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**PERSONALISED FOREIGN LANGUAGE LEARNING TRAJECTORIES:  
ADAPTATION TO THE NEEDS OF UKRAINIAN REFUGEES**

*Abstract.* This article examines the role of personalised foreign language learning trajectories in supporting the social and professional integration of Ukrainian refugees in host countries. With the recent influx of Ukrainian refugees due to the ongoing war, language learning has emerged as a critical factor for successful adaptation. The study analyses the specific language needs of Ukrainian refugees, ranging from basic conversational skills for daily interactions to professional language competencies. It highlights the importance of tailored learning paths that consider individual factors such as age, educational background, professional goals, and psychological state. The research also explores the benefits of integrating technology into language learning through online courses, mobile applications, and adaptive platforms, which provide accessible and flexible educational opportunities. Additionally, the article emphasizes the therapeutic potential of structured language learning as a form of psychological support, offering refugees routine, social interaction, and a constructive outlet to process their experiences. The findings suggest that personalised, technology-enabled, and psychologically sensitive language education can significantly enhance the integration process for Ukrainian refugees, facilitating their adjustment to new cultural, social, and economic environments. Further research is encouraged to refine adaptive learning models that can respond to the evolving needs of refugee populations in diverse contexts.

**Keywords:** language education, Ukrainian refugees, personalised learning, integration process

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**ПЕРСОНАЛІЗОВАНІ ТРАЄКТОРІЇ НАВЧАННЯ ІНОЗЕМНИХ МОВ:  
АДАПТАЦІЯ ДО ПОТРЕБ УКРАЇНСЬКИХ БІЖЕНЦІВ**

*Анотація.* У цій статті розглядається вплив персоналізованих траєкторій вивчення іноземних мов на соціальну та професійну інтеграцію українських біженців у країнах, що їх приймають. У зв'язку з нещодавнім надходженням українських біженців через поточну війну, вивчення мов стало критично важливим фактором для успішної адаптації. У дослідженні проаналізовано специфічні мовні потреби українських біженців, починаючи від базових навичок спілкування для щоденних взаємодій і закінчуючи професійними мовними компетенціями. У статті підкреслюється важливість індивідуальних шляхів навчання, які враховують такі особистісні фактори, як вік, освітній рівень, професійні цілі та психологічний стан. Дослідження також розглядає переваги інтеграції технологій у процес вивчення мови за допомогою онлайн-курсів, мобільних додатків і адаптивних платформ, що забезпечують доступні й гнучкі освітні програми. Крім того, стаття акцентує увагу на терапевтичному потенціалі структурованого вивчення мови як форми психологічної підтримки, що надає біженцям рутини, соціальну взаємодію та конструктивний спосіб обробки власного досвіду. Результати дослідження вказують на те, що персоналізоване, технологічно підтримуване та психологічно чутливе навчання мови може значно покращити процес інтеграції українських біженців, сприяючи їх адаптації до нових культурних, соціальних та економічних умов. Подальші дослідження рекомендується спрямувати на вдосконалення адаптивних моделей навчання, які можуть відповідати мінливим потребам біженців у різноманітних контекстах.

*Ключові слова:* мовна освіта, українські біженці, персоналізоване навчання, процес інтеграції

**Introduction.** The ongoing war in Ukraine has precipitated a large-scale migration crisis, compelling millions of Ukrainian citizens to seek refuge in various countries worldwide. For these refugees, learning the language of their host country is essential to their successful social and cultural adaptation, as it serves as a key to employment, education, and social integration. However, Ukrainian refugees encounter numerous challenges upon arrival, such as language barriers, psychological stress, the absence of familiar support networks, and the urgent need to integrate swiftly into unfamiliar societies. These obstacles often exacerbate feelings of isolation and make it difficult for refugees to rebuild their lives in new environments.

A personalised approach to language education has emerged as a promising strategy to help Ukrainian refugees overcome these hurdles. The field of personalised education and personalised foreign language learning has been studied by such Ukrainian and foreign scholars as: N. Aristova, E. Bazhmina, V. Bradáč, K. Kuhai, H. Lokarjeva, O. Malykhin, J. Markiewicz, S. Petersen, P. Smolka, B. Walek, T. Yarmolchuk and others. Studies have highlighted how personalised learning plans can improve language acquisition outcomes by making learning more relevant, accessible, and responsive to individual circumstances [14]. Research increasingly underscores the importance of such individualised approaches, especially in the context of refugee education.

Nevertheless, certain issues within this field remain unresolved. Many current language training programs do not adequately consider the unique needs of Ukrainian refugees, lacking the flexibility to adapt to diverse individual circumstances. Furthermore, a universal model for the rapid customisation of language learning trajectories has yet to be established. Given the often limited access to resources in host countries, integrating effective approaches to technology usage remains a crucial, yet underdeveloped, area in refugee education.

**Setting objectives.** This article aims to propose and examine personalised foreign language learning trajectories tailored specifically to the unique circumstances of Ukrainian refugees. By addressing the social, psychological, and linguistic needs of this group, the article seeks to suggest adaptable learning models that not only facilitate language acquisition but also support refugees' broader integration into host societies. Given the diversity in backgrounds, language proficiency levels, and psychological experiences within the Ukrainian refugee population, a one-size-fits-all approach is insufficient. Instead, this study aims to formulate adaptable learning paths that cater to individual needs, enabling more effective language acquisition, easing social integration, and providing a stable foundation for overcoming displacement-related trauma.

**Research Results.** The language learning needs of Ukrainian refugees are diverse and multifaceted, shaped by factors such as age, prior education, language proficiency, psychological state, and specific life goals in the host country. These needs fall broadly into categories encompassing basic communication skills for daily interactions, language skills tailored for professional and academic contexts, and psychological support through structured learning.

Upon arrival in a host country, refugees often need immediate support with fundamental language skills to navigate everyday situations. This includes learning phrases and vocabulary related to:

- basic social interactions (greetings, introductions, polite expressions) for social cohesion and confidence;
- daily necessities, such as shopping, ordering food, understanding public transportation, and healthcare-related communication;

- emergency situations, which require learning phrases for requesting assistance or conveying urgent needs.

The development of basic conversational skills is particularly crucial for families, as parents need to engage with schools, healthcare providers, and community services. Children also need these skills to interact with peers, which fosters a sense of belonging and reduces isolation in school and community settings.

As refugees aim to re-enter the workforce or pursue further education, language proficiency specific to professional and academic contexts becomes a key priority. Professional communication skills include:

- industry-specific terminology for fields like healthcare, engineering, technology, or customer service, as many refugees may wish to return to work in their previous professions;
- job application language, such as CV preparation, interviewing, and networking skills, to improve employability and access to local job markets;
- workplace etiquette and formal communication skills that include understanding culturally specific expressions, tone, and norms, which are essential for professional success and team integration [4].

Tailoring language instruction to meet these vocational needs accelerates refugees' adaptation to the job market, increasing their economic independence and self-sufficiency.

Many younger refugees require targeted academic language instructions to transition smoothly into new educational systems. This includes:

- subject-specific vocabulary in areas such as math, science, history, and literature to engage meaningfully in school curricula;
- study skills language, which involves instructions on how to interpret test questions, comprehend assignments, and use academic resources;
- expository and narrative writing skills, essential for fulfilling academic assignments, particularly for older students or those preparing for higher education.

Equipping school-age children and young adults with these skills helps them integrate more readily into their educational environments, paving the way for a stable academic experience [12].

The trauma of displacement, combined with the challenges of adjusting to an unfamiliar environment, can cause significant psychological strain. Language learning can serve as both a cognitive and emotional support tool, offering:

- routine and stability through structured lessons, providing refugees with a sense of purpose and predictability;
- supportive social interactions in the learning environment, helping reduce isolation and foster friendships;
- language for expressing emotions and experiences, as some may benefit from learning vocabulary to describe feelings, emotions, and experiences related to their trauma, which can be therapeutic.

Addressing these needs requires sensitivity and flexibility in lesson pacing and content, particularly for learners who may struggle with focus or motivation due to psychological stress. Language learning also empowers refugees, enabling them to navigate their new environments with greater confidence and facilitating a smoother, more connected integration into host communities.

The rapid development of digital technologies allows instant access to vast amounts of information from personal devices, enhancing educational quality and reach [6]. Technology has become an essential support for Ukrainian refugees learning a new language, especially given that access to in-person resources can often be limited. Their specific needs in this context include:

- accessibility to mobile-based language apps that provide learning on the go, which is beneficial for those without regular access to traditional classrooms;
- platforms offering multilingual resources to allow gradual transitions from their native language to the host country`s language;
- adaptive learning programs that personalise content based on the user`s progress, adjusting difficulty and pace according to individual needs and language proficiency [3].

By focusing on these distinct areas, language learning programs can more effectively support Ukrainian refugees` integration and personal development in host societies.

Observations from real-life settings, such as the «Ukrainska Svitlytsia» Integration Centre in Bydgoszcz, Poland, illustrate this diversity of language learning needs and provide an effective language education model for Ukrainian refugees. Here, Dr. Oksana Dubrova, Associate Professor at Berdiansk State Pedagogical University, provides English classes to Ukrainian refugee children aged 9 to 19, accommodating their varied linguistic proficiencies. The children are divided into three groups: Group 1 (beginner level) uses the Family and Friends 3 textbook for foundational English; Group 2 (intermediate level) studies with Prime Time 1, and Group 3 (advanced level) utilizes Time to Talk B1 and Grammarway 3 to build on existing language skills and prepare for more complex interactions [15]. This grouping not only ensures age-appropriate language learning but also supports the unique language demands of each level, from everyday vocabulary to advanced grammar and conversational skills for professional and academic contexts.

Grouping students by proficiency level ensures that teaching methods and materials are closely matched to individual abilities and goals [16]. For instance, Group 1 uses engaging, basic-level resources that focus on daily language needs, while Group 3, which comprises students with higher proficiency, covers complex language structures suitable for more professional and academic environments. Further customisation can take into account learners' psychological states, allowing more sensitive pacing and teaching methods for students dealing with trauma or high stress.

A comprehensive, multimedia approach to language teaching at the "Ukrainska Svitlytsia" is provided by equipping classrooms with monitors, projectors, TVs, laptops, and internet access. Digital tools, such as mobile applications and adaptive learning platforms, are further used to provide flexibility, allowing students to continue learning independently and reinforcing classroom instruction.

As stated above, the act of learning a language provides refugee students with a sense of routine, accomplishment, and social interaction, which are essential in coping with stress and trauma. In structured environments like the "Ukrainska Svitlytsia", participation in language classes encourages engagement with peers and teachers, fostering a sense of belonging in an otherwise foreign setting.

These personalised, technology-enabled, and psychologically supportive approaches represent an effective model for language education tailored to the needs of Ukrainian refugees, promoting not only linguistic competence but also holistic well-being in new and challenging environments.

**Conclusion.** The research on personalised foreign language learning trajectories demonstrates their crucial role in helping Ukrainian refugees adapt to new living conditions, fostering both linguistic competence and psychological resilience. By tailoring language education to the individual needs of refugees, these personalised models address the unique linguistic, social, and emotional challenges refugees face, providing a structured path to faster and more meaningful integration. As host countries and educational organisations implement these models, they can provide refugees with the language skills and emotional resilience essential for successful adaptation. Further research and investment in adaptive, technology-

supported language programs will be critical in scaling these efforts, ultimately fostering an inclusive, supportive environment for refugees as they build new lives in unfamiliar societies.

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