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Innovative Strategies for Learning English during Wartime in Ukraine: Focusing on Students' Motivation and Preferences

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Abstract: *This article examines the innovative strategies implemented for developing English language learning in Ukraine during wartime. The study's international significance lies in examining language learning in a conflict zone, contributing to a global understanding of how education adapts to crisis. The study focuses on understanding and addressing students' motivations, preferences, and habits in this unique context. A mixed-methods approach was employed, combining quantitative analysis of survey responses with qualitative insights to understand students' perspectives. The survey, conducted among first-year students in five Ukrainian universities, identified four key aspects crucial to understanding the dynamics of language education amidst adversity: types of English language learning activities, setting language learning goals, preference for learning environments, learning modalities, and self-study habits. Each aspect provides valuable insights into students' approaches, challenges, and motivations in their language learning journey. The findings of this study reveal a strong preference for media-based and interactive learning methods among students in Ukraine during wartime. This preference underscores the effectiveness of engaging in activities like watching movies in English and practising conversation with native speakers. The study also highlights a balanced approach to goal-setting, with a significant focus on both short-term milestones and long-term aspirations. It emphasises the importance of flexible learning environments and adaptive educational strategies in supporting language learning during challenging circumstances. Recommendations include leveraging technology, promoting goal-setting skills, and fostering supportive learning environments to enhance English language education in similar contexts.*

Keywords: *English language learning; innovative strategies; learning preferences; student motivation; wartime education.*

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Introduction

In the face of unprecedented challenges, the resilience of the human spirit often shines brightest. This resilience has been particularly evident in Ukraine, where the ongoing conflict has disrupted every facet of life, including education. Despite these adversities, students' unwavering commitment to learn and improve their skills, a testament to their strength and resilience, has remained steadfast. This study is the first to systematically explore language learning preferences and strategies among university students during wartime in Ukraine. Focusing on how students adapt their learning in conflict, this research offers unique insights into the intersection of wartime education and English language learning, which has not been extensively explored in previous studies. This article delves into the innovative strategies for learning English during wartime in Ukraine, focusing on understanding and enhancing students' motivation and learning preferences.

The study's findings contribute to the broader international discourse on education in crisis-affected areas. Similar approaches have been observed in conflict-affected regions such as Syria and Afghanistan, where media-based and interactive learning methods have proved effective in maintaining educational continuity during instability (Almoslamani, 2022; Antony, 2017). In the context of English language learning in wartime Ukraine, the researchers have provided globally relevant insights into how education systems can be adapted to extreme conditions while offering a unique contribution to the field by integrating students' motivational factors and learning preferences into broader educational strategies.

Learning English is not just about acquiring a new language; it is a gateway to global communication, opportunities, and cultural exchange. In Ukraine, mastering English has become even more critical due to recent Verkhovna Rada (the Parliament of Ukraine) legislation. On June 4, 2024, a law defining English in Ukraine as the language of international communication was passed (The Law of Ukraine, 2024). This legislation, which reflects the country's intention to join the European Union, is a significant step towards enhancing English proficiency among Ukrainians. The law will impact nearly all spheres of social life and the economy, particularly by making English mandatory at all levels of education, thereby increasing the importance of effective English language education in the country. This legislative shift places

Ukraine within a broader international movement that recognises the importance of English as a global lingua franca, making this study relevant beyond national borders.

This article explores the various strategies employed to maintain and improve the quality of English language education during these turbulent times. Furthermore, it examines how these strategies could be adapted to other regions experiencing conflict or disruptions to traditional education. It also examines the motivational factors that drive students to pursue language learning in a context of chaos and identifies their preferred learning methods. By understanding and respecting these elements, educators can better tailor their approaches to meet the needs of their students, ensuring that the process of learning English remains effective and engaging – even in the most challenging circumstances.

Literature review

The language learning and education field has seen significant scholarly interest in understanding effective strategies and motivations among students, particularly in challenging contexts such as wartime. Research by Krashen (1985) and Long (1983) indicates that exposure to comprehensible input, including media such as movies, TV shows, and music in the target language, plays a crucial role in language acquisition. These activities enhance linguistic proficiency and foster cultural awareness and intercultural competence (Khodjaeva, 2021). Moreover, Locke & Latham (1990) emphasise the importance of goal-setting in language learning, arguing that clear and challenging goals can enhance motivation and performance. Dornyei & Ushioda (2011) further elaborate on the concept of motivational strategies, highlighting the role of intrinsic and extrinsic motivators in sustaining students' commitment to language learning amidst adversity. The findings of this study align with these foundational works, especially regarding goal-setting and media-based learning as highly motivating factors in conflict situations.

Regarding learning environments, studies by Hui et al. (2023) and Ye (2024) underscore the significance of learner autonomy and choice in language education. They suggest that environments promoting self-directed learning, individually or in groups, can effectively cater to diverse learner needs and preferences. Our findings confirm this, with students in Ukraine preferring flexible learning environments that support their unique circumstances.

Regarding modalities of instruction, Warschauer (1996) and Chapelle (2001) explore the benefits of integrating technology and online platforms into language learning. They argue that these tools not only provide flexibility and accessibility but also facilitate interactive and communicative language practice, which are crucial during disruptions to traditional classroom settings. Furthermore, Oxford (2003) examines self-study practice in language learning, identifying various strategies and techniques that learners employ independently to enhance language proficiency. These include extensive reading, language exchanges, and self-assessment, all contributing to learners' autonomy and lifelong learning skills. This study's reliance on technology-based learning modalities further validates these previous findings and demonstrates their application in a conflict-affected region.

The literature underscores the importance of adaptive strategies, such as flexible curriculum planning and personalised learning paths, in supporting effective language learning, especially in contexts of external challenges such as wartime. Technology integration, goal-setting, and learner autonomy are crucial factors in language education. Studies by Dvorianchykova et al. (2022, 2023) and Malykhin et al. (2024), Bondarchuk (2023; 2024) provide insights into innovative approaches and strategic enhancements in language education, particularly relevant in dynamic and challenging environments like wartime. Khomenko et al. (2023) introduced the pedagogical concept of integrative teaching and learning, which combines foreign language instruction with professional disciplines within the framework of interdepartmental interaction in Ukrainian higher education establishments.

Recent studies by Gbollie & Keamu (2017), Jamian et al. (2024), Almoslamani (2022), Antony (2017), Kumar et al. (2022), Sanako (2022), Olds et al. (2021), Soto et al. (2024) as well as Gudu & Jesse (2023), offer further insights into motivational strategies, learning styles, learning strategies, and instructional methods that influence English language learning outcomes in diverse educational contexts. These international studies serve as a comparative basis for analysing the unique contributions of this study, emphasising its relevance for educators worldwide.

These studies underscore the importance of adaptive strategies, technology integration, goal-setting, learner autonomy, and motivational techniques in supporting effective language learning, especially in contexts of external challenges like wartime. By synthesising these

insights, this study contributes to understanding how innovative approaches can optimise English language education and motivate students in Ukraine amidst ongoing adversity.

Methodology

Researchers conducted an exploratory study at five Ukrainian universities using an online survey designed by a team of researchers. The universities involved were Taras Shevchenko National University of Kyiv (Kyiv, Ukraine), Kyiv National Linguistic University (Kyiv, Ukraine), Kyiv National University of Technologies and Design (Kyiv, Ukraine), National University of "Kyiv-Mohyla Academy" (Kyiv, Ukraine), and Volodymyr Vynnychenko Central Ukrainian State University (Kropyvnytskyi, Ukraine). Data collection was facilitated through a web-based questionnaire created in Google Forms. The study participants comprised 124 first-year students. The survey included questions to understand students' preferences and motivations for learning English during challenging times.

Ethical Considerations. This study followed ethical research practices, including obtaining informed consent from all participants. Students were also informed of their right to withdraw from the study without any consequences. Since the questionnaire was anonymous and did not collect sensitive personal data, the study did not require approval from an ethics committee. However, the researchers ensured that all data were collected and stored in a manner that guaranteed the confidentiality and anonymity of the participants throughout the study.

Results

This section presents the findings and discusses the implications based on the responses gathered from the survey. The analysis focuses on five critical questions aimed at understanding students' perspectives on English language learning during challenging circumstances:

- *Types of English Language Learning Activities*: Participants were asked to identify the most engaging activities for learning English.
- *Setting Language Learning Goals*: Insights were gathered on how students set goals for improving English language proficiency.
- *Preference for Learning Environment*: The survey explored whether students prefer learning English individually or in group settings.

- *Learning Modalities*: Participants shared their preferences between traditional classroom learning and online/distance learning methods for studying English.
- *Self-Study Habits*: Students' frequency and self-study methods to enhance their English language skills were also examined.

These questions provide a comprehensive view of students' preferences, strategies, and challenges in their English language learning journey amidst ongoing adversity. The following discussion analyses these findings and their implications for enhancing language education strategies in similar contexts.

A. Types of English Language Learning Activities

Based on the survey responses, the most engaging types of English language learning activities among the participants were watching movies or TV shows in English (68.3%), conversational practice with native speakers (64.2%), and listening to English music or podcasts (52.8%). A smaller percentage found reading books or articles (39.8%) and formal classroom instruction (24.4%) to be most engaging, while a negligible portion (0.8%) preferred all of the listed activities.

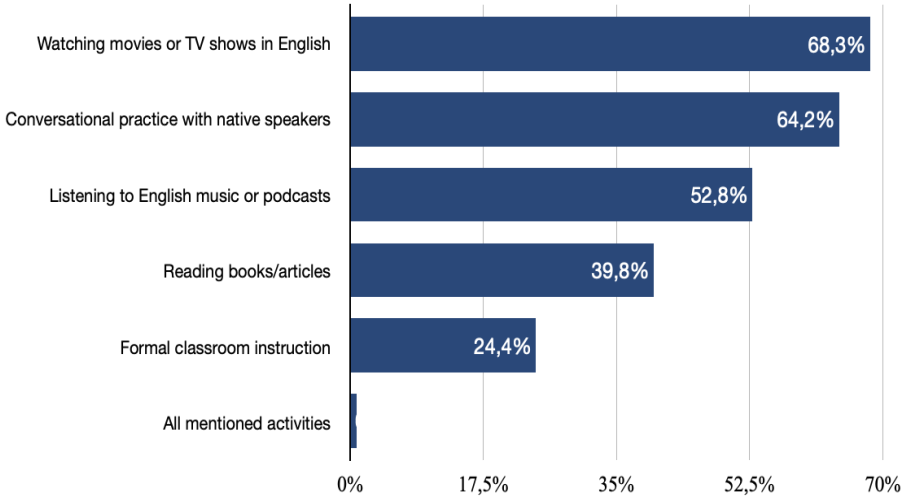


Figure 1. Types of the most challenging English language learning activities

Based on the data provided by Figure 1 and considering the context of learning English during wartime in Ukraine, several insights and analyses can be drawn:

Preference for media-based learning: The high percentage of respondents (68.3%) who find watching movies or TV shows in English most engaging suggests that media-based learning is highly effective and appealing, even during challenging times such as wartime. This preference aligns with innovative strategies that leverage technology and media to engage students.

Value of conversational practice: The significant proportion (64.2%) of students who prefer conversational practice with native speakers underscores the importance of practical, interactive learning methods. This approach enhances language skills and provides cultural exposure, which is crucial for students during wartime disruptions.

Utilisation of music and podcasts: Over half of the respondents (52.8%) find listening to English music or podcasts engaging. This activity indicates a recognition of multimedia resources' motivational and educational value, which can be accessed flexibly and independently, overcoming barriers imposed by wartime conditions.

Challenges with traditional classroom instruction. The relatively lower preference (24.4%) for formal classroom instruction suggests challenges or limitations associated with traditional learning environments during wartime. Infrastructure disruptions, safety concerns, and limited access to educational facilities could contribute to this preference.

Need for adaptive learning environments. The diverse preferences highlighted in the survey underscore the importance of adaptive educational strategies that cater to varying learning styles and circumstances. Innovative approaches that integrate online/distance learning with interactive media and conversational practice appear crucial in maintaining continuity and motivation during periods of instability.

Implications for motivation. Understanding these preferences can inform strategies to enhance students' motivation during wartime. Educators can foster a supportive learning environment that encourages continued language development despite external challenges by prioritising engaging activities such as media-based learning and conversational practice.

The survey data reflect students' preferences for specific English language learning activities and highlight the relevance of innovative strategies that adapt to wartime conditions. Emphasising interactive and multimedia approaches can optimise learning outcomes and sustain motivation among students facing extraordinary circumstances.

B. Setting Language Learning Goals

Understanding how students set language learning goals is crucial for tailoring effective educational strategies, especially in challenging contexts such as wartime. This section explores students' preferences and practices in goal-setting, shedding light on their approaches to short-term achievements and long-term aspirations in English language acquisition. Figure 2 illustrates the distribution of responses among students regarding their preferred methods for setting language learning goals.

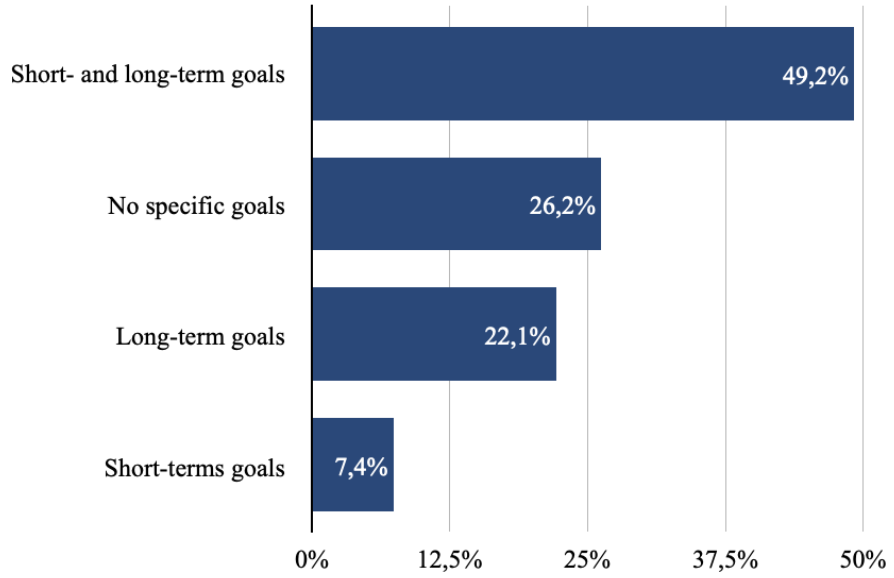


Figure 2. Language learning goals of online survey participants

Based on the data regarding how students set language learning goals:

Preference for both short-term and long-term goals. Most respondents (49.2%) prefer setting short-term and long-term goals. This preference indicates a balanced approach to language learning, where students consider immediate achievements alongside broader, overarching objectives. This dual-focus strategy may provide stability and direction during wartime when uncertain conditions prevail.

Emphasis on long-term goals. Approximately 22% of respondents prioritise long-term goals. This preference suggests a forward-thinking mindset among students, driven by aspirations for career advancement,

academic success, or personal development over an extended period. Such a focus could serve as a motivating factor during periods of adversity.

Challenges with goal setting. About 26% of respondents indicated having no specific language learning goals. This subgroup may need help maintaining focus or direction in their studies. During wartime, external factors such as disruptions to routine, stress, or limited access to resources may contribute to difficulties in goal-setting and maintaining motivation.

Implications for educational support. Educators and language learning facilitators can support students' goal-setting efforts. By promoting strategies that encourage short-term achievements and long-term aspirations, instructors can foster resilience and persistence in language learning, even amidst challenging circumstances.

Adaptive approaches. Given the diverse preferences observed, educational strategies should be adaptive and responsive to individual needs. Guiding effective goal-setting techniques, offering resources for self-directed learning, and encouraging periodic review and adjustment of goals can help students navigate uncertainties and maintain progress in their language acquisition journey.

Understanding these preferences informs personalised educational approaches and underscores the importance of holistically supporting students during wartime, ensuring continuity in language learning and overall academic development.

C. Preference for Learning Environment

Understanding students' preferences for learning environments is essential for optimising language learning strategies, especially in challenging circumstances like wartime. This section examines students' choices between individual and group settings for learning English. Figure 3 presents the distribution of responses, highlighting whether students prefer to learn individually, in a group, or both. Additionally, it provides insights into their preferred modes of English language instruction.

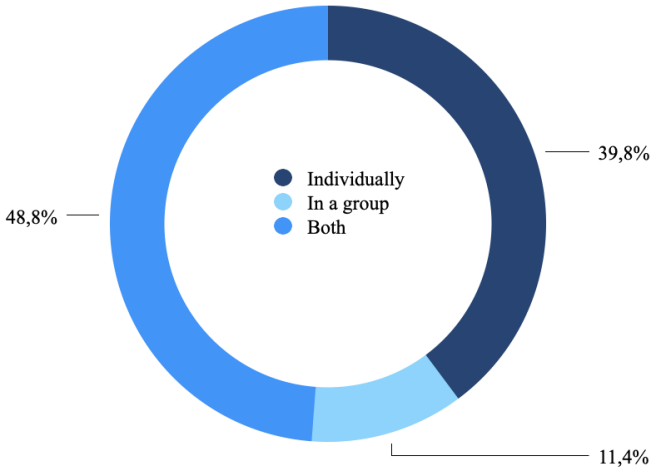


Figure 3. Preference for learning environment according to online survey participants

Analysing students' preferences for learning environments reveals significant insights into their preferred modes of English language learning amid challenging conditions. According to the data:

- Approximately 39% of students prefer to learn English individually. This preference may stem from the flexibility and personalised pace that individual learning offers, allowing students to tailor their study sessions to their specific needs and schedules.
- A smaller percentage, 11%, indicates a preference for learning English in a group setting. Group learning can foster collaborative skills, peer interaction, and shared learning experiences, which some students find beneficial for language acquisition.
- A majority, 48.8% of respondents, prefer a combination of individual and group settings for learning English. This preference suggests that students recognise the advantages of both modes – the autonomy and focus of individual study complemented by the collaborative and social aspects of group learning.

These findings underscore the diverse learning preferences among students, highlighting the importance of offering flexible learning environments that accommodate various learning styles and preferences. During wartime, where disruptions to traditional learning environments are common, understanding these preferences becomes crucial for educators and policymakers. It is essential to design effective language

learning strategies that cater to students' needs and enhance their motivation to learn English effectively.

D. Learning Modalities

Understanding students' preferences for learning modalities in English language studies is crucial amidst the challenges of wartime conditions in Ukraine. This section analyses students' preferences between traditional classroom learning and online/distance learning, highlighting their choices and implications for educational strategies. The survey data reveal distinct trends in how students prefer to engage with English language learning, reflecting their adaptation to evolving educational landscapes during periods of uncertainty.

Examining these preferences reveals insights into the effectiveness of different learning environments and the potential for innovative strategies to enhance learning outcomes. This analysis explores the nuanced reasons behind students' preferences, considering factors such as accessibility, flexibility, and the quality of interaction within each learning modality. It underscores the importance of responsive educational approaches that cater to diverse learning styles and needs, ensuring resilience and continuity in English language education in challenging circumstances.

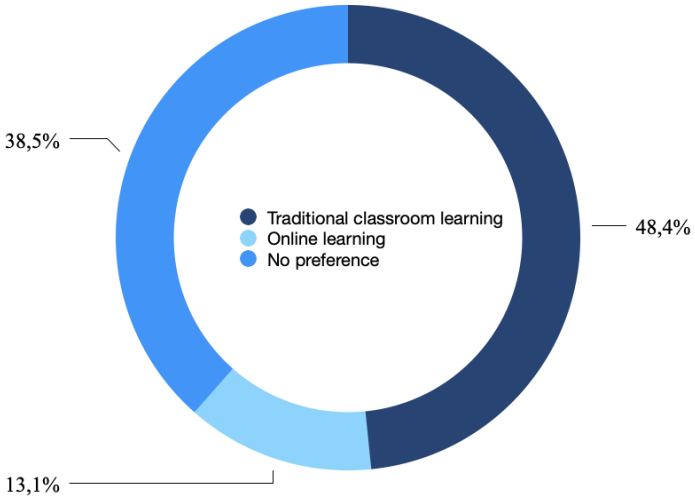


Figure 4. Learning modalities according to online survey participants

Analysing students' preferences for learning modalities – traditional classroom versus online/distance learning – provides valuable

insights into their preferred methods of English language studies during challenging circumstances. Among the key findings:

Traditional classroom learning. Nearly half of the respondents (48.4%) preferred traditional classroom learning. This preference may stem from the structured environment, face-to-face interaction with teachers and peers, and access to physical resources typically associated with traditional classrooms.

Online learning. A smaller percentage (13.1%) preferred online/distance learning. This learning mode offers flexibility, accessibility, and the opportunity for self-paced study, which can be particularly advantageous during disruptions such as wartime.

No preference. A significant proportion (38.5%) reported no preference between traditional classrooms and online/distance learning. It indicates a balanced view among students regarding the benefits and drawbacks of each modality, suggesting they may be open to adapting to different learning environments based on circumstances.

These findings underscore the importance of offering diverse learning modalities to accommodate student preferences and needs. During wartime, when disruptions to traditional educational settings are prevalent, flexibility in instructional delivery methods becomes crucial. Educators and policymakers can use these insights to develop hybrid learning models that blend traditional and online learning strengths, enhancing students' engagement and optimising their English language learning experiences.

E. Self-Study Habits

Understanding students' self-study habits in English language learning is pivotal, especially in wartime challenges in Ukraine. This section examines the frequency with which students engage in self-study to enhance their English skills, shedding light on their motivations and behaviours.

The survey data illuminate varied patterns of self-study among students, revealing insights into their dedication and proactive approach to language acquisition despite adversities. By delving into these habits, we uncover students' strategies to supplement formal learning, highlighting their commitment to personal and academic growth.

This analysis explores the factors influencing self-study habits, such as resource access, time management, and individual learning preferences. It underscores the significance of self-directed learning in bolstering language

proficiency, offering valuable implications for educational strategies tailored to empower students in dynamic and challenging environments.

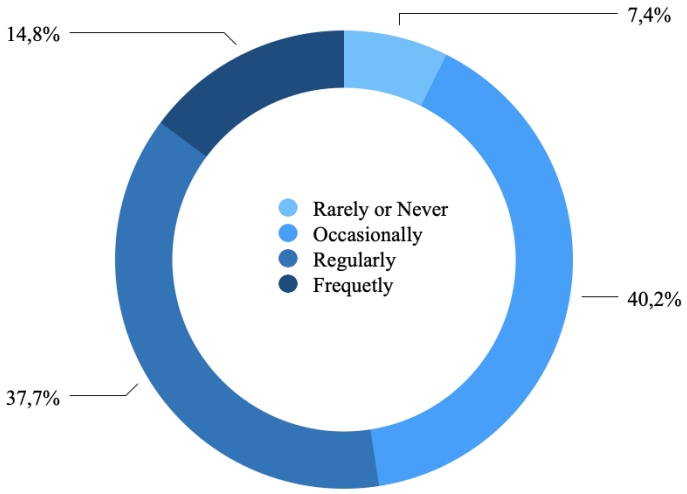


Figure 5. Self-study habits of online survey participants

Analysing self-study habits among students reveals intriguing insights into their approach to enhancing English language skills during wartime in Ukraine. The survey responses indicate diverse frequencies and motivations behind self-directed learning efforts. Regarding the frequency of self-study:

Rarely or Never (7.4%). A small minority of students reported seldom or never engaging in self-study. This group may rely heavily on formal classroom instruction or need help accessing the necessary resources.

Occasionally (40.2%). A significant portion of students engage in self-study occasionally, suggesting a proactive approach to supplementing classroom learning with additional practice and reinforcement.

Regularly (37.7%). A substantial number of students engage in self-study regularly, indicating a solid commitment to improving their English skills independently. This group benefits from structured study routines and prioritises continuous language development.

Frequently (14.8%). A notable percentage of students often engage in self-study, demonstrating high dedication and motivation. These students may perceive self-study as essential for achieving their language learning goals swiftly and effectively.

The findings underscore the resilience and adaptability of students in Ukraine, who navigate the challenges posed by wartime conditions to actively pursue language proficiency. The preference for self-study reflects a proactive learning approach that complements formal education, enabling students to tailor their learning experience to personal needs and schedules. Educators and institutions can leverage these insights to enhance support mechanisms for students engaged in self-study. Strategies include providing access to diverse learning resources, offering guidance on effective study techniques, and promoting peer collaboration to facilitate learning outside the classroom.

Analysing self-study habits highlights the dynamic strategies students in Ukraine employ to navigate language learning in challenging circumstances. Understanding these habits provides a foundation for developing targeted educational interventions that empower students to thrive academically and personally in their pursuit of English language proficiency.

Discussions

This study addresses a critical gap in the current literature, bringing significant international relevance in showing how educational strategies can be adapted during conflict, offering valuable lessons for educators and policymakers in other conflict-affected regions. The analysis of data from the survey conducted among students in Ukraine during wartime, focusing on their perspectives and preferences regarding English language learning, indicates five key aspects crucial to understanding the dynamics of language education amidst adversity: types of English language learning activities, setting language learning goals, preference for learning environment, learning modalities, and self-study habits. Each aspect provides valuable insights into students' approaches, challenges, and motivations in their language learning journey.

The survey revealed that the most engaging activities for learning English among participants were watching movies or TV shows in English (68.3%), engaging in conversational practice with native speakers (64.2%), and listening to English music or podcasts (52.8%). These preferences underscore the effectiveness of media-based and interactive learning approaches during challenging circumstances like wartime. They align with previous studies on language learning during crises (Dornyei & Ushioda, 2011; Warschauer, 1996), emphasising the importance of adaptable, media-driven methods. In contrast, research advocating for face-to-face learning (Oxford, 2003) highlights a different learning model. However, our findings reinforce the growing global trend towards more individualised, technology-driven learning (Hui et al., 2023), particularly in crisis contexts. This shift towards media-based learning not only addresses the practical limitations of traditional classroom setups in unstable environments but also enhances student autonomy and engagement, which are critical elements during times of instability. As a result, this research contributes to the international discourse on education in conflict zones by offering more profound insights into how technology can optimise learning during wartime.

Insights into how students set language learning goals indicated a balanced approach, with 49.2% of respondents preferring short- and long-term goals. This dual-focus strategy suggests a resilient mindset among students who seek stability and direction amidst uncertainties. The emphasis on long-term goals (22.1%) reflects aspirations for future academic and career achievements, highlighting the importance of

sustained motivation in language proficiency development during wartime (Locke & Latham, 2002). According to Locke and Latham's goal-setting theory, clear and challenging goals can significantly enhance motivation and task performance, which aligns with students' focus on setting both immediate and future-oriented objectives.

Concerning learning environments, the survey results indicate that 39.8% of students prefer individual learning, highlighting the need for greater flexibility and personalised pacing in their studies. On the other hand, 11.4 % preferred group learning, claiming the advantages of joint work and shared knowledge. It is essential to point out that a plurality (48.8%) of the respondents indicated their preference for both settings, suggesting a tendency towards blended learning environments that can support multiple approaches to learning. These findings underscore the importance of flexibility in educational delivery to accommodate varying preferences and optimise learning outcomes.

Regarding learning modalities, 48.4% of students preferred traditional classroom learning, valuing face-to-face interaction and structured environments. In contrast, 13.1% favoured online/distance learning for its accessibility and flexibility. A significant portion (38.5%) indicated no specific preference, reflecting an openness to hybrid or blended learning models. This diversity in preferences highlights the need for educational strategies that integrate traditional and online methods, offering students varied pathways to engage effectively with English language studies.

The analysis of self-study habits among students revealed varied engagement levels: 7.4% rarely or never engaged in self-study, 40.2% did so occasionally, 37.7% engaged regularly, and 14.8% engaged very frequently. These findings underscored students' proactive approach to supplementing formal education with independent study efforts. Self-study emerged as a critical strategy for maintaining language proficiency and overcoming challenges posed by wartime disruptions, demonstrating students' resilience and commitment to continuous learning.

The findings provide critical insights into adapting language education strategies to cope with the challenges of wartime. Innovative approaches such as media-based learning, goal-oriented instruction, flexible learning environments, and adaptive modalities can enhance student engagement and resilience. Educators and policymakers can leverage these insights to develop responsive educational interventions

that empower students to navigate adversity. Institutions can ensure continuity in English language education and promote holistic student development in dynamic environments by prioritising motivational activities, fostering goal-setting skills, and supporting diverse learning preferences.

Hence, discussing these findings underscores the importance of understanding students' perspectives and preferences in shaping effective language education strategies during wartime. By addressing these insights, educational stakeholders can foster an inclusive and supportive learning environment that empowers students to thrive academically and personally in challenging circumstances.

One key limitation of this study is the relatively small sample size of 124 first-year students from five universities in Ukraine. While the sample provides valuable insights into students' language learning preferences during wartime, the findings may not fully represent the broader population of Ukrainian students or students in other countries facing similar disruptions. The geographic focus on Ukraine also limits the generalizability of the results to other regions affected by conflict or crisis.

Another limitation is the specific wartime context in which the study was conducted. The war in Ukraine has influenced students' learning behaviours and preferences, so the findings might not apply entirely to other contexts or more stable environments. Additionally, the study was conducted during a specific timeframe of the conflict, which may affect the stability and applicability of the results over time.

This research advances the understanding of learner autonomy and adaptive educational strategies by illustrating how Ukrainian students take charge of their learning during the war. These results are consistent with Long's (1983) and Hui et al. (2023) study, stressing the need for adaptive approaches and learning autonomy under challenging situations. Integrating students' motivational factors and preferences into a broader strategy for wartime education highlights this study's innovative approach, offering new perspectives for educators and policymakers aiming to enhance language education in crisis settings.

Conclusions

Our study illuminated fundamental aspects of English language learning among students in Ukraine during wartime, shedding light on their preferences, challenges, and strategies for overcoming adversity. A comprehensive analysis of survey responses revealed several pivotal

findings, underscoring students' resilience and adaptability in pursuing language proficiency despite challenging circumstances.

With a specific focus on the Ukrainian context, the authors significantly contribute to understanding how established language learning strategies can be adapted to conflict zones. Specifically, this research explores how digital and media-based tools can enhance language learning in environments where traditional methods are disrupted. The authors also highlight how flexible learning environments and adaptive teaching strategies can sustain motivation and engagement under adverse conditions. These findings not only align with existing literature but extend it by offering insights into how students set goals and choose learning modalities in a wartime context.

The most notable finding of this study is the strong *preference for media-based and interactive learning activities* – such as watching movies, conversing with native speakers, and listening to music or podcasts.

These strategies enhance language skills and offer essential cultural exposure, which is crucial during wartime disruptions. This preference aligns with global trends towards technology-driven learning and highlights how these innovative strategies can be applied in other regions experiencing educational disruptions.

Goal-setting emerged as another critical finding, with students adopting short-term and long-term goals to maintain motivation and direction in their language learning journeys. This dual-focus approach reflects their proactive stance in overcoming uncertainties, essential for sustaining progress amidst the unpredictability of conflict.

Learning environments are vital to students' success. Students' preferences vary between individual and group settings. Many students value the personalised nature of individual learning, while others find collaborative group environments more effective. This hybrid approach underscores the need for educational strategies that cater to diverse learning styles and circumstances.

Additionally, the study identified a growing interest in online and distance learning alongside traditional classroom learning. This model emphasises the importance of adaptive educational frameworks that integrate technology to enhance accessibility and flexibility in language education.

The findings on self-study further underscore *student autonomy*. They revealed that students actively supplemented formal education with independent learning efforts. Their frequency and dedication to

self-study demonstrate their commitment to achieving language proficiency despite their challenges.

In conclusion, these insights provide a robust foundation for enhancing language education strategies in conflict-affected regions. Educators and policymakers can meaningfully support students during difficult times through media-based learning, goal-setting skills promotion, flexible learning environments, and integration of adaptive modalities. These strategies promote academic success and foster holistic development, empowering students to thrive in their pursuit of English language proficiency and broader educational goals.

Refining educational approaches that respond to students' evolving needs is imperative. Institutions can promote resilience, motivation, and academic achievement by prioritising student-centred methodologies and fostering supportive learning ecosystems. This study contributes valuable insights and recommendations for advancing language education practices, ensuring inclusivity, and promoting lifelong learning opportunities in adversity contexts.

The implications of this research extend beyond Ukraine, offering lessons for educators and policymakers globally. The innovative strategies identified – such as using media and interactive learning during times of crisis – have potential applications in other regions affected by conflict or displacement, such as the Middle East and Africa. As global educational challenges evolve, this study contributes to developing resilient educational frameworks that ensure students' access to quality language learning, even in adverse conditions.

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