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## LANGUAGE INTEGRATION OF INTERNALLY DISPLACED STUDENTS: CHALLENGES AND ADAPTATION PRACTICES

*INTEGRAÇÃO LINGÜÍSTICA DE ESTUDANTES DESLOCADOS INTERNAMENTE: DESAFIOS E PRÁTICAS DE ADAPTAÇÃO*

*INTEGRACIÓN LINGÜÍSTICA DE ESTUDIANTES DESPLAZADOS INTERNOS: DESAFÍOS Y PRÁCTICAS DE ADAPTACIÓN*

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**ABSTRACT:** This study investigates the linguistic adaptation process of internally displaced Ukrainian students in the European Union, in a context of large-scale forced migration caused by war. The research's relevance stems from the unprecedented scale of this migratory flow and the essential role of language proficiency in educational integration. The objective is to propose a comprehensive approach to linguistic support and identify effective practices inspired by the European experience. The methodology combines quantitative analysis of data from the EU Agency for Fundamental Rights with a qualitative synthesis of theories on acculturation, multilingualism, and translanguaging. The study develops a predictive model of technological support that meets the individual needs of migrants based on age, language level, and professional status. Its originality lies in the creation of the first integrated model of linguistic support for displaced students, offering relevant contributions to the fields of applied linguistics, educational policy, and migration studies.

**KEYWORDS:** Language adaptation. Internally displaced persons. Students. Acculturation. Multilingualism.

**RESUMO:** Este estudo investiga o processo de adaptação linguística de estudantes ucranianos deslocados internamente na União Europeia, em um contexto de migração forçada em larga escala causada pela guerra. A relevância da pesquisa decorre da dimensão inédita desse fluxo migratório e do papel essencial da proficiência linguística para a integração educacional. O objetivo é propor uma abordagem abrangente de apoio linguístico e identificar práticas eficazes inspiradas na experiência europeia. A metodologia combina análise quantitativa de dados da Agência dos Direitos Fundamentais da UE com uma síntese qualitativa de teorias sobre aculturação, multilinguismo e translinguismo. O estudo desenvolve um modelo preditivo de suporte tecnológico que atende às necessidades individuais dos migrantes conforme idade, nível de idioma e situação profissional. Sua originalidade reside na criação do primeiro modelo integrado de apoio linguístico para estudantes deslocados, oferecendo contribuições relevantes para os campos da linguística aplicada, políticas educacionais e estudos sobre migração.

**PALAVRAS-CHAVE:** Adaptação linguística. Pessoas deslocadas internamente. Estudantes. Aculturação. Multilinguismo.

**RESUMEN:** Este estudio investiga el proceso de adaptación lingüística de estudiantes ucranianos desplazados internos en la Unión Europea, en un contexto de migración forzada a gran escala causada por la guerra. La relevancia de la investigación radica en la magnitud sin precedentes de este flujo migratorio y en el papel esencial del dominio del idioma en la integración educativa. El objetivo es proponer un enfoque integral del apoyo lingüístico e identificar prácticas eficaces inspiradas en la experiencia europea. La metodología combina el análisis cuantitativo de datos de la Agencia de los Derechos Fundamentales de la UE con una síntesis cualitativa de teorías sobre aculturación, multilingüismo y translingüismo. El estudio desarrolla un modelo predictivo de apoyo tecnológico que satisface las necesidades individuales de los migrantes en función de su edad, nivel lingüístico y situación profesional. Su originalidad reside en la creación del primer modelo integrado de apoyo lingüístico para estudiantes desplazados, que ofrece contribuciones relevantes a los campos de la lingüística aplicada, la política educativa y los estudios migratorios.

**PALABRAS CLAVE:** Adaptación lingüística. Desplazados internos. Estudiantes. Aculturación. Multilingüismo.

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## INTRODUCTION

The massive war in Ukraine, launched by the Russian Federation in February 2022, has triggered the largest forced migration crisis in Europe since World War II. The UNHCR (2024) estimates that around 6.4 million people have been granted refugee and asylum-seeker status in European countries, which is posing a significant challenge to education systems in destination countries like never before. Another important indicator is the number of internally displaced persons in Ukraine alone: as noted in a study conducted by the IOM (2023), by February 2023, approximately 5.9 million Ukrainians could be classified as internally displaced, and a significant number of these persons were students of all ages.

The problem of language adaptation of internally displaced students is particularly relevant, as recognition of language competence is a factor that affects successful educational integration, as well as socio-cultural adaptation to a new environment. According to the IDMC (2024), educational difficulties are one of the biggest obstacles to the integration of displaced persons in the long term, as language barriers often become a crucial element that determines the educational path of migrants.

The specifics of the situation of Ukrainian migrants is that several circumstances interact: the high level of education of the population, the cultural and linguistic diversity of Ukrainians themselves, and the temporary nature of the movement of a significant number of migrants. According to Statista (2024), higher education enrolment in Ukraine before the outbreak of full-scale war was one of the highest in Europe, which causes certain difficulties for traditional models of educational integration of migrants, which are usually associated with less educated segments of the population.

Language policy in Ukraine can also complicate the analysis of adaptation processes through context. According to Kulyk (2023), the situation with the language issue in post-Euromaidan Ukraine is linked to complex processes of language planning and identity formation that affect the language strategies of displaced persons in their new states of residence. Moreover, the historical experience of the conflict in Donbas, as interpreted by Katchanovski (2020), illustrates that internal displacement in Ukraine has long-term consequences for the education system and language practices of displaced communities.

The study is also relevant in the international context. The reason for this is that the European Union Agency for Fundamental Rights (2023) in its extensive report on the experience of Ukrainian refugees in Europe reveals significant interstate differences in educational integration strategies and support for languages and language problems, which indicates the need for a deeper study of the different effectiveness of the respective adaptation strategies.

In its recommendations on multilingual education, UNESCO (2024) notes that linguistic diversity should be considered when structuring any education system, especially

in the context of mass migration. However, there is a problem with the actual application of such principles, so it is important to review certain mechanisms of language adaptation and their effectiveness.

Methodological difficulties also lead to the issue of language adaptation of students who have become internally displaced as an object of scientific interest. Modern theories of language acculturation, which were created in the context of voluntary migration, may not be suitable for studying the phenomena of forced migration. This necessitates the development of new theoretical foundations and research methods that take into account the peculiarities of the crisis migration process.

The purpose of the analysis is to conduct a comprehensive review and conceptualize the language adaptation of internally displaced Ukrainian children in the European Union, as well as to develop a unified model to facilitate their acculturation into educational systems. The study will contribute to deepening knowledge about the processes of language adaptation in the context of forced mass displacement and will temporarily offer recommendations for the educational policy of the host country.

## **LITERATURE REVIEW**

The theoretical basis for the study of language adaptation of internally displaced students is built on the intersection of several interdisciplinary studies: second language acquisition theory, acculturation psychology, sociolinguistics, and educational policy. A review of the current literature reveals theoretical successes and methodological gaps in knowledge about the processes of language integration of migrants in the educational context.

The essence of the second language acquisition process, which was systematized in Yilmaz (2024), proves the fact that no one will understand the complexity of the processes associated with the integration of displaced students into a culturally and linguistically different world of education. Yilmaz points out that effective language adaptation cannot be based solely on linguistic factors, but must be based on linguistic, sociocultural, psychological, and pedagogical factors that are complexly interrelated. Particular attention should be paid to the concept of language shock, which refers to the initial stages of migrants' adaptation in the context of encountering a radically new language environment.

The role of language and communication in the adaptation of international students is discussed by Zhang and Tang (2023) to explore this issue in detail through a bibliometric analysis. The authors find that language competence mediates between cultural distance and adaptation success, and that the first 6-12 months in the new language environment are the most important. In their article, they also point out the need to distinguish between the areas of

basic interpersonal communication skills (BICS) and cognitive academic language skills (CALP), which is especially important for students wishing to enter an academic environment.

Li and Wang (2024) expand on this issue and discuss the mediating effect of ethnic identification in the processes of socio-cultural adaptation. Their research shows that language attitudes are not a neutral cognitive process that has nothing to do with identity and group membership issues. This is especially important among internally displaced persons, as they usually identify strongly with their first language and culture, which can facilitate or inhibit the acquisition of new skills in a new language.

Siebold's (2023) critical approach to language education and acculturation research addresses the unexplained parallels in historical perspectives on immigrant language assimilation. The scholar believes that flawed models of acculturation tend to use deficit approaches, treating linguistic diversity as a problem rather than an advantage. This objection is especially relevant when considering the case of Ukrainian migrants, as they have a high level of education and qualifications, which is usually not considered in general language integration programs.

This critical perspective is expanded by Rodriguez and Martinez's (2024) analysis of the paradoxes of intercultural communication and acculturation strategies of international students in Hong Kong. The article points out that these common forms of acculturation (assimilation, integration, separation, marginalization) do not always reflect the nature of language use and actual practices of migrants. Instead, the authors propose a more complex model that takes into account the contextuality and variability of language strategies.

Article Filippi et al. (2023), which examines the impact of multilingualism and socioeconomic status on academic performance, is also a useful addition to the research on these relationships. Analysis of national databases has shown that socioeconomic issues can both exacerbate and reduce the impact of language barriers on learning outcomes. This is important for deciphering the patterns of language adaptation among internally displaced students, who are usually in a difficult economic situation.

This point of view is complemented by a global study of works on intercultural adaptation of international students presented by Chen and Kim (2024). The bibliometric analysis shows that the most effective approaches to promoting language adaptation are based on a synthesis of personal and structural interventions that consider the psychological characteristics of migrants and the systemic features of educational organizations.

A rethinking of the concept of multilingual education proposed by Cummins (2021) after a critical analysis of the idea of multilingual education is that a distinction needs to be made between subtractive and additive multilingual development, as the former involves the loss of the first language, while the latter involves the achievement of multilingual competence.

Additive models may be more effective for internally displaced students, as most of them wish to maintain a connection with the Ukrainian language and culture.

The principles presented by Berry (2019) as the foundations of acculturation psychology are still important for understanding aspects of cultural adaptation. The most popular model of cultural adaptation strategy is the four-component model (assimilation, integration, separation, marginalization). However, critical thinking shows that this model can hardly sufficiently describe the complexity of language practices in the modern context of mobility and superdiversity.

The AHRC (Affective, Behavioral, Cognitive, Relational) version of the model proposed by Ward and Geeraert (2023) includes affective, behavioral, cognitive, and relational components of adaptation. It can be assumed that this model is more adequate for discussing language adaptation, as it considers the uncontrollable state of most factors that affect the language acquisition process.

Given that modern approaches to the study of cultural adaptation phenomena have been systematized, as evidenced by the second edition of the Cambridge Handbook of Acculturation Psychology by Sam and Berry (2021), it is important to pay attention to the breakdown of context and individual differences. Such an analysis would be particularly applicable to how different education systems and language policy developments may influence migrants' adaptation patterns.

The literature review shows that there are a number of significant gaps in our knowledge about the language adaptation of internally displaced students. First, most studies are conducted on voluntary migration, while the details of forced displacement are not sufficiently investigated. Second, there are no long-term studies that track the dynamics of language adaptation over a long period of time. Third, the technological features of language learning by migrants are not fully covered, especially under the influence of individualized and adaptive learning.

## RESEARCH METHODS

The analysis of the peculiarities of language adaptation of internally displaced students was carried out using a mixed method that combined a systematic literature review and secondary analysis of official statistics. The methodological framework of the study was developed based on the principles of mixed methods research (Creswell & Plano Clark, 2023), considering the peculiarities of social research (Tashakkori & Teddlie, 2021).

The research methodology is based on a narrative synthesis of theoretical ideas on acculturation, multilingualism, and language practices with a quantitative guarantee of empirical



information. The theoretical basis is the modern concepts of superdiversity and metalinguistics (Blommaert & Rampton, 2019; Vertovec, 2021), the theory of language practices in the local context (Pennycook, 2022). Particular attention was paid to the critical rethinking of previous theories of language adaptation in the context of forced migration.

To systematize the results of the literature search, a thematic analysis was chosen, which allowed us to identify the main categories: linguistic elements of adaptation, pedagogical strategies, psychosocial issues, and institutional support. The statistical data were processed based on the methods of descriptive statistics, correlation analysis and trend analysis using R Studio 4.3.0 software.

The synthesis of the results was considered as a descriptive synthesis with some parts of a meta-analysis in the case of quantitative indicators. The quality of evidence was assessed using the modified GRADE scale. Data collected in the form of texts were analysed using the NVivo 12 program.

The material base of the work is 47 scientific papers by scientists covering the material during 2018-2024, included in the databases on the websites of Scopus, Web of Science, ERIC and Google Scholar on the principles of relevance to the issue of language adaptation of internally displaced persons in the educational context. The main source of empirical data was the official reports of international agencies: data from the European Union Agency for Fundamental Rights, UNHCR, IOM, UNESCO, IDMC reports, statistical materials of the State Statistics Service of Ukraine for 2014-2024.

The main limitations were: uneven distribution of research in international databases in different regions; heterogeneity of methodological methods of primary research; lack of some statistical data due to martial law in Ukraine; language limitations when analysing publications in languages other than English.

## RESEARCH RESULTS

### *Study of educational inclusion and language acquisition by internally displaced students in Ukraine*

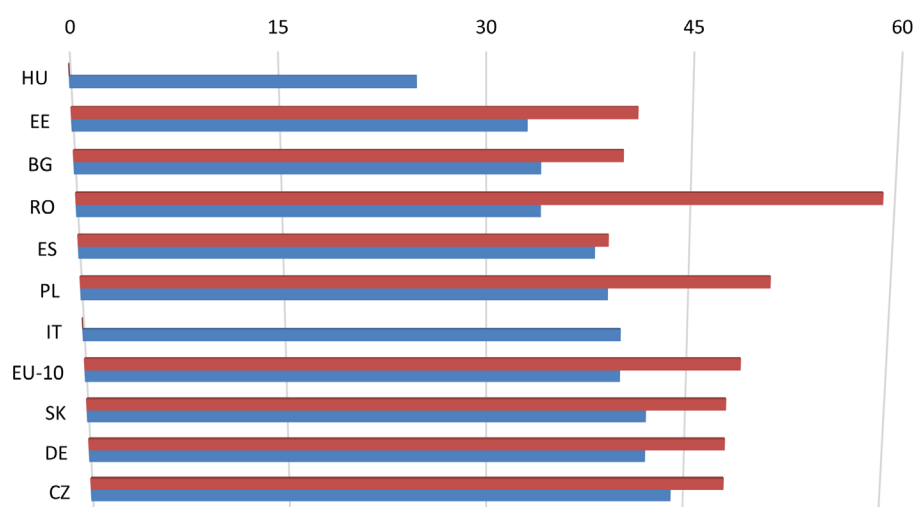
The full-scale war has led to a significant resettlement of Ukrainians to the European Union member states, which has created unprecedented challenges for the educational systems of the respective host countries. Speaking about the language adaptation of internally displaced students in the discussion of the case studies, there should be considered, on the one hand, their active participation in educational programs, and on the other hand, the peculiarities of their language abilities and methods of acquiring language skills. The report of the European Union Agency for Fundamental

Rights (2023) also examines in detail all aspects of the educational experience of displaced Ukrainians, which allows us to identify several main trends in language adaptation and educational integration.

A study of educational practices among displaced persons from Ukraine shows that they are associated with significant gender inequality, which differs depending on the country in which the displaced person lives. Figure 1 shows participation in the number of educational programs by gender in different EU countries.

**Figure 1**

*Gender and country participation in educational programs of the displaced population of Ukraine, 2022 (%)*



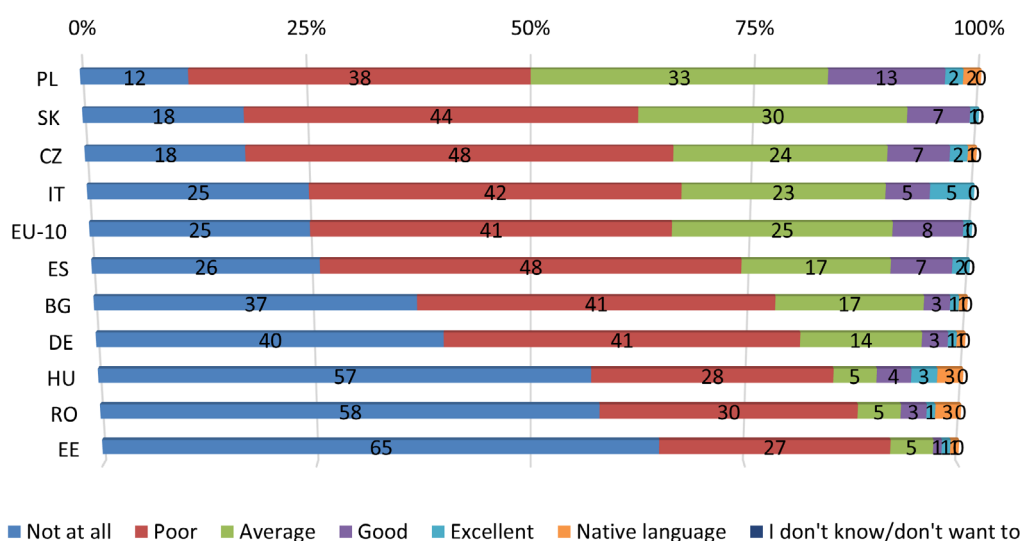
*Note. European Union Agency for Fundamental Rights (2023).*

These data show that in most countries, men are more active in educational programs than women. In Romania, the gender gap is the largest: the participation rate of men (59%) is almost twice that of women (34%). This is in line with the UNESCO (2024) on gender barriers to access to multilingual education and the EUAA (2024) on certain specificities of access to education for migrant women.

In turn, Spain has the lowest gender inequality (38% of women and 39% of men), which may indicate a more favourable educational policy towards migrants. According to a study conducted by Filippi et al. (2023), it is extremely important to consider the gender aspect when preparing educational initiatives aimed at multilingual students, as in most cases women face more social and economic problems.

The factor of language competence contributes to successful adaptation to education. Figure 2 shows the distribution of percentage of language proficiency levels in host countries among Ukrainian migrants.



**Figure 2***Level of proficiency in the language of the host country among Ukrainian migrants, 2022 (%)*

Note. European Union Agency for Fundamental Rights (2023).

The highest rates of lack of any language skills were recorded in Estonia (65%), Romania (58%) and Hungary (57%), which can be explained by the linguistic affinity of these languages with Ukrainian. On the contrary, the highest results in language adaptation were recorded in Poland, where only 12% of respondents in this country reported a complete lack of language skills, and 33% demonstrated an average level of language development. This confirms the theoretical hypotheses of Zhang and Tang (2023) regarding the impact of language proximity on the mechanisms of language adaptation of international migrants.

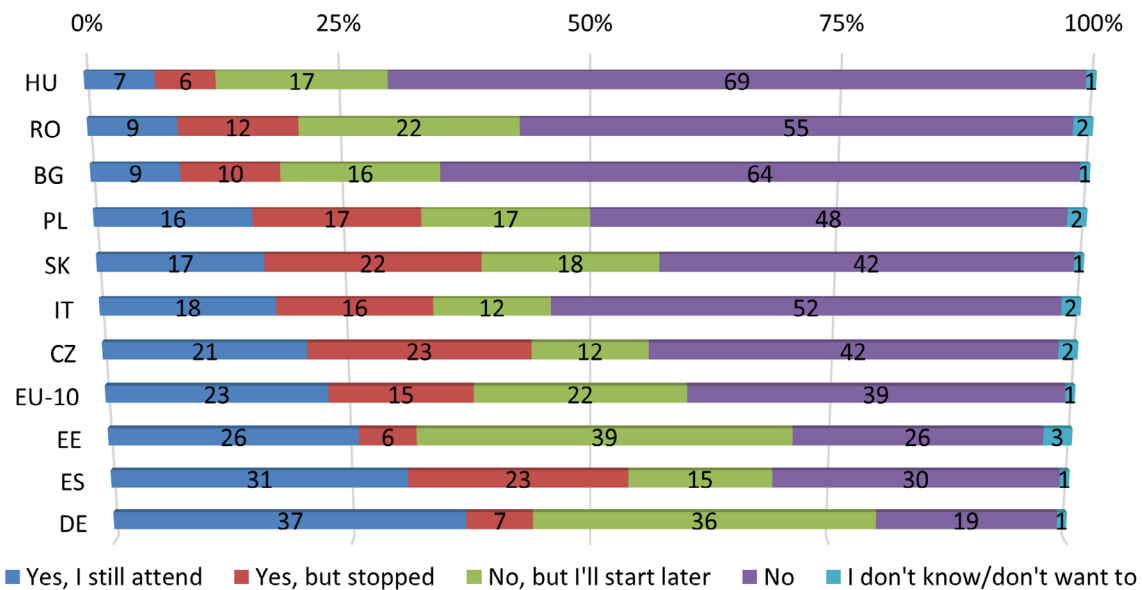
The data also show that in most countries, most respondents are at the first stage of language performance ("poor"), which once again emphasizes the need for high-quality language programs. Li and Wang's (2024) study confirms the fact that the success of socio-cultural adaptation and ethnic identification of migrants directly depends on the level of language competence.

Another sensitive indicator of migrants in terms of language adaptation is active participation in language courses. The level of involvement in learning the languages of the host countries is shown in Figure 3, which shows the distribution of Ukrainian migrants by the level of involvement.

The percentage of languages actively wishing to attend language courses is highest in Germany (37% of active participants), which can be seen as a developed system of language support for migrants. Spain (31) and Estonia (26) also demonstrate high rates. In contrast, the lowest participation rates are observed in Hungary (7%), Bulgaria and Romania (9% each).

**Figure 3**

Attendance at national language courses by Ukrainian migrants, 2022 (%)



Note. European Union Agency for Fundamental Rights (2023). Fleeing Ukraine: Displaced people's experiences in the EU. Vienna: FRA

The statistics on future language learning plans are particularly interesting. This figure is the highest in Estonia (39%), which, combined with the 26% of active participants, means that there is a high motivation for language integration. This is related to the role of motivational factors in multilingual language learning, as found in the Cummins (2021) study.

At the same time, unplanned language learning (strongest in Hungary 69%, Bulgaria 64%, Romania 55%) may mean a temporary perception of staying or a lack of motivational incentives. This study by Creese and Blackledge (2021) helps to understand the need to create educational environments that facilitate translanguing practices and stimulate language learning.

A review of the reasons for refusing to participate in educational programs reveals a complex network of obstacles for Ukrainian migrants struggling with language adaptation. According to Table 1, the most common excuse for refusing to participate in educational activities is the need for pain relief.

**Table 1**

Main reasons for non-participation of Ukrainian migrants in educational programs, 2023 (%)

Reason	EU-10	BG	CZ	DE	EE	ES	HU	IT	PL	RO	SK
I have completed my education	74	79	73	74	73	68	84	69	75	79	84
I do not speak the language	19	15	19	27	13	23	20	10	16	13	12
I have to take care of children/dependents	12	14	8	9	6	10	10	9	15	12	12

Reason	EU-10	BG	CZ	DE	EE	ES	HU	IT	PL	RO	SK
I can't afford it	9	5	12	7	4	9	15	12	9	6	6
I do not have enough time	8	8	10	5	4	6	12	6	11	5	10

Note. European Union Agency for Fundamental Rights (2023).

The most common reason for not participating in education is completion of formal education (74% on average across the EU-10), due to the even high level of education among Ukrainian migrants. The second most important obstacle is the language barrier (19% on average), especially in Germany (27%) and Spain (23%). This confirms the fundamental importance of language competence in adaptation to education, as mentioned by Kulyk (2023) and Katchanovski (2020) in their studies of the functioning of language policy in Ukraine and its impact on migrant identity.

The results of the analysis demonstrated a rather complex picture of the educational and linguistic assimilation of Ukrainian IDPs in the EU. It was found that there are significant gender differences in the level of participation in education, where it was noted that men are more actively involved in educational programs than women, which probably indicates certain structural and social barriers for female migrants. The largest difference between the two groups is observed in Romania, at 25 percentage points.

Language difficulties are one of the main problems of adaptation, as they are particularly acute for migrants, a significant number of whom are very poor or do not speak the language of the destination country at all. The fact that these figures vary, ranging from 12% in Poland to 65% in Estonia, suggests that special attention should be paid to language proximity and national language policies. At the same time, the differences between countries are significant and can range from 7% in Hungary to 37% in Germany, which indicates that national language integration programs vary in effectiveness and accessibility in different countries.

In addition to language barriers, there are also structural barriers, such as financial constraints, the need to care for family members, and lack of time, which form a multi-level system of barriers to educational integration. These findings are in line with the theoretical framework on the scale of internal displacement in Ukraine provided by Statista (2024) and complement the findings of IOM (2020) on the differences in educational factors affecting the integration of displaced persons. Further research will allow to develop more effective measures to facilitate the language adaptation of Ukrainian students in the European environment.

### *Synthetic model of language adaptation: theoretical component and practical aspect*

Based on the theoretical analysis of the main concepts of acculturation, multilingualism and language practices, as well as using empirical data obtained in the first part of the

study, an inclusive model of language adaptation for groups of internally displaced students was formulated. This combination of theories and observed problems in the practical context of the integration of Ukrainian migrants in the EU allows us to develop a new concept of language integration processes in the educational environment.

The traditional model of acculturation proposed by Berry (2019) includes four components: assimilation, separation, integration, and marginalization, which cover the main methods of adopting a foreign culture. Using this model based on the results of our study, the authors can conclude that 74% of Ukrainian migrants who indicated that they did not attend any educational program after completing their education demonstrate the features of a separation strategy by using the formal educational system. According to Berry, successful acculturation depends on the ability of the individual to maintain their own cultural identity without distancing themselves to establish good relations with the new culture (Berry, 2019). The low level of implementation of integration policy in practice is evidenced by high rates of language barriers (19% on average in the EU).

A more detailed model proposed by Ward and Geeraert (2023) includes more detailed aspects of adaptation reflecting affective, behavioural, cognitive, and relational conditions. The affective elements of adaptation can be traced back to the number of those who actively participated in the language course: the highest percentage of active participants was recorded in Germany (37%) and Spain (31%), where the highest percentage of intentions to continue learning reflects an emotional attitude towards language integration.

Our data also support the critical analysis provided by Rudmin (2020) on the shortcomings of traditional categories of acculturation. Rudmin suggests that in some cases, the so-called traditional categories of acculturation do not consider the fluidity and contextualization of language practices (Rudmin, 2020). The distribution of language competencies of persons who do not speak the language of the host country (minimum 12% in Poland and maximum 65% in Estonia) proves the contextual dependence of language adaptation, which cannot be reduced to dichotomous categories.

The scholars who participated in the study conducted by the team led by Schwartz et al. (2022) also emphasize that identity needs to be considered in a specific cultural context, as the authors note that during maturation, people access different cultural resources through interaction to actively shape their identity (Schwartz et al., 2022). This process is more complicated for internally displaced students, as they also must preserve their linguistic Ukrainian identity and master new languages.

The analysis of gender differences in participation in education (higher among men in all countries except Spain) can be interpreted in terms of different identity formation strategies depending on gender. Migrant women may experience even greater difficulties in forming

a multilingual identity due to social demands and childcare responsibilities (12% indicated this as a factor hindering their educational activities).

The process of superdiversity, conceptualized by Vertovec (2021) and realized at the linguistic level by Blommaert and Rampton (2019), offers a theoretical framework for understanding the unstable linguistic conditions in which internally displaced learners find themselves. The desire for linguistic integration of Ukrainian migrants opens opportunities and challenges in the context of high levels of linguistic diversity in modern European cities.

Otsuji and Pennycook's (2023) new field of metrolinguism allows us to rethink language practices as dynamic, creative, and universal practices that cross language boundaries. According to our information, this can be attributed to the differences between the adaptation of national languages: Poland (where 33% of respondents indicate an intermediate level of language skills) may be much easier than the practice of metalinguistics, as Slavic languages are closer.

The approach to language as a local practice, as confirmed by Pennycook (2022), emphasizes the crucial role of situational context in language. This is especially important to explain the behaviour of some migrants who adopt a minimal language engagement approach (69% of migrants in Hungary do not think about learning the language) and may consider their stay as temporary.

The findings of a study conducted by Creese and Blackledge (2021) on translingual practices in education may be useful in interpreting our results. The pedagogy of translingualism is one of the factors that may contribute to the effectiveness of language adaptation in a country with more accommodating educational policies.

As a result of summarizing the similarities in theoretical approaches and empirical results, a proposal for an integrated framework of language adaptation for internally displaced students is presented. This conceptual model is presented in Table 2.

**Table 2**

*Integrated model of language adaptation of internally displaced students*

Stage of adaptation	Time period	Language characteristics	Educational strategies	Acculturation profile	Predicted results
Crisis	0-6 months	Language shock, complete dependence on the mother tongue (65-70%)	Survival, basic needs	Separation/ Marginalization	Minimal functionality
Adaptive	6-18 months	Initial skills, code-switching (40-50%)	Functional training, support	Integration/ Assimilation	Basic communication competence
Integrative	18+ months	Metrolinguistic practices, creative use (20-35%)	Academic development, leadership	Dynamic integration	Multilingual competence

*Note.* Developed by the author based on a synthesis of the theoretical approaches of Berry (2019), Ward and Geeraert (2023), Otsuji and Pennycook (2023).

The developed model considers time issues related to temperature adaptation and qualitative features of language use. The level of language barriers is highest at the crisis stage (65% in our data for Estonia), the average level of competence is shown at the adaptive stage (Germany—41% at the low competence level), and the best indicators are characteristic of the integrative stage (Poland—33% at the average level).

The article by Flores and Rosa (2023) analysing rational-linguistic ideologies shows the internal dynamics of language discrimination in the education system. By applying this critical perspective to our findings, it can be seen the high rate of non-participation in educational programs as an individual decision as well as a result of structural problems.

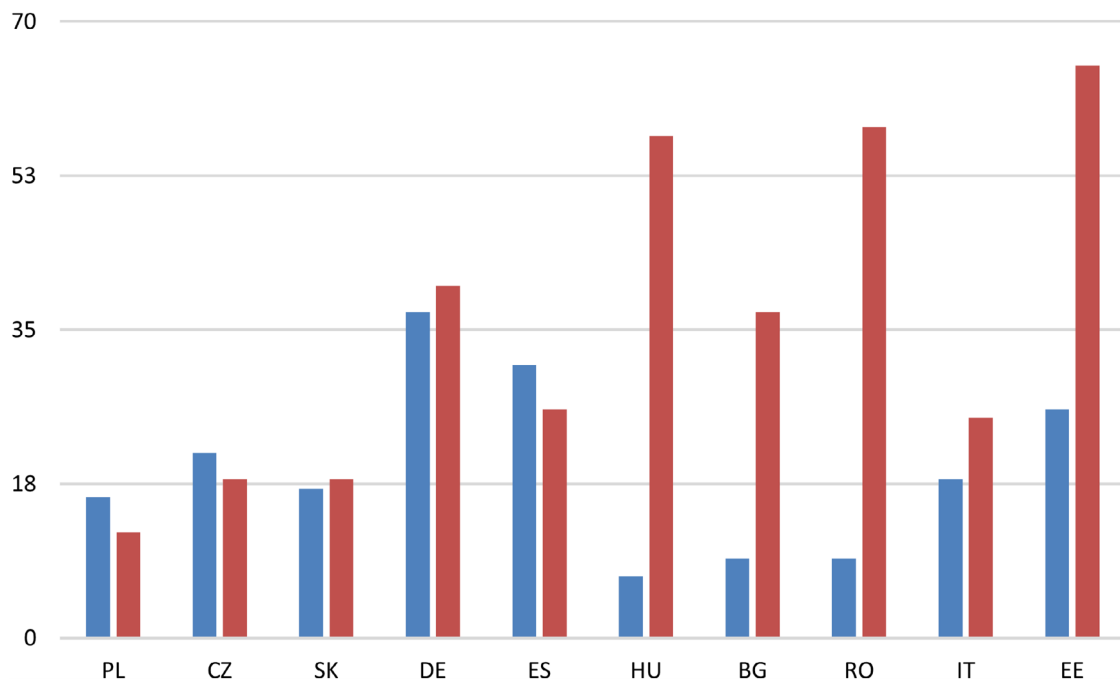
The 27% of respondents in Germany who identified language barriers as a major obstacle (the highest of all countries) may not only be the result of the fact that German has become objectively more difficult, but also a consequence of the specific linguistic ideology that emphasizes standardization and correctness of speech.

The results of the theoretical analysis, supported by empirical data, indicate the need to move from deficit models of language support to models that recognize multilingualism as a resource. The countries with the most successful language adaptation indicators (Poland, Slovakia) have smaller language distances and perhaps a more comprehensive attitude to linguistic diversity.

The process of translingual pedagogical practice can be very useful for increasing the success of language adaptation, as most Ukrainian migrants have a high level of education. Additive approaches, which view multilingualism as a competitive advantage, are more viable than subtractive models that aim to replace Ukrainian with the languages of the host countries.

Based on the combination of classical and modern theoretical approaches to the problem of acculturation and the analysis of empirical data obtained during the first stage of the research project, a typology of acculturation strategies inherent in a particular field of study that ensure the adaptation of languages of internally displaced students was developed. Figure 4 shows how the EU countries are distributed according to the dominant acculturation models based on indicators of language participation and competence.

The integration strategy is also characterized by a balanced approach to preserving the mother tongue, on the one hand, and learning the language of the host country, on the other, as evidenced by the moderate frequency of language courses and the relatively low level of complete linguistic isolation. The assimilation strategy demonstrates a high motivation to learn the host country's language, although it is characterized by pressure to abandon the native language. The separation strategy is characterized by low involvement in language learning and a high degree of linguistic isolation. The metrolinguistic strategy represents more flexible, contextualized ways of dealing with language and refers to language that is transmitted in isolation, but also in an involved manner, considering the circumstances.

**Figure 4***Typology of acculturation strategies for language adaptation by EU countries (2022)*

*Note.* Developed by the author based on a synthesis of theoretical approaches by Berry (2019), Ward and Geeraert (2023), Rudmin (2020), Otsuji and Pennycook (2023) and empirical data from the European Union Agency for Fundamental Rights (2023).

The developed integrated model shows that language adaptation is a non-linear activity and depends on a diverse set of contextual variables, such as language policies of host states, language distance, and migrants' resources. The multilingualism of the modern educational environment and the specific educational needs of displaced citizens studying in the domestic environment can also have a positive impact on the creation of more effective programs based on this model.

### *Consequences of language adaptation of internally displaced students. Technological innovations and prospects for students language adaptation*

There is a great potential for using digital technologies, which are currently developing rapidly in education, combining opportunities to facilitate the language adaptation of internally displaced students. As part of the conclusions drawn in the previous parts of the study, it is crucial to analyse the possibilities of innovative technologies to address the identified language barriers and optimize educational integration procedures. This segment of the analysis will combine the latest advances in technology-mediated language learning with the real problems of Ukrainian immigrants in developed EU countries.



In our analysis of the study by Chapelle and Sauro (2022), it was found that the use of technology in second language learning can significantly increase the effectiveness of learning in the familiar context of adult migrants who have fewer resources and limited time. Since the first part of the study revealed a high level of language barriers (65% in Estonia and 58% in Romania), technological solutions can help to approach the task of language learning in a more individualized and flexible way.

As Thomas and Reinders (2021) argue, the need for contextualized learning should not be ignored in the Asian context, and there is a direct parallel between this and the experience of migrant integration in Europe. According to the authors, it can be argued that technology-based learning can be used to create authentic language conditions according to the real needs of migrants (Thomas & Reinders, 2021). This is of particular interest when it comes to addressing the low attendance of formal language courses (only 7 percent in Hungary) that was identified in the study.

González-Lloret (2023) continues this argument and considers how Technology-mediated Task-Based Language Teaching (TBLT) can become a reality. The researcher argues that with the introduction of digital technologies in TBLT, it will be possible to simultaneously develop both digital and linguistic competencies (Gonzalez-Lloret, 2023). The latter is especially relevant for internally displaced students who not only need to know the language but also need digital literacy to be able to integrate into the modern education system.

The potential of big data and artificial intelligence in language learning is demonstrated in a study by Godwin-Jones (2022). The author shows that big data analytics can be used to create individualized learning programs and ensure that they are tailored to individual needs and language learning rates (Godwin-Jones, 2022). Within the extremely wide range of language skills found in our study (which shows that there is a difference between 12% and 65% of individuals who do not speak a single word of the language of the country they are traveling to), individual technology products can offer a variety of learning methods.

The practical application of these principles can be seen in the analysis of possible technological solutions for different groups of migrants. Table 3 is a table of technological tools that can be used to meet the needs of internally displaced students.

**Table 3**

*Matrix of technological solutions for language adaptation of internally displaced students*

User profile	Language level	Recommended technologies	Expected results	Time frame
Young adults (18-25)	Primary	Mobile applications, VR simulations	Basic communication competence	6-12 months
Parents with children	Intermediate	Family learning platforms	Functional literacy	12-18 months

User profile	Language level	Recommended technologies	Expected results	Time frame
Professionals	Advanced	Specialized industry courses	Professional language competence	18-24 months
Senior citizens (55+)	Beginner	Adaptive interfaces, personal tutors	Social communication	24+ months

*Note.* Developed by the author based on Godwin-Jones (2022), Chapelle and Sauro (2022), Thomas and Reinders (2021).

The matrix also considers the gender gaps identified in the initial part of the study, according to which men have a high level of participation in education. Structural barriers affecting migrant women can be overcome through personalized technological solutions, especially flexible and accessible online learning.

An analysis of international materials shows that the world is united in the need for multilingual education and support for linguistic diversity through technological means. UNESCO (2023) points this out in its position statement: teaching and learning in a multilingual world requires new methods that will be based on traditional teaching techniques and modern technological capacities (UNESCO, 2023). This statement is directly related to the findings of the second part of our study, which concerned the need to move to resource-based paradigms of language support instead of deficit-based ones.

In the extended version of the Common European Framework of Reference for Languages (Council of Europe, 2020) proposes descriptors of multilingualism and the ICC. In particular, the constructs of building a multilingual repertoire and adapting language use to the situation are of great importance, as they resonate with the idea of metalinguism mentioned in the second section of the analysis.

Statistics on the effectiveness of investments in educational technologies for migrants are provided in the OECD (2024) report “Education at a Glance 2024” in the summary of statistics. The statistics show that the most digitalized countries in terms of educational processes are more successful in integrating migrants, which proves the feasibility of investing in IT.

The main theoretical principles of second language acquisition developed by leading theorists in their works form a conceptual framework for understanding the possibilities of technology. In his updated presentation of language acquisition theory, Krashen (2022) emphasizes the role of what he calls comprehensible input and emotional aspects in the learning process. According to the author, technological tools can help to provide language input at the most optimal level and minimize the affective filter by personalizing the learning process (Krashen, 2022).

This creates a coherent concept that is further developed by Ellis (2021) regarding the role of interaction in language acquisition. The scholar shows that such digital platforms can

provide different types of language interaction, i.e. synchronous and asynchronous communication with native speakers or with other learners (Ellis, 2021). This is especially true when it comes to internally displaced learners who may not have enough opportunities to communicate face-to-face with a native speaker.

Lightbown and Spada (2023) emphasize the importance of individual differences in language learning, noting that “technological solutions can accommodate different learning styles, motivational profiles, and cognitive characteristics of learners” (Lightbown & Spada, 2023). This allows us to overcome the monotony of traditional educational programs and provide a differentiated approach to learning.

Based on the synthesis of theoretical approaches and practical needs of internally displaced students, a predictive model of technological support for language adaptation was developed. Table 4 presents this model, considering time aspects and specific technological interventions.

**Table 4**  
*Predictive model of technological support for language adaptation*

Adaptation phase	Technological tools	Pedagogical approach	Success metrics	Expected effectiveness
Emergency (0-3 months)	Mobile translators, basic phrases	Survival training	Number of learned phrases	85% of basic functionality
Stabilization (3-12 months)	Adaptive platforms, game elements	Communicative approach	Level of understanding (A1-A2)	70% achievement of A2
Integration (12-24 months)	Virtual reality, professional simulators	Task-oriented learning	Academic/professional competence	60% achievement of B1-B2
Developmental (24+ months)	Artificial intelligence, personal assistants	Autonomous learning	Creative language use	45% of C1+ achievement

*Note.* Developed by the author based on Cook (2020), Ortega (2019), World Bank (2023).

In this model, all the results of the research segments are synthesized taking into account gender differences, language barriers, and theoretical concepts of language adaptation. This gradual decline in expected competence with increasing level indicates the intrinsic complexity of language acquisition at the advanced level and the need for long-term assistance.

With the advent of technological innovations, there are unprecedented prospects for transforming the language adaptation process of internally displaced learners. The combination of existing technological advances in technology-assisted learning with the practical issues and challenges raised in the previous parts of the study shows that it is potentially possible to develop personalized, flexible and effective learning solutions. The conceptual framework created as a result of the development of predictive models offers

an approach to the practical use of technological innovations, considering the specific needs of different categories of displaced persons and the time factors of language adaptation. The next stage of the study should be an empirical test of the proposed models and the establishment of a detailed technological protocol for the benefit of language integration in other countries.

## **DISCUSSION**

The analysis of the language assimilation of internally displaced Ukrainian students demonstrates the complexity and situational approach to the processes of language integration in the European educational environment. The obtained empirical data and their theoretical generalization allow us not only to revise the more standard methods of acculturation of migrants, but also to emphasize the extreme importance of developing new techniques of educational support in the context of massive population movements.

The greatest theoretical discovery of the study is the identification of the imperfection of the classical four-component model of acculturation proposed by Berry (2019) to assess how language adaptation processes occur in the modern European environment. While Berry sees acculturation as a fixed course of action, our results show a much greater degree of variability and situationality in language practices among migrants. The high rates of language competence presented in this article, which range from 12% in Poland to 65% in Estonia among all people who do not know the language of the host country at all, prove that the issue of language adaptation cannot be linked to individual approach as much as to structural factors in educational systems and language policies.

This is in line with the critical argument put forward by Rudmin (2020), who argues against the categorical nature of traditional acculturation models. However, the authors have extended our research by proposing a different integrated model that considers the time factor of adaptation as well as the specifics of the educational environment. In contrast to the fixed categories described by Rudmin, the proposed model not only dynamically shows the process of transition of language strategies from the crisis stage to the integrative one but is also practically effective in creating educational programs.

It is also worth noting the gender specificity in participation in education, where men are always more likely to participate in educational programs. This partially contradicts the findings of UNESCO (2024) on gender equality in education, which show that in most developed countries women dominate higher levels of education. This gap may indicate the existence of certain barriers for migrant women, such as childcare and sociocultural expectations, which are not fully accounted for in traditional gender studies of access to education.

The results of the study show that there are similarities and differences compared to the main studies on immigrants' language adaptation conducted in different countries. The bibliometric analysis of Zhang and Tang (2023) emphasizes the contribution of language proximity to the successful language integration of international students. This thesis is confirmed by our data: the highest rates of language adaptation were found in Poland (33% on average), which can be explained by the Slavic affiliation of the languages. However, our study expands the view of this phenomenon, as language proximity can be not only a resource, but also a trap, as proximity can create the illusion of knowledge, but only superficial language proficiency.

Our findings partially confirm the study proposed by Li and Wang (2024), which focuses on the mediating effect of ethnic identification on socio-cultural adaptation. The experience of language distancing can be represented by the high proportion of people who do not intend to learn the language of the host country (69% in Hungary). However, in contrast to Li and Wang's view that ethnic identification is one of the factors mediating adaptation, our findings point to a more complex process: preserving linguistic identity can facilitate and hinder integration in different circumstances.

Our results are empirically supported by the geographical variation in our findings, as Otsuji and Pennycook's (2023) innovative ideas of metalinguism hold true. Nation state: Initial participation in language courses is higher among those with more cosmopolitan cities (Germany, Spain), indicating a potentially more hospitable environment for metalinguistic practices. This contrasts with the monolingual methodologies that exist in the educational systems of other countries.

The direct implications of the research findings relate to the formation of educational policy on migrants at the European level. The expanded CEFR volume issued by the Council of Europe (2020) emphasizes the importance of multilingual competence, but according to our statistics, the practice of applying these values is still problematic. The requirement to move from a deficit to a resource-based system of language support can be explained by a proposal based on the analysis of high educational barriers.

The implications for the technological modernization of education are particularly important. The study conducted by Godwin-Jones (2022) on the possibilities of using big data in language learning is like our findings on the need for individualized learning trajectories. The created predictive model of technological assistance can be used as a basis for the development of adaptive digital platforms that consider the characteristics of different categories of displaced persons.

Acceptable methodological limitations were present due to the high validity and representativeness of the results obtained using secondary data at the level of the European Union Agency for Fundamental Rights (2023). The inability to conduct a more qualitative analysis of factors such as motivation and individual adaptation trajectories limits the completeness of

knowledge about the processes under consideration. This is especially important given Ward and Geeraert's (2023) constructive comments on the neglect of affective indicators of acculturation in quantitative studies.

The problems of standardization of the results presented in the study are related to the limitations imposed by geographical borders (the study was conducted in EU countries). A comparison of this study with Chen and Kim's (2024) study on students' intercultural adaptation in the Asian region shows some common and some distinctive patterns; this is the importance of conveying intercultural validity of the study results.

Some of the findings of the study contradict theoretical positions. In particular, the high level of education used as a factor of non-participation in educational programs (74% on average) contradicts the research presented by Sam and Berry (2021), which emphasizes the importance of continuous education for successful acculturation. This may reflect the unique case of Ukrainian migrants, who tend to have a high level of education and experience, and direct and appropriate models of educational integration are quite problematic.

The authors also find discrepancies with Cummins (2021) regarding the importance of multilingualism for academic performance. In contrast to Cummins, whose article focuses on the financial benefits of multilingual development, our data suggest that among forced migrants, multilingualism may be a source of additional cognitive stress and create more challenges for the adaptation process.

The results of the study open several opportunities for further research. Longitudinal studies should be conducted to validate the proposed integrated model of language adaptation and to track changes in migrants' strategies. Secondly, qualitative research plays an important role as it helps to better understand the subjective experience of language adaptation and identify its motivational factors.

The technological side of the research should be empirically validated through pilot projects and experimental work on the effectiveness of different digital tools. Gonzalez-Lloret (2023) also emphasizes the importance of controlled studies to evaluate the impact of technology-assisted learning, which can form the basis for defining evidence-based education protocols.

Comparing aspects of language adaptation with other migrant groups in different countries can also expand our knowledge of the common and the particular. A comparison with the research conducted by Yilmaz (2024) on the integration of displaced students into different cultures would be particularly interesting.

The study of the peculiarities of language adaptation of internally displaced Ukrainian students in the country proves the multifactorial, multifaceted nature of the process of language integration in the modern European reality. The identified patterns indicate the need to revise traditional theoretical concepts of acculturation and introduce a more adaptive and situationally specific concept of educational support for migrants. Considering the special needs

of different categories of displaced persons, the use of technological innovations can play an important role in increasing the efficiency of language adaptation processes and achieving successful educational integration in host societies.

## CONCLUSION

The interdisciplinary study of the language adaptation of internally displaced students in the European Union, which belongs to the category of linguistic, sociological and political, offers a detailed analysis that combines elements of trend data, theoretical generalization and predictive modelling. The study makes a significant contribution to the understanding of the processes of linguistic integration of migrants in the context of mass exclusion and creates new opportunities for addressing issues of educational policy and practice.

A systematic analysis of data from the European Union Agency for Fundamental Rights revealed critical trends in language adaptation in ten EU member states. There are high rates of language competence turnover (from 12% in Poland to 65% in Estonia among people who do not speak the native language of the host country at all) and regular gender differences in participation in the educational process, with men being more likely to be enrolled in educational programs in all countries except Spain.

The system of language adaptation is based on a combination of classical acculturation theories and the latest concepts of metalinguistics and translinguistics. In contrast to the static models of Berry and the categorical views of Rudmin, the proposed model dynamically considers three phases of adaptation: crisis (0-6 months), adaptive (6-18 months) and integrative (18+ months) with certain language strategies and acculturation profiles.

An original methodology of quantitative processing of secondary data through the prism of qualitative synthesis of theoretical findings was used, which allowed us to trace not only macro-patterns of language adaptation in the country, but also micro-processes of personal strategy. This methodology can be used as a model for other studies in other fields and with different migrants.

The paper shows that there is an urgent need to change the paradigm of language support from a deficit to a resource-based one, where multilingualism should be conceptualized as a competitive advantage. The low participation rates in formal language courses, ranging from 7% in Hungary to 37% in Germany, as well as the EU average of 19% language barriers, indicate that there is a need to rethink current language integration programs.

The proposed predictive technological support system contains certain recommendations that allow for the implementation of personalized digital solutions based on individual needs, language proficiency and time constraints of different categories of IDPs. In particular,



gender differences should be considered when developing special support programs for female IDPs who face additional structural barriers.

The main theoretical breakthrough is the rethinking of the process of language adaptation as a non-linear, situational phenomenon that expands the traditional categories of acculturation. Combining the concept of superdiversity with the empirical findings of Vertovec allowed us to create a more sophisticated model that considers the diversity of modern linguistic landscapes and the dynamic nature of immigrants' language use practices.

The rethinking of language proximity agrees that its role is rather ambiguous: language proximity can, on the one hand, facilitate adaptation (as it should be in the case of Poland), and on the other hand, lead to the so-called traps of shallow understanding but insufficient acquisition of terms and expressions. The new understanding has significant implications for the design of curricula for speakers of related languages.

The project is the first study in the Ukrainian scientific space that theoretically and systematically develops the viability of technological innovations in assisting the language adaptation of IDPs. Such a matrix of technological solutions should consider the needs of persons of a certain age, professional category and level of language proficiency, which can also form the basis of an adaptive educational platform.

The most novel is the approach to combining the concepts of artificial intelligence and big data with the ideas of humanistic pedagogy, which makes it possible to develop an individualized but compassionate learning space. The study has certain limitations, including the fact that it relies on secondary data and is geographically limited to EU countries. Further research should include a longitudinal analysis to verify the proposed model, a qualitative study of IDPs' subjective experiences, and an experimental study of the effectiveness of the technological tools used.

The study of the specifics of language adaptation of immigrant students from Ukraine is a new step in the study of the phenomenon of language integration, taking into account the peculiarities of the problem of population displacement, which is typical for modern society. The combination of empirical validity with theoretical novelty and practical interest makes the study an important work in the interdisciplinary field of migration studies, applied linguistics and educational policy. The findings can be used as a basis for more effective, inclusive and technology-oriented strategies to promote the language adaptation of migrants not only in the European but also in the global context.

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