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LANGUAGE AS A TOOL FOR SOCIAL INTEGRATION: THE ROLE OF LANGUAGE EDUCATION IN ACTIVE AGEING*

Introduction: Language education plays a pivotal role in the process of active ageing, serving as an effective tool for social integration and a means of counteracting social exclusion of older adults. Foreign language learning not only stimulates cognitive engagement but also strengthens seniors' social capital by fostering interpersonal relationships, promoting self-development, and enabling meaningful participation in community life.

Research Aim: The aim of this study is to explore older adults' experiences of language learning – particularly English – in non-formal settings, focusing on how participation in language courses influences their social inclusion, development of interpersonal relationships, and active engagement in society.

Method: Data were collected through focus group interviews with 25 older adults attending English language courses at Universities of the Third Age in Kielce and Warsaw. The study employed reflexive thematic analysis to investigate participants' motivations, experiences, and perceptions of language learning in later life.

Results: The findings reveal that older learners are primarily motivated by the desire for social interaction, meaningful leisure, and self-expression. Language learning is perceived as a socially enriching experience that enhances confidence, reduces isolation, and fosters a sense of belonging within peer groups. A classroom is described not only as a place of learning but as a safe social space that supports emotional well-being and community engagement.

Conclusions: In the context of demographic change and ongoing age-related social challenges, language education emerges as a powerful instrument for promoting social participation, relational well-being, and psychological resilience among older adults. These findings underscore the importance of recognising the social dimensions of later-life language learning as integral to holistic approaches to active ageing.

Keywords: active ageing, language education, social interaction, older adults, qualitative research, social inclusion

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INTRODUCTION

In light of dynamic demographic changes and population ageing, the concept of active ageing is gaining increasing importance. Previous research on language education among older adults has largely focused on its cognitive and psychological benefits (Bąk et al., 2014, 2016; Bialystok et al., 2014; van der Ploeg et al., 2025). However, language learning also plays a key social role – enabling older adults to sustain relationships, engage with their communities, and counteract social isolation. While existing studies have addressed various aspects of ageing and education, limited attention has been paid to how language learning – particularly in non-formal settings – supports older adults’ social engagement and sense of inclusion. Moreover, few studies have focused on learners’ own perceptions of the benefits and meanings associated with language learning in later life. The aim of this study is to explore older adults’ experiences of language learning – particularly English – in non-formal settings, focusing on how participation in language courses influences their social inclusion, development of interpersonal relationships, and active engagement in society. The study focuses on participants attending non-formal English courses in Poland and investigates how group-based learning environments support active ageing through social interaction and cognitive stimulation.

In recent years, there has been a global shift in the perception of old age. With the growing number of older adults, improvements in their health, and greater opportunities for meaningful leisure, old age is no longer viewed as a passive stage marking the end of life (Barbaccia et al., 2022; Wu & Chao, 2023). Many older individuals now perceive retirement as time for growth and self-fulfillment – a period of positive adjustment to naturally occurring life changes (Barbaccia et al., 2022; Wu & Chao, 2023). Recognizing old age as a life stage, still full of potential, encourages the search for new forms of activity among older adults. Here, the concept of active ageing plays a key role, encompassing, among other aspects, development of language competencies as a means of fostering social integration.

The term *active ageing* was introduced in the 1990s to highlight the link between physical activity and well-being of older adults (World Health Organization, 1994). The global trend of population ageing led to a shift away from earlier life-cycle perspectives in which later life was associated with the lack of engagement (Boudiny & Mortelmans, 2011). Today, language education is considered to be part of lifelong learning. Moreover, Polish sociologists predict that the 21st century will bring about the emancipation of the so-called “third-age generation” in Poland, which has thus far been constrained by socioeconomic conditions and persistent stereotypes (Piechota, 2020). According to data from Central Statistical Office (GUS, 2022), language courses are among the most popular skill-development programmes for older adults in the country. In 2021, nearly 3,300 older adults participated in foreign language courses (GUS, 2022).

RESEARCH PROBLEM AND AIM

When discussing the issue of language education among older Polish adults, it is essential to first establish the terminological framework that defines the target age group. Definitions of “older adults” vary across European countries, as do the thresholds marking the onset of late adulthood – these are often determined by social policies of each country, including retirement age regulations. In Poland, old age is commonly considered to begin around the age of 65, when men become eligible for retirement, whereas women currently have the option to retire at 60. Scholarly literature uses various terms to describe this demographic group. In academic and public discourse in the United States and Western Europe, the term *older adult* is generally preferred, while the term *senior* is often avoided due to its association with negative age-related stereotypes. In contrast, the term *senior* remains widely accepted in Poland and is commonly used in both academic publications and official government programmes aimed at older individuals. In the Polish academic and social context, this term does not carry a pejorative connotation and is not perceived as discriminatory or politically incorrect – this applies to both English-language and Polish-language materials.

Despite positive changes observed since the early 21st century – such as increased educational engagement of Polish seniors – the public image of older adults continues to be shaped by persistent stereotypes (Grotek, 2018; Świdzka & Kapszewicz, 2015). Yet, like all age groups, older adults constitute a highly heterogeneous population and should not be judged through the lens of prejudice. Common stereotypes associated with ageing undoubtedly affect various aspects of an individual’s social life and may act as catalysts for age-based discrimination. Research by Palmore (2001) confirms that ageism arises when distorted stereotypes and biases are directed toward a specific age group. Coined by Butler (1980), the term *ageism* is most commonly defined as a form of discrimination based on age, involving unfair treatment of individuals due to their chronological age. Additionally, ageism encompasses stereotypes, biases, and discrimination not only *against* but sometimes even *in favour of* people on the basis of age (Ayalon & Tesch-Römer, 2018, p. 1). Besides age-related stereotyping, key factors contributing to the emergence of ageism include *gerontophobia* (a fear of older people, often intertwined with a fear of death) and changes in family structure that weaken emotional bonds and increase intergenerational distance, resulting in a growing cognitive and social disconnect between generations (Tomaszewska-Hońub, 2019). These factors may adversely affect well-being of older adults. A study conducted by Nowakowska (2018) showed that individuals who experience ageism tend to report lower self-esteem and reduced self-confidence. Moreover, being surrounded by ageist stereotypes may lead older individuals to internalise these biases – a phenomenon known as *self-ageism* (van Kampen et al., 2023).

Marginalisation of older adults refers to situations in which individuals or groups are excluded from, or do not actively participate in, established social structures or institutions (Kwaśniewski, 1997, pp. 197–198). It is manifested in attitudes, beliefs, and perceptions regarding living conditions, life opportunities, and one's potential to engage in social activity. Older people are often denied full realisation of their rights, which makes it more difficult for them to advocate for their social entitlements and limits their participation in community affairs.

In light of these challenges, learning a foreign language becomes not only a means of enhancing communicative competence but also a strategy for resisting marginalisation. It opens up spaces where older adults are seen, heard, and socially validated. Participation in language courses – particularly those organised by Universities of the Third Age – enables older adults to build new relationships, exchange experiences, and develop a sense of community, thereby improving their social well-being. Through active language learning, older individuals can overcome age-related barriers, strengthen interpersonal skills, and engage more fully in society, all of which are essential elements in the process of active ageing.

In recent years, the Polish government has implemented several initiatives to promote social participation among older adults, including programmes carried out in the periods 2012-2013 and 2014-2020, which complemented the *Long-Term Senior Policy for 2014-2020*. One of the main types of institutions facilitating educational participation for older adults in Poland is the Universities of the Third Age (U3A), which operate in line with the French model (Czerniawska, 2009). At present, there are approximately 640 U3As in Poland, serving nearly 90,000 learners (GUS, 2023). Most Polish U3As accept retired individuals aged 60 or older. On a broader societal level, there is a strong and growing trend among Poles toward lifelong learning, which may significantly contribute to the quality of life and overall well-being in later stages of life (Czapiński & Błędowski, 2014). Still, despite increasing popularity of lifelong learning initiatives in Poland and beyond, specific mechanisms through which language education fosters social integration in later life remain underexplored. There is a need for deeper qualitative insight into how older adults experience, interpret, and emotionally invest in language learning as a relational and social practice. The study seeks to understand older adults' experiences of language learning – particularly English – in non-formal settings. It focuses on how participation in language courses influences their social inclusion, development of interpersonal relationships, and active engagement in society. Drawing on data from focus group interviews with participants in Polish Universities of the Third Age, the study adopts a qualitative, reflexive approach to investigate learners' motivations, needs, and perceived outcomes related to language education.

MATERIALS AND METHODS

This study is part of a larger PhD dissertation project. It employed a qualitative approach using focus group interviews. The interviews were conducted in May and June 2022 with older adults who responded to open-ended questions. Each interview lasted approximately one hour. During the interviews, the author took detailed notes, including comments on participants' reactions to questions and general behaviour.

Focus group methodology was chosen because, like individual interviews, it empowers participants to influence the direction of the discussion (Bennett, 2002; George & Bennett, 2005). Unlike one-on-one interviews, focus groups can reveal discrepancies, diverse experiences, perspectives, and attitudes within a group (Bennett, 2002; Hyden & Burlow, 2003), enabling richer understanding of the subject. According to Morgan (1996, p.130), focus groups collect data through group discussions on topics selected by the researcher. This method has been widely used in various fields, including sociology and gerontology, partly due to its ability to "give voice" to marginalized groups (Morgan, 1996, p.133). Thus, focus group interviews were deemed appropriate for researching older adults in Poland.

Participants were asked three open-ended questions related to their language learning experiences in late adulthood:

1. What motivated you to enrol in an English course in later adulthood?
2. Which language skills do you find most useful in your everyday social interactions?
3. How do you feel about group versus individual activities during the course?

These questions were designed to capture participants' experiences during the learning process and their perceptions of the social aspects of language learning.

Table 1 below provides an overview of the number of participants who took part in each interview.

Table 1
Participants of focus group interviews

	Interview 1	Interview 2	Interview 3	Interview 4
Number of participants	7	6	6	6

Note. Author's own study.

The study involved 25 participants aged 63–76 (mean age: 69.5), including four men and 21 women. Four focus group interviews were conducted, each lasting about one hour. Participants were recruited through contact with language teachers working with older adults at the Universities of the Third Age. Participants were selected using purposive sampling to ensure they met the inclusion criteria

of being aged 60 or older and actively attending non-formal English courses. This sampling strategy enabled selection of participants able to provide rich and relevant perspectives on the research topic.

Most participants (20 out of 25) lived in large cities, four were from smaller towns, and two individuals were from rural areas, reflecting limited availability of language education for older adults in rural settings. All had been learning English at a University of the Third Age in Polish cities (Kielce and Warsaw) for 1-3 semesters. Their English proficiency was basic. Nineteen participants held university degrees, and six had secondary education.

The study received formal approval from the university's Ethics Committee for Research Involving Human Participants (Decision No. 1/2020-2021/2), which confirmed that the research tools and procedures complied with ethical standards. Documentation including informed consent forms, GDPR compliance procedures, and protocols for confidentiality and anonymization were developed and implemented before data collection. Participants were fully informed about the research purpose and scope and could withdraw at any time.

DATA ANALYSIS

A reflexive Thematic Analysis (TA) approach (Braun & Clarke, 2006, 2021) was selected to analyse the qualitative interview data. This method involves identifying patterns of meaning shared across data segments, organized around central themes. The analysis followed Braun and Clarke's six-phase recursive process:

1. Familiarization with the data: Reading and re-reading interview notes to gain deep understanding and identify initial patterns.
2. Generating initial codes: Systematically coding significant features to organize data into meaningful units.
3. Searching for themes: Grouping codes into potential themes representing overarching ideas and issues.
4. Reviewing themes: Checking themes' coherence and alignment with the data; merging, splitting, or discarding themes as necessary.
5. Defining and naming themes: Refining themes to capture their specific meanings and the narratives they convey.
6. Producing the report: Finalizing the thematic structure and illustrating themes with anonymized participant quotes, identified by unique codes (e.g., participant number, age, gender) to preserve confidentiality and show the diversity of perspectives (Braun & Clarke, 2021, p. 39).

RESULTS

Themes Emerging from the Data

Reflexive thematic analysis of the focus group interviews revealed four key themes that encapsulate the participants' experiences and perceptions of language learning in later adulthood. First, Motivations for Language Learning emerged as a prominent theme, reflecting both cognitive aspirations such as maintaining mental agility and social motivations including building connections and reducing loneliness. Second, the theme, called Social Inclusion and Interpersonal Bonds highlighted how learning English facilitated formation of new friendships, expanded social networks, and fostered a sense of belonging within the learning community. Third, participants emphasized Active Participation and Empowerment, illustrating how engagement in language courses enhanced their sense of agency, self-confidence, and ongoing involvement in social life. Lastly, the theme we call Preferences for Group-Based Learning and Emphasis on Speaking and Listening Skills underscored the importance of collaborative, interactive learning environments that support motivation and provide practical opportunities to develop communicative competence. Together, these themes provide a holistic understanding of how language education supports older adults cognitively, socially, and emotionally. The following sections will explore each theme in detail.

Motivations for Language Learning

Motivation emerged as a crucial element in the process of later-life language learning. While a variety of factors influenced the participants' engagement, three dominant motivational categories were identified – each of which underscores the role of language learning as a means of maintaining and strengthening social bonds. First and foremost, having family members living abroad was a significant source of motivation. Many older adults expressed a desire to feel more confident when visiting their relatives in other countries and to establish meaningful communication with grandchildren who often do not speak Polish fluently. In this context, language learning was not merely a practical endeavour but a way to bridge generational and transnational divides, allowing seniors to maintain close ties with loved ones and actively participate in their family networks.

Travel-related motivations also highlighted the social function of language. Respondents described their need to use English in hotels, at airports, and during holiday trips, with statements such as:

“I quite often travel to various places, so I want to be able to communicate in hotels and at airports” (P2, F, 71), or “When I go on holiday, I want to be able to use English at hotels or when I go shopping” (P1, F, 65). Participant information in parentheses includes interviewee number, participant's gender (F – female, M – male), and age. For example: (P2, F, 71) refers to a female participant number 2, aged 71. Although these motivations appear pragmatic, they also reflect the underlying as-

piration to engage socially and independently in international environments. The goal was not to achieve linguistic perfection, but to acquire enough communicative competence to function comfortably and interact with others while abroad. Another participant claimed: “I do not expect to be fluent in English at my age – I just want to be able to communicate when I travel” (P6, M, 68). Another motivational factor was availability of free time after retirement, which enabled seniors to pursue long-neglected interests. For many, participating in language courses was not only a cognitive activity but also a form of structured social engagement: “I have a lot of free time now, so I can finally focus on my hobbies, including language learning” (P10, F, 69). Others emphasized the value of shared learning experiences within the framework of the University of the Third Age (U3A), where the courses provided not just education but also a sense of community.

Social Inclusion and Interpersonal Bonds

When asked why they enrolled in a language course in late adulthood, participants identified four key motivations: getting to know other seniors, engaging in meaningful leisure activities, pursuing self-development, and preparing for travel. Among these, the opportunity to build relationships and share life experiences with peers was most frequently mentioned. Respondents stressed the importance of connecting with people in a similar life stage:

“I’m glad that at the U3A I got to know a lot of interesting people my age, with whom I meet also after classes” (P9, F, 70), or “I made a lot of new friends here, who have similar interests and problems” (P5, F, 68). Others noted the emotional support that peer interactions provided:

“It’s important that I have a chance to share my problems and doubts with other seniors who understand me well” (P15, F, 73). Peer interaction frequently functioned as a buffer against loneliness and a source of emotional stability, contributing significantly to participants’ sense of social inclusion and belonging.

Active Participation and Empowerment

For many, learning English in later life was more than a leisure pursuit – it was a way to maintain a sense of agency and stay engaged in the world. The act of learning itself was viewed as empowering, and the development of communicative skills supported everyday autonomy.

Speaking and listening were perceived as particularly valuable tools for maintaining independence and engaging with the environment:

“Listening and speaking help me stay in contact with others, get around the city, and handle everyday matters” (P20, F, 71), “Speaking is difficult for me because I’m a shy person, but it’s also the most important – I want to connect with people” (P16, F, 66).

For others, language learning was a strategy for breaking out of passivity or social withdrawal:

“I am learning mainly for myself now, but I want to be able to speak with other people.” (P21, M, 68), “I need English when I travel to see my family – I want to understand and be understood” (P18, F, 72). These comments suggest that language learning fostered a sense of control and relevance in daily life, aligning closely with broader goals of active ageing.

Preferences for Group-Based Learning and Emphasis on Speaking and Listening Skills

When discussing preferred classroom formats, the majority of participants expressed a strong preference for group-based instruction. Group learning was described as more comfortable and less stressful than individual lessons:

“I prefer group classes; one-to-one lessons with the teacher are more demanding. I tried individual classes twice, but they were too stressful for me and I stopped attending.” (P12, M, 67)

The group setting also supported cooperation and peer assistance:

“We can exchange ideas and views on different topics” (P13, F, 71), “I help when someone has trouble understanding the task” (P2, F, 71), or “I like giving others advice on how to complete exercises” (P14, F, 74). Such statements underscore the collaborative and emotionally supportive nature of group learning environments. Group classes served as both a space for language practice and a context for community building.

While some participants reported minor difficulties – such as background noise or uneven participation – they still viewed group formats as largely beneficial. Several participants appreciated how teachers fostered inclusiveness:

“The teacher simply asked a question and appointed someone to answer, while the rest of us could listen, reflect, and compare our own answers.” (P10, F, 69)

Though a few participants mentioned a preference for individual instruction due to tailored pacing or specific needs, these comments were often qualified by concerns about cost: individual lessons – especially with native speakers – were seen as financially inaccessible.

DISCUSSION

The findings of this study reinforce the understanding of language learning in later adulthood as a multifaceted experience – one that transcends mere cognitive stimulation or skill acquisition. In line with previous research (e.g., Gabryś-Barker, 2018; Klimczak-Pawlak & Kossakowska-Pisarek, 2018), language education for older adults serves as both a tool for personal growth and a medium for en-

hancing social integration, emotional well-being, and a sense of belonging. For the participants in this study, attending English courses was not simply about learning a language – it was about re-engaging with life in meaningful and socially connected ways.

The theme, called Motivations for Language Learning illustrates a strong influence of relational and experiential factors in shaping older adults' decisions to begin or continue language education. Similar to the findings by van der Ploeg et al. (2023) and Schiller & Dorner (2022), this study confirms that older learners are often driven by affective and social motives – such as the desire to communicate with family abroad, to travel independently, and to pursue long-postponed personal goals following retirement. These motivations echo earlier observations by Grotek (2018) and Słowik-Krogulec (2019), who emphasized the importance of clearly defined goals and social engagement in sustaining older learners' motivation.

The findings further demonstrate that older adults' motivations to learn a foreign language are predominantly socially oriented. The desire to stay connected with children and grandchildren abroad, to share experiences with peers, and to remain active and engaged in society plays a central role in sustaining their learning engagement. This supports previous research (e.g., Grotek, 2018; van der Ploeg et al., 2023) that highlights motivation as a dynamic and context-sensitive construct in older adult education.

The emphasis on Speaking and Listening for Everyday Communication is consistent with the broader trend among older learners to prioritise oral language use over written skills (Kacetyl & Klímová, 2021). In the current study, participants perceived speaking and listening as gateways to maintaining autonomy, participating in daily interactions, and staying connected with others – especially during travel or family visits abroad. These preferences underscore the importance of functional, real-life communication as both a practical and social necessity in later life. Participants' strong preference for speaking and listening as target skills confirms earlier findings by Kacetyl and Klímová (2021) and reflects the need for immediate, functional communication in daily and social contexts.

The third theme, Language Learning as Empowerment and Participation, resonates with earlier findings that associate language learning with enhanced self-efficacy, confidence, and agency (Gabryś-Barker, 2018). Participants frequently described how engaging in language classes helped them combat feelings of isolation or passivity, providing a sense of purpose and direction. These findings also align with the concept of lifelong learning as a form of active ageing – an idea present in both national and international frameworks promoting educational participation among older adults.

Finally, the theme of Group-Based Learning as a Social Anchor underscores the value of collaborative and peer-supported learning environments. Echoing

findings by Klimczak-Pawlak and Kossakowska-Pisarek (2018), respondents described group classes as emotionally safe, socially engaging, and pedagogically motivating. Group learning not only supported cognitive development but also fulfilled older adults' need for social interaction, shared experience, and emotional support. Similarly, the value placed on group-based learning formats aligns with studies by Gabryś-Barker (2018) and Klimczak-Pawlak & Kossakowska-Pisarek (2018), showing how language classrooms become spaces of social belonging, mutual support, and shared growth. While individual instruction was occasionally preferred, it was often viewed as less accessible and more isolating, reaffirming the importance of community-centred learning settings.

CONCLUSIONS

Taken together, these themes show how non-formal language education functions as a vital source of empowerment, inclusion, and relational connection for older adults. The participants' experiences provide further support for a sociolinguistic and holistic view of language education – one that values not only linguistic outcomes but also psychosocial benefits. In doing so, the study affirms the importance of designing later-life learning opportunities that support both cognitive vitality and emotional resilience.

This study contributes to the growing body of research that views foreign language learning in later life not merely as an intellectual challenge but as a socially and emotionally enriching experience. Participants' voices underscore the multifaceted value of language education. Namely, it enables meaningful communication with family and peers, facilitates independent travel, fosters self-confidence, and reinforces a sense of community.

Overall, these findings support a sociolinguistic and learner-centred approach to language education for older adults. Future educational programs should recognize and build upon the social and emotional motivations of learners, promote collaborative learning environments, and focus on functional communication skills that support real-life interaction and autonomy. By doing so, language education can become a powerful tool not only for cognitive engagement but also for promoting active ageing, resilience, and lifelong social integration.

LIMITATIONS

While this study offers valuable insights into the role of language education as a tool for social integration in later life, it has certain limitations inherent to qualitative research. As the data was derived exclusively from focus group interviews,

the findings reflect a specific shared context and may not capture the full range of individual experiences. Moreover, thematic interpretations were shaped by the researcher's positionality and analytical lens, as is typical in reflexive thematic analysis. While this approach allows for depth and nuance, it does not aim for generalisability in a statistical sense. Future studies might expand the scope by incorporating individual interviews or by comparing diverse institutional and cultural settings to further explore the relational dimensions of later-life language learning. Nonetheless, the present study suggests that language education should be recognised not only as cognitive stimulation, but as a powerful tool for enhancing social participation and combating age-based exclusion.

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JĘZYK JAKO NARZĘDZIE INTEGRACJI SPOŁECZNEJ: ROLA EDUKACJI JĘZYKOWEJ W AKTYWNYM STARZENIU SIĘ

Wprowadzenie: Edukacja językowa odgrywa kluczową rolę w procesie aktywnego starzenia się, stanowiąc skuteczne narzędzie integracji społecznej i przeciwdziałania wykluczeniu osób starszych. Nauka języka obcego nie tylko stymuluje aktywność poznawczą, ale przede wszystkim wzmacnia kapitał społeczny seniorów poprzez budowanie relacji międzyludzkich, wspieranie rozwoju osobistego oraz umożliwienie znaczącego uczestnictwa w życiu społecznym.

Cel badań: Celem niniejszego badania jest zbadanie doświadczeń osób starszych związanych z nauką języków obcych — w szczególności angielskiego — w nieformalnych formach edukacji, ze szczególnym uwzględnieniem tego, jak udział w kursach językowych wpływa na ich integrację społeczną, rozwój relacji interpersonalnych oraz aktywne uczestnictwo w życiu społecznym.

Metoda badań: Dane zebrano za pomocą wywiadów fokusowych z 25 osobami starszymi uczęszczającymi na kursy języka angielskiego na Uniwersytetach Trzeciego Wieku w Kielcach i Warszawie. Do analizy motywacji, doświadczeń i postrzegania nauki języka w późniejszym wieku zastosowano refleksyjną analizę tematyczną.

Wyniki: Wypowiedzi uczestników wskazują, że głównym czynnikiem motywującym do nauki języka obcego była potrzeba interakcji społecznej, wartościowe spędzanie czasu wolnego oraz chęć wyrażania siebie. Uczestnicy postrzegali naukę języka jako doświadczenie wzbogacające społecznie, zwiększające pewność siebie, zmniejszające poczucie izolacji i wzmacniające po-

czucie przynależności do grupy rówieśniczej. Klasa językowa została określona nie tylko jako miejsce nauki, lecz również jako bezpieczna przestrzeń społeczna, sprzyjająca dobrostanowi emocjonalnemu i zaangażowaniu we wspólnotę.

Wnioski: W kontekście zmian demograficznych i wyzwań związanych z wiekiem, edukacja językowa jawi się jako skuteczne narzędzie wspierania uczestnictwa społecznego, relacyjnego dobrostanu i odporności psychicznej osób starszych. Wyniki badania podkreślają konieczność dostrzegania społecznego wymiaru edukacji językowej jako istotnego elementu holistycznych strategii wspierających aktywne starzenie się.

Słowa kluczowe: aktywne starzenie się, edukacja językowa, interakcje społeczne, osoby starsze, badania jakościowe, integracja społeczna