

Third Age Learners of Foreign Languages



Contents

Contributors	vii
Introduction: The Background <i>Danuta Gabryś-Barker</i>	xiii
Part 1: Foreign Language Learning in the Third Age	
1 A Developmental Perspective on Third-Age Learning <i>Rebecca L. Oxford</i>	3
2 Really Late Learners: Some Research Contexts and Some Practical Hints <i>David Singleton</i>	19
3 The Interactional Challenge: L2 Learning and Use in the Third Age <i>David W. Green</i>	31
4 Research on Second Language Acquisition in Old Adulthood: What We Have and What We Need <i>Maria Kliesch, Nathalie Giroud, Simone E. Pfenninger and Martin Meyer</i>	48
5 The Use of Indirect Language Learning Strategies by Third-Age Learners: Insights from a Questionnaire Study <i>Mirostaw Pawlak, Marek Derenowski and Anna Mystkowska-Wiertelak</i>	76
6 Balance and Coordination vs Reading Comprehension in L2 in Late Adulthood <i>Monika Grotek and Agnieszka Ślęzak-Świat</i>	91

- 7 Compensatory Strategies in Senior Foreign Language Students 108
Ewa Piechurska-Kuciel and Magdalena Szyszka

Part 2: Foreign Language Pedagogy in the Third Age

- 8 Student Needs and Expectations Concerning Foreign Language Teachers in Universities of the Third Age 127
Monika Grotek

- 9 Identifying the Characteristics of Foreign Language Teachers Who Work with Senior Learners 145
Marek Derenowski

- 10 Teaching English to Senior Students in the Eyes of Teacher Trainees 161
Anna Nizęgorodcew

- 11 Enhancing Language Awareness in Migrants' Third Age to Promote Well-Being 176
Anna Pot, Merel Keijzer and Kees de Bot

- Concluding Comments and a Way Forward 201
Danuta Gabryś-Barker

- Index 209