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PARECER A

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SUMMARY FOR THE EDITOR

The article offers a timely and relevant analysis of the impacts of war contexts on the formation of students' national linguistic identity, underscoring the importance of the topic in light of social crises, forced migration, and changes in educational environments. The introduction clearly presents the research problem and objectives, supported by an updated theoretical framework. The manuscript is well-structured, featuring a comprehensive literature review, a pertinent methodology, and results organized into categories that highlight the main challenges faced by students—such as war-related stress, the risk of cultural assimilation, and difficulties in accessing education.

Although the methodology would benefit from greater detail and some recommendations could be further developed, the article makes significant contributions to the fields of applied linguistics and education in crisis contexts. The social and scientific relevance of the topic, combined with its solid theoretical and practical articulation, supports the recommendation for publication with minor revisions.

ARTICLE ANALYSIS

INTRODUCTION

The construction of students' national linguistic identity is a pressing issue that affects the preservation of national identity and societal stability. The introduction effectively underscores the relevance of the proposed theme, focusing on the emergence and preservation of national linguistic identity as a key factor in protecting a society's cultural identity, particularly in war contexts.

- The problem is clearly defined;
- The theoretical foundation is up-to-date;
- The study's objectives are well-formulated and coherent with the research problem.

CRITICAL ANALYSIS

The article addresses a highly relevant and contemporary topic with the potential to make a significant contribution to applied linguistics, education, and crisis studies. The structure is well-defined, with sections that comprehensively address the core components of scientific research.

STRENGTH OF THE ARGUMENT

The results are relevant and well-structured, organizing key findings into categories such as war-related stress, migration, access to education, technology use, and behavioral

changes. Moreover, the final discussion is closely aligned with the results, extending the analysis by suggesting practical actions for the education sector, with a focus on strategies to preserve students' linguistic identity in unstable contexts.

Finally, the conclusion synthesizes the research's main findings and reinforces the need for educational strategies that integrate cultural, psychological, and technological dimensions to preserve linguistic identity in crisis situations.

LIMITATIONS AND OPPORTUNITIES

The research provides a pertinent and timely investigation of the effects of crisis contexts on linguistic identity. However, certain aspects could be improved:

- In the introduction, the relationship between the study's objectives and the adopted methodology should be clarified;
- The Methodology section lacks important details about the criteria used to select the analyzed documents;
- Some points remain broadly described, such as "problems with access to education," without deeper engagement with empirical data or concrete examples;
- The conclusion could move beyond general suggestions and present more actionable recommendations for educational institutions.

ENGAGEMENT WITH OTHER AUTHORS

Burns (2024) and Helal (2023) emphasize the necessity of supporting mother tongue preservation during social crises as a means of maintaining identities and strengthening cultural ties. Helal (2023) further discusses language planning policies and their impact on individual identities in times of crisis. In the same domain, Batsurovska et al. (2021) highlight the importance of competency-based educational environments for students' linguistic and cultural development.

Gadakchyan et al. (2023) explore the role of media technologies in second language learning, focusing on distance education as an essential tool. Mezentseva et al. (2023) underscore the need to integrate cultural components into language teaching, based on analyses of technical students' linguistic behavior. Kokarieva and Pryshupa (2022) examine how educational information environments contribute to successfully shaping linguistic identity.

Complementing these perspectives, Manakbayeva (2023) investigates the role of moral values in complex social systems, linking them to the preservation of national language as the foundation of identity in crisis contexts. Finally, Xu (2024) examines linguistic exchanges in student mobility and advocates for investment in "linguistic entrepreneurship," highlighting the strategic importance of national language in a globalized world.

CURRENT RELEVANCE

Discussing the construction of students' national linguistic identity in war contexts is both urgent and strategic, as it concerns the protection of cultures, the autonomy of peoples, educational inclusion, and the strengthening of peace through recognition of linguistic diversity as a civilizational asset.

FINAL REMARKS

The article provides a relevant and timely analysis of the construction of students' national linguistic identity in war and crisis contexts. The introduction is clear, with well-defined objectives and an updated theoretical foundation. While the methodology is appropriate, it could be enhanced with more detail regarding document selection and deeper engagement with empirical data.

The results are consistent, well-organized into meaningful thematic categories, and supported by a contemporary and relevant bibliography. Both the discussion and conclusion reinforce the importance of preserving linguistic identity in unstable situations, though they could include more actionable recommendations for educational practice.

In terms of scientific contribution, the article stands out for addressing a current and underexplored topic with potential impact on applied linguistics, education, and public policy. Publication is recommended with minor revisions, particularly in the methodological detail and practical applicability of the final recommendations.

MANDATORY REVISIONS

We request that all revisions be highlighted in yellow in the manuscript text. Key aspects to be addressed include:

- Clarifying the connection between objectives and methodology in the introduction;
- Adding details about document selection criteria in the Methodology section;
- Providing deeper engagement with empirical data, particularly regarding "problems with access to education";

Expanding the conclusion to include more specific and actionable recommendations for educational institutions.

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