro-Wilk tests, were calculated for the dependent variables and Cronbach's alpha coefficient to verify the reliability of the In-Class WTC Self-Assessment Scale was used. In order to test the relationship

between the quantitative sociodemographic variables and the dependent variables, a series of Pearson's *r* and Spearman's rho correlation analyses were conducted. Due to the large disparity in gender, the place of residence, education, and the knowledge of another foreign language in the study group, the relationship between these sociodemographic variables and the dependent variables were not tested. The significance level was set at $\alpha = 0.05$.

Table 3: The information-gap task: Set 1

Student A code:	Student B code:
Ask you partner about:	Answer your partner's questions:
1. name	1. name: Fatima
2. surname	2. surname: Brown
3. age	3. age: 55
4. nationality	4. nationality: Indian
5. job	5. job: doctor
6. What/like/free time?	6. free time: Nordic walking and yoga
7. favourite/day? Why	7. favourite day: Monday
8. What/eat/breakfast?	8. breakfast: tuna sandwich, white coffee
9. What time/were/at home/yesterday evening?	9. yesterday evening: 7:00 p.m.
10. Where/go/next weekend?	10. next weekend: best friend

Table 4: The information-gap task: Set 2

Student B code:	Student A code:
Ask you partner about:	Answer your partner's questions:
1. name	1. name: Robert
2. surname	2. surname: Smith
3. age	3. age: 66
4. country	4. country: Scotland
5. hobby	5. hobby: do gardening
6. What/do/every Saturday?	6. every Saturday: clean my flat and cook dinner
7. favourite/month? Why	7. favourite month: May
8. How often/cook?	8. cooking: every morning
9. Where/were/last weekend?	9. last weekend: opera with my cousin
10. Where/do/tomorrow?	10. tomorrow: drink read wine and relax

In addition, in order to determine the application of CSs, the task performance was audio-recorded by means of a voice recorder placed in front of the students. The recordings were transcribed, and CSs were coded on the basis of Dörnyei and Scott's taxonomy (197). The present author focused on the employment of direct and interactional strategies as they directly contribute to "achieving mutual under-standing", whereas indirect strategies, are not "meaning-related", and they are not perceived as "strictly problem-solving devices" (Dörnyei and Scott 198).

4.6. Study findings

4.6.1. Descriptive statistics and normality tests for dependent variables

Table 5 depicts descriptive statistics and normality tests for two scales, namely the In-Class WTC Level and the In-Class WTC Self-Assessment Scale.

Table 5: Descriptive statistics and normality tests for dependent variables

Scale	M	Me	SD	$Sk.$	$Kurt.$	$Min.$	$Max.$	W	p	α
In-Class WTC Level Scale	0.91	1.00	0.14	−1.82	3.32	0.50	1.00	0.72	<0.001	—
In-Class WTC Self-Assessment Scale	5.03	5.25	1.10	−2.88	9.89	1.25	6.0	0.67	<0.001	0.842

The results of the Shapiro-Wilk's test turned out to be statistically significant for the vast majority of the analysed variables which basically means a deviation from a normal distribution. The mean level of WTC was 91%. The standard deviation for the In-Class WTC Level Scale was relatively low ($SD = 0.14$) which indicates that the respondents' answers were quite homogenous. Also, the analysis of Cronbach's alpha coefficients revealed a good level of reliability of the In-Class WTC Self-Assessment Scale ($\alpha = 0.842$). This essentially indicates that all the statements in the tool mea-sured the same construct, namely WTC. The total mean and median of the In-Class WTC Self-Assessment Scale was relatively high ($M = 5.03$, $Me = 5.25$), which might suggest that the older respondents positively assessed their task performance. Like-wise, the standard deviation was relatively high ($SD = 1.10$) which shows that there was a large disparity in the third-age learners' responses to the items in the scale.

4.6.2. Older adults' in-class WTC in English

When it comes to individual levels of in-class WTC among the older adults, the data are presented in Figure 1.
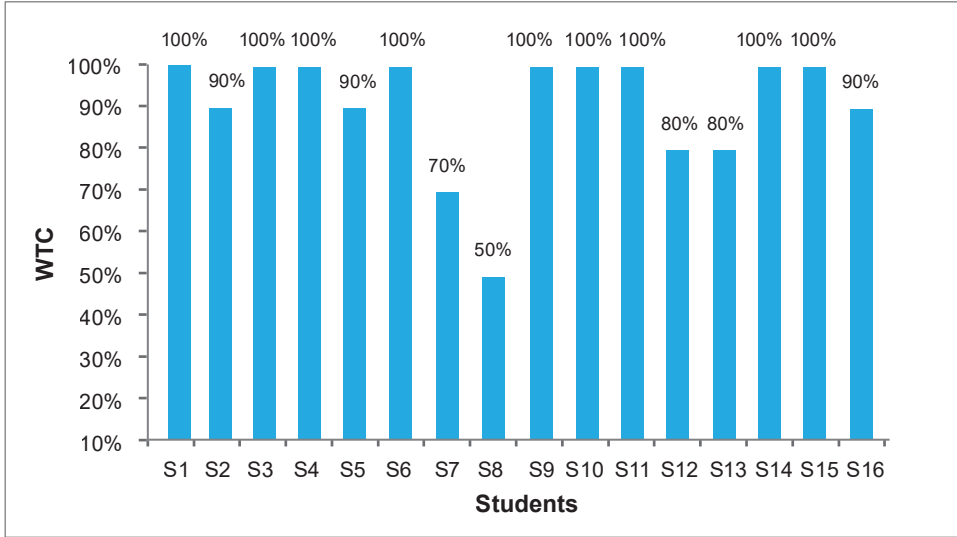
Figure 1: Levels of individual older adults' in-class WTC in English during dyadic interaction

It is noteworthy that more than a half of the students (nine students) declared the maximum WTC, and three learners admitted to being eager to communicate in 90% of interactions. They seemed to pay due attention to communication in English: "I'm learning English as to be able to communicate" (S3), "Communicating in English gives me a lot of pleasure" (S15), "I practise speaking, and it gives me communicative competence in English" (S6). Two participants highlighted the importance of the classroom atmosphere during the task performance: "… good, friendly atmosphere" (S9), "The atmosphere was supportive and my conversation was very relaxed" (S14). Two students appreciated the task itself: "It is nice to check the level of my progress while asking and answering questions" (S10), "… because it [the exercise] is hilarious and you can get more information about the person you've talked to" (S4). Some students emphasized the role of a partner: "I'm more secure when I speak with a partner" (S1), "I am very willing to communicate with another person since conversation allows me to improve a foreign language" (S2). One of the students who reported 80% level of WTC acknowledged: "Communicating during the task makes it possible to overcome a barrier and I felt motivated to ask questions, and when it comes to answering questions, it also improves my knowledge" (S13).

Student 8 who declared the lowest level of WTC (50%) of all the participants pointed out: "I've been trying hard, but it is not always as I would like it to be". Likewise, Student 7, whose level of readiness to communicate in English was 70%, pointed out that she required some time to make a response: "Because I need time to think about what I should answer, I have problems with responses".

4.6.3. Self-assessment of the task performance

The older adults' opinions about the information-gap activity and its impact on their WTC are presented in Table 6.

Table 6: The means, medians, and standard deviations for In-Class WTC Self-Assessment Scale

No.	Item	M	Me	SD
1.	I found answering questions easier than asking them.	4.69	5.00	1.62
2.	Asking questions had a positive impact on my WTC in English during the task.	5.00	5.00	1.26
3.	Answering questions had a positive effect on my in-class WTC in English.	5.19	5.00	1.22
4.	I was willing to take part in this activity.	5.25	5.50	1.24
	Total	5.03	5.25	1.10

The data analysis revealed that the seniors' responses to individual statements were heterogeneous as the standard deviations were relatively high. They appeared to be eager to take part in the task (item 4, $M = 5.25$). According to the students, answering questions had a more beneficial influence on their in-class WTC in English (item 3, $M = 5.19$) than asking questions (item 2, $M = 5.00$). Even though the third-agers found answering questions easier than asking them, their responses were the most diverse here ($SD = 1.62$), which may derive from individual preferences.

4.6.4. The correlation between the older learners' WTC level and the selected variables

As previously mentioned, the Shapiro-Wilk's test was significant, and for this reason, a non-parametric measure of rank correlation (Spearman's rho) was conducted. The correlation analysis is presented in Table 7.

Table 7: The correlation between three selected sociodemographic variables and In-Class WTC Level Scale

Variable		In-Class WTC Level Scale
Age	Spearman's rho	−0.47
	p-value	0.065
Duration of learning English throughout the whole life	Spearman's rho	−0.16
	p-value	0.550
Duration of learning English during English courses for seniors	Spearman's rho	−0.54
	p-value	0.029

As regards the correlation between WTC level and age, as well as WTC level and the length of English learning throughout the entire life, the data showed that

there was insignificant relationship between the variables. Surprisingly, the analysis revealed a statistically significant negative relationship between the duration of learning English at TAU and the senior learners' in-class WTC level. This especially means that the level of WTC decreased as the duration of learning during English courses for third-agers increased. Noteworthy is the fact that the correlation was very strong ($r > 0.50$).

4.6.5. The correlation between the third-agers' self-assessment and the selected variables

In a similar vein, Spearman's rho correlation analysis was performed with the aim of examining whether there was a relationship between the In-Class WTC Self-Assessment Scale and the three selected sociodemographic factors.

Table 8: The correlation between three selected sociodemographic variables and In-Class Self-Assessment Scale

Variable		In-Class WTC Self-Assessment Scale
Age	Spearman's rho	0.30
	p-value	0.263
Duration of learning English throughout the whole life	Spearman's rho	0.64
	p-value	0.007
Duration of learning English during English courses for seniors	Spearman's rho	0.27
	p-value	0.307

The analysis indicated a statistically significant positive relationship between the In-Class WTC Self-Assessment Scale and the duration of learning English throughout the whole life. This means that as the overall length of learning English increased, the older adults' self-assessment of the task increased. Importantly, the statistical effect proved to be strong ($r > 0.50$). There were no significant relationships between the In-Class WTC Self-Assessment Scale and the participants' age or the duration of learning English during courses for senior students. This finding demonstrates that the change of the participants' age or the length of English learning had no statistical effect on the change in WTC self-assessment.

4.6.6. The application of CSs

The older participants primarily employed direct strategies over the course of the dyadic interaction. The most commonly used was surely resource deficit-related strategies, classified as retrieval, which are presented in excerpts 1a, 1b, 1c, and 1d.

Excerpt 1a	
S9:	What time what time (1.4) do you *what time* (1.7) *what time were were* you at home yesterd yesterday evening?
S10:	I was at home yesterday evening at 7:00 p.m.

Excerpt 1b	
S15:	What's your favourite day?
S16:	My *favour favourite* day is Monday.
S15:	Yes, why?
S16:	Why? (3.1) er because er is er … because it is start week.

Excerpt 1c	
S14:	What's your hobby?
S13:	My hobby er (0.8) do *gar … gardening gardening*.

Excerpt 1d	
S15:	What do you do?
S16:	Do you do?
S15:	What's your job?
S16:	*My job … my job* er … a doctor.

Retrieval seemed to be of great relevance during communication in dyads. In some cases, the data analysis suggested that retrieval as such helped the age-advanced learners to gain time which resulted in providing correct answers by means of self-repair (excerpt 2a, excerpt 2b, and excerpt 2c).

Excerpt 2a	
S4:	Where are you going to go on the next weekend?
S3:	To my best friend er *visit* I … *I'm going to visit* my best friend … my best friend.

Excerpt 2b	
S14:	What are you doing tomorrow?
S13:	*I'm … reading … I'm reading a book* … drink ... *I drink read … I'm ... drinking* red wine and relaxing.

Excerpt 2c	
S5:	Do you have some plan for next weekend where you want to go?
S6:	Next weekend … I (2.2) *I meet* my best friend next week.
S5:	Ok.
S6:	*I'm meeting … I'm meeting* my best friend the next weekend.

What should also be remembered at this point is that the third-agers also applied self-repair as a single strategy. Self-repair and self-paraphrasing were also employed by the older adults (Table 9).

Table 9: Own-performance problem-related strategies in direct strategies applied during task performance

Self-Rephrasing		Self-Repair	
S15:	*What do you do?*	S7:	What's your favourite month? Why?
S16:	Do you do?	S8:	My favourite month is May because my birthday is *on … in* May.
S15:	*What's your job?*		
S16:	My job … my job er … a doctor.		
S2:	*What do you want to do tomorrow?*	S14:	*Where are you where were you sorry … where were you last weekend?*
S1:	Tomorrow?=	S13:	I was er (2.4) in the opera with my cousin last weekend.
S2:	=*What do you like to do tomorrow to what what would you like to do tomorrow?*		
S1:	Tomorrow?		
		S8:	What's your nationality?
		S7:	*My nationality* (1.1) *er I'm … I'm Indian.*

Interestingly, one student, who reported to know German, used code switching to the third language, and instead of using "free", the student used "frei" (excerpt 3).

Excerpt 3	
S9:	What … What do you like … What do you like er do in your *frei* time?
S10:	I like Nordic walking and yoga.

When it comes to interactional strategies, the age-advanced learners deployed other-performance problem-related strategies, such as asking for repetition (excerpt 4a, excerpt 4b) and confirmation (excerpt 5).

Excerpt 4a	
S6:	What is your surname, Robert?
S5:	My surname is Smith. Sound very specially.
S6:	*Can you repeat me* I don't (2.1) *Can repeat your surname*?
S5:	Smith.
S6:	Smith. Thank you.

Excerpt 4b	
S13:	What time were … at home yesterday evening?
S14:	*Repeat, please.*
S13:	What time were you at home yesterday evening?

Excerpt 5	
S2:	What do you do every Saturday?
S1:	*Only only in Saturday*? on on
S2:	Every every every
S1:	*Every Saturday?*
S2:	Every Saturday.

It seems essential that the senior learners did their best to solve communication problems during the task performance, and they were willing to ask the interlocutor for help. It may be concluded that although the older participants experienced some communication difficulties, they were conscious of their strategic competence and how to use it effectively.

5. Discussion

The evidence from this study clearly suggests that although the older adults represented lower proficiency levels (i.e., A1 and A2), they were very willing to communicate in English during the dyadic interaction. Both average and individual levels of WTC were very high, and, interestingly, nine students reported the maximum level of WTC. It may be deduced at this point that the seniors' openness to speak was strongly associated with the fact that age-advanced learners tend to enjoy FL communication as such because it brings about positive emotions, helps to eliminate social isolation, as well as fulfils their learning needs (cf. Derenowski 111–26).

In the present study, some third-agers acknowledged that communication in English was crucial and pair work boosted their motivation to speak. This confirms the fact that a partner and task type have a great impact on individual's WTC (e.g., Mystkowska-Wiertelak and Pawlak, *Willingness* 168) As stated by Cao and Philp, "WTC behaviour in pair work would be co-constructed with the interlocutor either pulling up or pulling down the speaker" (488). What this essentially means is that attentive and cooperative partners tend to play a positive role in shaping one's WTC level as they express the feeling of responsibility for successful completion of the task (Kang 284). Success, as a positive emotion, helps, in turn, to establish a supportive and mutually respectful classroom atmosphere which constitutes the core of adult education (Knowles et al. 52). Likewise, Dewaele believes that WTC may be boosted by "creating a friendly and sufficiently challenging and interesting

emotional classroom environment, and picking conversation topics that match the students' interests" (13).

The statistical data showed that the older adults' self-assessment of the task performance was relatively high. The learners admitted that the activity shaped their WTC in a positive manner because the information-gap activity involved both meaningful interactions and FL communication (cf. Borkowska, "Age-Advanced Learners" 11–17). One possible explanation is that, as previously mentioned, the third-agers chose familiar partners, and this fact might increase their security and confidence (e.g., Zhang, Beckmann, and Beckmann 233). In addition, the task seemed to be interesting as it was based on the idea of false identity, and, in fact, the senior students talked about themselves which is one of the most fundamental topics to discuss in later life (cf. Milewski and Kaczorowska-Bray 151). It is to be surmised that in order to foster older adults' WTC, the teachers should concentrate on such topics as family, everyday life, or practical issues, since they draw attention to their life experiences (Derenowski 132).

When it comes to the relationship between the two scales and selected sociodemographic variables, only two statistically significant results were found. The first was a strong negative correlation between the WTC level and the duration of English learning during English courses for seniors may suggest that there is an inconsistency of the older adults' opinions. On the one hand, they enjoyed participating in the task with familiar interlocutors, on the other hand, this finding can be interpreted as boredom or predictability while working with the same partner as usual during English classes. This might be in line with Mystkowska-Wiertelak's study where the opportunity to cooperate with a new partner stimulated engagement between younger adults ("Link" 108). In contrast, the second statistically significant correlation showed a strong positive relationship between the self-assessment scale and the length of learning English throughout life. This result might indicate that the participants' who had had long and past learning experiences appreciated the opportunity to cooperate with the partner during English classes because, from their perspective, they could practise the most fundamental skill, namely speaking (e.g., Oxford 11; Pawlak, Derenowski, and Mystkowska-Wiertelak 83). It is noteworthy that, as former students in formal education, the older adults used to attend teacher-centred FL classes where instructors followed the Grammar Translation Method, and, basically, there was no space for any interaction between peers (cf. Grotek 135).

As regards the last research question, it is evident that even though the participants appeared to apply quite a restricted repertoire of CSs in the course of the task performance, they could "maintain success despite linguistic flaws" (Piechurska-Kuciel and Szyszka 120). Most frequently, they employed retrieval which seemed to help them gain time to express thoughts, and, as stated by Ramírez Gómez, age-advanced learners "conduct themselves more slowly" (40). They experience a decline in general cognitive functioning and reduced working memory

capacity owing to deficits in inhibitory control (e.g., Pfenninger and Singleton 8–21). As a result, they need more time to compensate difficulties with memory recall that may potentially occur (cf. Posiadała 314). The older adults also applied self-repair and self-paraphrasing which showed their determination to use English accurately and to self-correct their mistakes. One possible corollary for this situation is that, as autonomous and self-directed learners, the third-agers self-reflected on their speaking performance (cf. Knowles et al. 43–47). Similarly, the employment of interactional strategies, namely asking for repetition and confirmation, may indicate the crucial role of the interlocutor and cooperation which was needed to successfully exchange information in the course of task performance (Dörnyei and Scott 199).

Although this study has offered important insights into age-advanced learners' in-class communicative behaviours, it is not without limitations. Firstly, it included older adults that had been taught by the same teacher, and it might be plausible to think that third-agers taught by different instructors would demonstrate a more heterogenous spectrum of WTC levels, as well as perceptions about the task itself. Secondly, the weakness of the research may be the participants' proficiency level, which was relatively low. This resulted in the choice of a rather simple exercise which might not have required a variety of CSs to complete. Thirdly, owing to the small sample size, the data analysis showed only two statistically significant correlations between the variables. It would be reasonable to repeat this study and explore other relationships between in-class WTC and different sociodemographic factors.

6. Conclusions

In spite of its limitations, the study certainly adds to a better understanding of the nature of older adults' in-class WTC in English. What should be highlighted is the fact that the seniors were willing to communicate even though their proficiency levels were relatively low. They had an authentic interest in speaking practice and cooperation with a peer. Therefore, a fundamental implication is that in order to develop senior learners' WTC, a mindful teacher ought to engage them in a variety of dyadic activities that might match their practical needs concerning real-life topics and natural communicative interactions. It is also apparent that openness to communicate in an FL among older adults is facilitated by a stress-free atmosphere, cooperative peers, and challenging tasks that arouse a genuine curiosity to perform a task. In effect, positive emotions may be generated, and, consequently, older adult learners are likely to develop new valuable bonds with their peers that potentially lead to numerous fruitful communicative interactions in English, both in-class and out-of-class. It is undoubtedly worthwhile to note that further research should be undertaken to scrutinize older adults' WTC in different tasks performed in a variety of patterns of interaction.

References

Baran-Łucarz, M. and A. Słowik-Krogulec. 2023. "Language Anxiety of Older Adults in an Online and In-Class EFL Course: Results of a Pilot Study." In: Baran-Łucarz, M., A. Czura, M. Jedynak, A. Klimas and A. Słowik-Krogulec (eds.). *Contemporary Issues in Foreign Language Education: English Language Education* 32. 213–52.

Borkowska, A. 2021. *Senior Learners' In-Class Willingness to Communicate in English* [Unpublished doctoral dissertation]. Pedagogical U of Cracow.

—. 2022. "The Relationship among Age-Advanced Learners' In-Class Willingness to Communicate in English, Intrinsic Motivation, Classroom Environment, and Teacher Immediacy—A Pilot Study." *Theory and Practice of Second Language Acquisition* 8.2. 1–25. https://doi.org/10.31261/TAPSLA.8989.

—. 2023. "The Relationship between Senior Learners' In-Class Willingness to Communicate in English, Intrinsic Motivation, Foreign Language Enjoyment, Classroom Environment, and Teacher Immediacy." *Annals of Arts* 71.10. 159–75. https://doi.org/10.18290/rh237110.11.

Cao, Y. 2011. "Investigating Situational Willingness to Communicate within Second Language Classrooms from an Ecological Perspective." *System* 39.4. 468–79.

Cao, Y. and J. Philp. 2006. "Interactional Context and Willingness to Communicate: A Comparison of Behavior in Whole Class, Group, and Dyadic Interaction." *System* 34.4. 480–93.

Carstensen, L. L. 1992. "Social and Emotional Patterns in Adulthood: Support for Socioemotional Selectivity Theory." *Psychology and Aging* 7.3. 331–8. https://doi.org/10.1037/0882-7974.7.3.331.

Carstensen, L. L., H. H. Fung and S. T. Charles. 2003. "Socioemotional Selectivity Theory and the Regulation of Emotion in the Second Half of Life." *Motivation and Emotion* 27.2. 103–23. https://doi.org/10.1023/A:1024569803230.

Derenowski, M. 2021. *Insights into Senior Foreign Language Education*. Bristol: Multilingual Matters.

Dewaele, J.-M. 2019. "The Effect of Classroom Emotions, Attitudes toward English, and Teacher Behaviour on Willingness to Communicate among English Foreign Language Learners." *Journal of Language and Social Psychology* 38.4. 523–35. https://doi.org/10.1177/0261927X19864996.

Dörnyei, Z. and M. L. Scott. 1997. "Communication Strategies in a Second Language: Definitions and Taxonomies." *Language Learning* 1.47. 173–210.

Gabryś-Barker, D. 2020. "Teaching Foreign Language to Seniors: Some Insights from Pre-Service EFL Teachers." *Linguística. Revista de Estudos Linguísticos da Universidade do Porto.* 157–70.

Gałajda, D. 2017. *Communicative Behaviour of a Language Learner. Exploring Willingness to Communicate*. Cham: Springer.

Grotek, M. 2018. "Student Needs and Expectations Concerning Foreign Language Teachers in Universities of the Third Age." In: Gabryś-Barker, D. (ed.). *Third Age Learners of Foreign Languages*. Bristol: Multilingual Matters, 127–44.

Jaroszewska A. 2013. *Nauczanie języków obcych seniorów w Polsce: analiza potrzeb i możliwości w aspekcie międzykulturowym*. Kraków: Impuls.

Jefferson, G. 2004. "Glossary of Transcript Symbols with an Introduction." In: Lemer G. H. (ed.). *Conversation Analysis: Studies from the First Generation.* Amsterdam: John Benjamins, 13–23.

Kacetl, J. and B. Klímová. 2021. "Third-Age Learners and Approaches to Language Teaching." *Education Sciences* 11.310. 1–9. https://doi.org/10.3390/educsci11070310.

Kang, S. J. 2005. "Dynamic Emergence of Situational Willingness to Communicate in a Second Language." *System* 33. 277–92.

Knowles, M. S. et al. 2020. *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development. Ninth Edition*. London and New York: Routledge.

MacIntyre, P. D. 2007. "Willingness to Communicate in the Second Language: Understanding the Decision to Speak as a Volitional Process." *The Modern Language Journal* 91.4. 564–76.

MacIntyre, P. D., et al. 1998. "Conceptualizing Willingness to Communicate in a L2: A Situational Model of L2 Confidence and Affiliation." *The Modern Language Journal* 82. 545–62.

MacIntyre, P. D., et al. 2001. "Willingness to Communicate, Social Support, and Language Learning Orientations of Immersion Students." *Studies in Second Language Acquisition* 23.3. 369–88.

Matusz, Ł. and M. R. Rakowska. 2019. "Self-Reported Difficulties in Learning English as a Second Language for Third-Age Students in Poland." *Theory and Practice of Second Language Acquisition* 5.1. 113–30.

McCroskey, J. C. 1992. "Reliability and Validity of the Willingness to Communicate Scale." *Communication Quarterly* 40. 16–25.

Milewski, S. and K. Kaczorowska-Bray. 2018. "Starość—jak widzi ją logopedia". In: Tłokiński, W., S. Milewski and K. Kaczorowska-Bray (eds.). *Gerontologopedia.* Gdańsk: Harmonia Universalis, 139–63.

Mystkowska-Wiertelak, A. 2016. "Dynamics of Classroom WTC: Results of a Semester Study." *Studies in Second Language Learning and Teaching* 6.4. 651–76.

—. 2021. "The Link between Different Facets of Willingness to Communicate, Engagement and Communicative Behaviour in Task Performance." In: K. Budzińska and O. Majchrzak (eds.). *Positive Psychology in Second and Foreign Language Education: Second Language Learning and Leaching.* Cham: Springer, 95–113. https://doi.org/10.1007/978-3-030-64444-4_6.

Mystkowska-Wiertelak, A. and M. Pawlak. 2014. "Fluctuations in Learners' Willingness to Communicate during Communicative Task Performance: Conditions and Tendencies." *Research in Language* 12.3. 245–60.

—. 2016. "Designing a Tool for Measuring the Interrelationships between L2 WTC, Confidence, Beliefs, Motivation, and Context." In: Pawlak, M. (ed.). *Classroom-Oriented Research: Second Language Learning and Teaching.* Cham: Springer, 19–37. https://doi.org/10.1007/978-3-319-30373-4_2.

—. 2017. *Willingness to Communicate in Instructed Second Language Acquisition: Combining a Macro- and Micro-Perspective.* Bristol: Multilingual Matters.

Niżegorodcew, A. 2016. "Studying English in Senior Years: A Psycholinguistic Perspective." In: Gałajda, D., P. Zakrajewski and M. Pawlak (eds.). *Researching Second Language Teaching: Studies in Honor of Danuta Gabryś-Barker.* Cham: Springer, 87–104.

Nunan, D. 1989. *Designing Tasks for the Communicative Classroom.* Cambridge: Cambridge UP.

Oxford, R. 2018. "A Developmental Perspective on Third-Age Learning." In: Gabryś-Barker D. (ed.). *Third Age Learners of Foreign Languages.* Bristol: Multilingual Matters, 3–18.

Pawlak, M. 2021. "Investigating Language Learning Strategies: Prospects, Pitfalls and Challenges." *Language Teaching Research* 25.5. 817–35. https://doi.org/10.1177/1362168819876156.

Pawlak, M., M. Derenowski and A. Mystkowska-Wiertelak. 2018. "The Use of Indirect Language Learning Strategies by Third-Age Learners." In: Gabryś-Barker D. (ed.). *Third Age Learners of Foreign Languages.* Bristol: Multilingual Matters, 76–90.

Pawlak, M. and R. L. Oxford. 2018. "Conclusion: The Future of Research into Language Learning Strategies." *Studies in Second Language Learning and Teaching* 8.2. 525–35. https://doi.org/10.14746/ssllt.2018.8.2.15.

Peng, J. E. 2013. "The Challenge of Measuring Willingness to Communicate in EFL Contexts." *The Asia-Pacific Education Researcher* 22.3. 281–90.

—. 2014. *Willingness to Communicate in the Chinese EFL University Classroom: An Ecological Perspective.* Bristol: Multilingual Matters.

Peng, J. E. and L. Woodrow. 2010. "Willingness to Communicate in English: A Model in the Chinese EFL Classroom Context." *Language Learning* 60.4. 834–76.

Pfenninger, S. E. and S. Polz. 2018. "Foreign Language Learning in the Third Age: A Pilot Feasibility Study on Cognitive, Socio-Affective and Linguistic Drivers and Benefits in Relation to

Previous Bilingualism of the Learner." *Journal of the European Second Language Association* 2.1. 1–13.

Pfenninger, S. and D. Singleton. 2019. "A Critical Review of Research Relating to the Learning, Use and Effects of Additional and Multiple Languages in Later Life." *Language Teaching* 52. 1–68. https://doi.org/10.1017/S0261444819000235.

Piechurska-Kuciel, E. 2021. "Positive Predictive Value of Extraversion in Diagnosing L2 WTC." In: Zarrinabadi N. and M. Pawlak (eds.). *New Perspectives on Willingness to Communicate in a Second Language. Second Language Learning and Teaching.* Cham: Springer, 135–53. https://doi.org/10.1007/978-3-030-67634-6_7.

Piechurska-Kuciel, E. and M. Szyszka. 2018. "Compensatory Strategies in Senior Foreign Language Students." In: Gabryś-Barker, D. (ed.). *Third Age Learners of Foreign Languages.* Bristol: Multilingual Matters, 108–26.

Przybył, J. and M. Pawlak. 2023. *Personality as a Factor Affecting the Use of Language Learning Strategies: Second Language Learning and Teaching.* Cham: Springer. https://doi.org/10.1007/978-3-031-25255-6_2.

Posiadała, K. 2017. "Stosowanie strategii komunikacyjnych przez polskich seniorów uczących się języka niemieckiego jako obcego na przykładzie opiekunów osób starszych." *Konińskie Studia Językowe* 5.3. 303–21. https://doi.org/10.30438/ksj.2017.5.3.1.

Ramírez Gómez, D. 2016. *Language Teaching and the Older Adult: The Significance of Experience*. Bristol: Multilingual Matters.

Rzadkiewicz, M. and M. Łazarewicz. 2018. "Komunikacja ze starszymi osobami w kontekście relacji społecznych." In: Tłokiński, W., S. Milewski and K. Kaczorowska-Bray (eds.). *Gerontologopedia.* Gdańsk: Harmonia Universalis, 180–98.

Słowik-Krogulec, A. 2019. "Developing Efficient Foreign Language Classroom Environments for Older Adult Learners." *Journal of Education Culture and Society* 2. 189–200. https://doi.org/10.15503/jecs20192.189.200.

Tarone, E. 1980. "Communication Strategies, Foreigner Talk and Repair in Interlanguage?" *Language Learning* 30. 417–31.

Tomaszewska-Hołub, B. 2019. "Stereotypizacja starości—wybrane przejawy ageizmu." *Cywilizacja i Polityka* 17.17. 90–101.

Weaver, C. 2005. "Using the Rasch Model to Develop a Measure of Second Language Learners' Willingness to Communicate within a Language Classroom." *Journal of Applied Measurement* 6. 396–415.

Zhang, J., N. Beckmann and J. F Beckmann. 2018. "To Talk or Not to Talk: A Review of Situational Antecedents of Willingness to Communicate in the Second Language Classroom." *System* 72. 226–39. https://doi.org/10.1016/j.system.2018.01.003.