

DOI: <https://doi.org/10.46502/issn.1856-7576/2025.19.04.6>

Cómo citar:

Snigovska, O., Babych, V., Boiko, A., Kharkovskiy, Y., & Petliaieva, V. (2025). Sociolinguistic aspects of foreign language teaching in the context of international education. *Revista Eduweb*, 19(4), 86-98. <https://doi.org/10.46502/issn.1856-7576/2025.19.04.6>

Sociolinguistic aspects of foreign language teaching in the context of international education

Aspectos sociolingüísticos de la enseñanza de lenguas extranjeras en el contexto de la educación internacional

Oksana Snigovska

Candidate of Pedagogical Sciences, Associate Professor, Acting Head of the Department of Public Communications and Regional Studies, Faculty of International Relations, Political Science, and Sociology, Odesa I. I. Mechnikov National University, Odesa, Ukraine.



<https://orcid.org/0000-0003-3516-9706>
snigovska@ukr.net

Vira Babych

PhD in Germanic Languages, Lecturer, Department of Journalism and Philology, Pylyp Orlyk International Classical University, Mykolaiv, Ukraine.



<https://orcid.org/0000-0002-7307-7397>
Vagantsva@gmail.com

Anna Boiko

PhD in Pedagogy, Senior Researcher, Department of Out-of-School Education, Institute of Problems on Education of the National Academy of Educational Sciences of Ukraine, Kyiv, Ukraine.



<https://orcid.org/0000-0002-0371-5058>
boikoanna@gmail.com

Yevhen Kharkovskiy

Lecturer, Department of Romance and Germanic Philology, Educational and Research Institute of Philology and Journalism, State Institution 'Luhansk Taras Shevchenko National University', Poltava, Ukraine.



<https://orcid.org/0000-0002-1269-8077>
ejenyonesko@gmail.com

Vira Petliaieva

PhD, Senior Lecturer, Germanic Philology Department, Faculty of Philology, National University of Shipbuilding, Mykolayiv, Ukraine.



<https://orcid.org/0000-0003-2752-2354>
verapetliaieva@gmail.com

Recibido: 09/08/25

Aceptado: 05/11/25

Abstract

This qualitative study examined Ukrainian students' and educators' perceptions and experiences of sociolinguistic factors influencing foreign language instruction in international education contexts, reflecting on "Experiences of academic mobility and institutional approaches to language policy" for transnational cohorts. A total of 15 participants, consisting of 8 Ukrainian students and 7 Ukrainian educators, were selected through purposive sampling. All participants had substantial involvement in Erasmus+ mobility programs, ensuring well-informed perspectives. Semi-structured interviews provided in-depth insights and detailed narratives. The interview protocols addressed classroom practices, mobility experiences, and institutional language policies. Data was analyzed using thematic analysis, which identified key themes related to language attitudes, cultural adaptation, linguistic diversity, and linguistic identities. The findings



show the importance of accounting for linguistic and cultural contexts in foreign language learning and to enhance cultural competence training and institutional support for language educators. The implications include aligning curricula with multilingual realities and developing targeted support mechanisms for transnational cohorts. This study contributes to the literature on sociolinguistic factors in international higher institutions and serves as a baseline for future research.

Keywords: Multicultural Education, International Education, Language Instruction, Language Identity.

Resumen

Este estudio cualitativo examinó las percepciones y experiencias de estudiantes y docentes ucranianos sobre los factores sociolingüísticos que influyen en la enseñanza de lenguas extranjeras en contextos de educación internacional, con referencia a “Experiencias de movilidad académica y enfoques institucionales de política lingüística” en cohortes transnacionales. Participaron quince personas, ocho estudiantes y siete docentes ucranianos, seleccionados mediante muestreo intencional. Todos habían estado involucrados de manera significativa en programas de movilidad Erasmus+, lo que aseguró perspectivas fundamentadas. Las entrevistas semiestructuradas ofrecieron visiones detalladas y narrativas profundas. Los protocolos de entrevista abordaron prácticas de aula, experiencias de movilidad y políticas lingüísticas institucionales. Los datos fueron analizados mediante análisis temático, identificando ejes vinculados con actitudes hacia la lengua, adaptación cultural, diversidad lingüística e identidades lingüísticas. Los hallazgos subrayan la necesidad de considerar los contextos culturales y lingüísticos en la enseñanza de idiomas extranjeros y de fortalecer la formación en competencia cultural, así como el apoyo institucional a los docentes de lenguas. Las implicaciones incluyen alinear los planes de estudio con las realidades multilingües y desarrollar mecanismos de apoyo dirigidos a cohortes transnacionales. Este estudio aporta a la literatura sobre factores sociolingüísticos en la educación superior internacional y establece una base para futuras investigaciones.

Palabras clave: Diversidad cultural, Programas internacionales, Educación lingüística, Identidad lingüística.

Introduction

The importance of education cannot be overstated, given its role in the comprehensive development of humanity. Consequently, education is regarded as a vehicle for navigating an interconnected world (Damaiani et al., 2020). In the global context of international education, it is important to equip learners the knowledge and skills for solving complex problems. According to Turchyn et al. (2023), international education seeks to equip students with the skills and knowledge needed to succeed in a globalized environment, where English has become the dominant language of international communication (Jamiluddin, 2023). The teaching of foreign language plays a critical role in advancing international education, as it helps students to effectively interact across cultural and linguistic boundaries (Yemelyanova et al., 2022). The need for foreign language education arises from the growing demand for professionals capable of operating in multilingual environments, fostering mutual understanding and cooperation worldwide. Sociolinguistic factors, including language attitudes, linguistic diversity, and cultural identity, strongly influence learning outcomes in foreign language teaching. As Goodman et al. (2022) observed, linguistic diversity enriches language education by deepening awareness of diverse ways of life, but it can also pose challenges when students' linguistic backgrounds differ from the language of instruction. In regions such as Latin America, these factors shape language education. For example, in Brazil, the coexistence of Portuguese with indigenous and African languages affects teaching and learning. In Mexico, the presence of indigenous languages alongside Spanish presents both challenges and opportunities for language education. In Ukraine, sociolinguistic factors are highly prominent due to the country's complex linguistic landscape, which includes the coexistence of Ukrainian, Hungarian, and other languages. English language instruction is particularly important for Ukrainian students, given the country's growing participation in international programs (Yerken et al., 2022). Multilingualism can enhance educational outcomes in Ukraine by bringing cultural and linguistic knowledge into the classroom, fostering cultural



understanding and supporting language acquisition (Romanchuk et al., 2023). However, it also presents challenges related to language planning and policy. In the post-conflict context, language education has played a critical role in strengthening national identity and promoting social integration in Ukraine. As Kulichenko et al. (2023) observed, language learning is essential for post-conflict reconstruction, as it fosters a shared identity and supports social cohesion.

There appears to be a paucity of research on the sociolinguistic dynamics of programs at the global level, particularly those involving Ukrainian educators and students. Supporting this view, Yevstakhevyh et al. (2021) and Yilmaz & Temizkan (2022) noted that although literature on language education and multilingualism exists, to the best of current knowledge, no study has specifically examined the experiences of Ukrainian educators and students in international programs. This gap is partly due to the complex cultural and linguistic negotiations inherent in international programs, which significantly influence the academic success of participating students. The scarcity of research in this area indicates poor understanding of the specific problems and opportunities faced by Ukrainian educators and students in such contexts. Yevstakhevyh et al. (2021) observed that students often struggle to adapt to different linguistic norms and academic expectations in foreign universities, which can hinder academic engagement, performance, and overall experience. Addressing these issues would enable researchers to better understand the factors affecting the academic success of educators and students in international programs and to identify effective strategies for supporting participants from Ukraine.

Research Goal

The objective of this research is to investigate the experiences, perceptions, and processes of language teaching and learning in international education contexts, with particular attention to linguistic diversity, cultural influences, and language attitudes.

Research Questions

In alignment with the research goal, the study will be guided by the following questions:

1. How do students and educators in Ukraine and Latin America perceive the role of linguistic diversity in language teaching and learning within international education programs?
2. What cultural and social factors shape the experiences of students and educators in international education programs, particularly in relation to language teaching and learning?
3. How do language attitudes and identities affect teaching and learning processes in international education contexts?

Literature Review

Sociolinguistics in language teaching, international education, Latin American context

Sociolinguistics

The field of sociolinguistics is dynamic, as it examines the complex relationship among culture, language, and society. According to Marsh & Hoff (2019), sociolinguistics is the study of language in its social setting, centering on how language use shapes and reflects power dynamics, cultural norms, and social identity. Similarly, Mujiono & Herawati (2021) view sociolinguistics as a social practice within language study, emphasizing its cultural, historical, and social relevance. It also involves assessing language variation and investigating change in social contexts, including the study of language contact, dialects, and registers (Bannister, 2024). Additionally, Pacheco et al. (2019) state that language variation is a key aspect of language use, reflecting the social and cultural contexts in which it is embedded. Nguyen & Stracke (2020) argue that such variation is influenced by social factors such as identity, power, and status Favale et al. (2020) highlight the close relationship between culture and language, noting that language use is shaped

by cultural values and norms. Qian & Lau (2022) stress language role in constructing social identity and fostering relationships. Turchyn et al. (2023) note that sociolinguistics informs language planning, teaching, and policy, while Saleh et al. (2023) add that it supports the development of culturally and socially sensitive methodologies, curricula, and assessment tools. In this study, sociolinguistics is understood as the examination of how language identity, use, and attitudes intersect with social factors in international education, shaping the experiences and perceptions of Ukrainian educators and students.

Linguistic Diversity

Linguistic diversity has been conceptualized by various scholars as the coexistence of multiple languages, language varieties, and language practices within a specific sociocultural context. According to Toppo and Rahman (2020), this diversity represents a valuable resource that fosters effective communication, creativity, and intercultural understanding. Expanding on this view, Luchenko and Doronina (2023) classify linguistic diversity into several forms, such as language convergence, contact, and divergence, highlighting its dynamic nature within multilingual societies. Furthermore, Abdulai, Roosalu, and Wagoner (2021) emphasize the intrinsic connection between linguistic diversity and cultural identity, noting that language both shapes and reflects the cultural values, norms, and worldviews of its speakers. Complementarily, Babelyuk et al. (2020) argue that linguistic diversity significantly influences language planning and policy, as institutions and governments play decisive roles in either promoting or restricting language use within their jurisdictions. Collectively, these perspectives underscore that linguistic diversity is not merely a linguistic phenomenon but also a sociocultural and political one, deeply intertwined with identity, governance, and communication in multicultural contexts.

Language Attitude

In its simplest sense, language attitude refers to the feelings, evaluations, and opinions that individuals hold toward languages, language users, and language varieties. According to DeLuca et al. (2020), language attitude shapes language learning, social interactions, and language use, and can also be influenced by historical, cultural, and social contexts. Similarly, Dumchak et al. (2024) maintain that language attitude reflects power dynamics, as dominant languages and language varieties are often perceived as more prestigious than minority languages and varieties. Favale et al. (2020) note that language ideologies influence language attitudes by shaping people's understanding of language and its functions in society. As García Laborda et al. (2024) correctly noted, language attitudes can be either positive or negative, and these attitudes are reflected in both language behavior and language use. They are shaped by cultural and social factors, including language planning and policy. Moreover, language use, proficiency, and motivation for language learning are significantly influenced by language attitudes.

International Education

Many scholars have defined international education programs. Educational programs, initiatives, and institutions that aim to enhance international collaboration, global understanding, and cultural exchange are regarded as international education (Sokolovskaya et al., 2023). According to Nguyen & Stracke (2020), international education takes different forms, which include global partnerships, study-abroad programs, and international curricula. International education is shaped by political and economic factors, as countries compete to maximize the benefits of education, such as fostering global partnerships, preparing learners for global interaction and connections, and promoting cultural understanding. This may explain why Lee et al. (2022) maintain that international education improves students' career prospects and provides them with a competitive edge in the international environment.

Sociolinguistic factors in foreign language teaching

The role of sociolinguistic factors in influencing academic outcomes and shaping the perceptions and experiences of students is particularly significant in foreign language teaching. As opined by Lee & Lee (2020), the intersection of culture and language is a critical aspect of language learning. The relationship



between culture and language is complex, and language teaching that fails to incorporate and acknowledge learners' cultural identities can hinder the learning process Ramalingam et al. (2022). Conversely, when language teaching integrates and values the cultural backgrounds of learners, it fosters a more effective and inclusive learning environment.

Language ideologies and language attitudes, as key sociolinguistic factors, also have a substantial impact on language learning outcomes (Damaianti et al., 2020). Moreover, the ways in which students use and perceive languages are shaped by language ideologies, with dominant ideologies often marginalizing minority cultures and languages. Lee et al. (2022) emphasize the importance of considering sociolinguistic factors in language teaching by adopting culturally responsive practices. Such practices acknowledge and value learners' cultural experiences and backgrounds, thereby enhancing the inclusivity and effectiveness of the educational process.

Language Related Challenges in the context of International Education

International education programs face various language-related challenges that can hinder students' academic performance and social integration. According to Jie & Sunze (2021), research on language learning in a globalized world demonstrates that rethinking curricula is essential to address the diverse needs of learners. One major challenge is language dominance, particularly that of English, which often leads to inequality in language education practices and policies (Ramalingam et al., 2022). In this regard, Luchenko & Doronina (2023) highlight the impact of globalization on language education, emphasizing the importance of multilingual learning and intercultural competence. Turchyn et al. (2023) report that over 30% of the world's population struggles to access education in their native dialect, which negatively affects learning outcomes and perpetuates inequality. This underscores the need to integrate cultural context and acknowledge learners' cultural identities in language teaching within international education programs. As noted by Seitenova et al. (2023), language learning is also influenced by language ideologies and attitudes, meaning that learners' attitudes toward the target culture and language significantly affect their academic engagement and motivation.

Multilingualism, Language Policies and Participation in Programs like Erasmus+

In Ukraine, multilingualism is particularly important in the context of European integration and globalization. National language policies are shaped by diverse cultural and historical factors, as well as by the country's complex linguistic learning landscape. According to Kulichenko et al. (2023), the challenges faced by the Ukrainian language in maintaining dominance over other languages, particularly in the eastern region, are complex and require targeted solutions. Efforts to address these challenges include promoting Ukrainian as the state language and adopting policies and laws aimed at strengthening its use in government, media, and education.

Erasmus+ is one program that has played a significant role in fostering cultural exchange and multilingualism in Ukraine. According to Palf et al. (2023), Erasmus+ enables staff and students to work and study abroad, thereby enhancing their cultural competence and language skills. In this regard, Kulichenko et al. (2023) emphasize that the use of digital tools and technology significantly improves language learning outcomes and promotes more effective interaction. Encouraging language diversity and multilingualism fosters greater cooperation and cultural understanding both within Ukraine and across borders.

Theoretical Framework

In the context of international education programs, sociocultural theory provides a valuable lens for examining how language learners construct meaning and engage with peers (Goodman et al., 2022). Language both reflects and shapes cultural identity, influencing how individuals perceive and interact with the world. Social interaction is essential for language learning, offering opportunities for dialogue,

negotiation of meaning, and the development of linguistic skills. The cultural context in which language learning occurs positively impacts academic performance and shapes students' experiences and perceptions (Pacheco et al., 2019).

In Latin America and Ukraine, sociocultural theory helps to explain the complexities of linguistic landscapes and cultural contexts. Multilingual education theories emphasize promoting equity among all languages spoken by students, challenging linguistic hierarchies, and fostering additive multilingualism. Language awareness theory highlights the importance of helping students understand how languages work, encouraging reflection on linguistic structures, patterns, and cultural contexts. Applying sociocultural theory enables researchers to explore how language education promotes social interaction, cultural understanding, and positive learning outcomes, helping educators create environments that value linguistic diversity and support language development.

Gap in Knowledge

Based on the studies reviewed so far, there appears to be inadequate research on the topic under investigation. This study is geared towards addressing evident gap in understanding the complex relationship among language, social interaction, and culture in international education programs, with a focus on the perceptions and experiences of students in the context of Ukraine. While existing studies have examined cultural adaptation and language learning from various perspectives, there remains a need to provide deeper insight into the specific challenges and opportunities faced by Ukrainian students in international education programs. This study seeks to fill that gap by offering a more comprehensive understanding of these experiences, thereby contributing to the development of strategies that can enhance student engagement, learning outcomes, and cultural integration.

Methodology

Research Design

In this research, a qualitative design, specifically a phenomenological approach, was adopted to investigate educators' and students' perceptions and experiences regarding sociolinguistic factors in foreign language teaching within the environ of international education. This phenomenological research focused on understanding individual experiences as well as the meanings participants ascribed to those experiences. The approach was suitable for the present study as it allowed for an in-depth investigation of the complex relationship among language, social interaction, and culture within the international education environment. In addition, the phenomenological approach enabled the researcher to obtain a rich understanding of participants' perceptions and interpretations, offering valuable insights into how they constructed meaning from their experiences. The study therefore captured the essence of participants' perspectives through the use of semi-structured interviews, thereby illuminating the sociolinguistic factors influencing foreign language teaching and learning within the context of international education.

Participants

The study employed purposive sampling techniques to select 15 participants. These participants included 8 Ukrainian students and 7 Ukrainian educators who possessed relevant knowledge and had participated in Erasmus+ programs within the framework of international education. As noted by Guest (2012), a sample size of 12 to 15 participants is adequate to achieve data saturation, particularly in qualitative research. In line with this, the chosen sample size was considered appropriate for the present study, as it ensured data saturation and provided a comprehensive understanding of the topic under investigation.

Data Collection

This study used semi-structured interviews for data collection. The interviews were conducted in the language preferred by the participants (English or Ukrainian) to ensure effective communication, promote



comfort, and facilitate open discussion. An in-depth interview guide was developed in alignment with the research questions guiding the study.

Interview Protocol

The interview protocol was developed based on the research questions and objectives. It consisted of open-ended questions that encouraged participants to share their experiences and perceptions in detail. The protocol was pilot-tested with two participants to ensure clarity and relevance to the research objectives. The pilot test also helped identify potential biases or ambiguities, enabling the researcher to refine the protocol before conducting the main interviews.

Validation Process

The validation process for the interview protocol involved several steps. First, the researcher consulted experts in language education and qualitative research to review the protocol and provide feedback. Second, the protocol was pilot-tested with two participants to ensure that the questions were clear and relevant to the research objectives. Finally, the researcher reviewed the protocol to confirm alignment with the research questions and objectives. This process established the content validity of the interview protocol and ensured its effectiveness in capturing the data required to answer the research questions.

Data Analysis

The study adopted thematic analysis to identify patterns in the data. The process involved transcribing interviews, coding data, identifying themes, and interpreting the results. This approach enabled the researcher to explore underlying themes and meanings in the data, providing deeper understanding and insights into the study topic.

Ethical Considerations

Ethical guidelines were strictly adhered to by the researcher. Hence, the researcher obtained the consent of the study participants, anonymity was ensured, and data were securely stored. Participants were fully informed about the research goals and procedures, and their rights were respected throughout the study.

Ukrainian Context

The study faced challenges in accessing participants due to ongoing reforms and mobility issues in Ukraine. To address these, the researcher used online data collection methods and partnered with Ukrainian universities to facilitate participant recruitment.

Results and Discussion

This section presents the findings of the study, highlighting key themes and patterns that emerged from the data analysis.

Thematic analysis revealed key themes related to sociolinguistic factors influencing foreign language teaching in international education programs, reflecting the perceptions and experiences of students and educators in Ukraine.

Theme 1: Linguistic Diversity

Table 1.
Linguistic Diversity

Theme	Sub-theme	Sample Quote
Linguistic Diversity	Linguistic Diversity as a Resource	"Language diversity is a treasure that allows us to learn from each other and understand different cultures."
	Challenges of Linguistic Diversity	"Sometimes, language barriers can make it difficult for students to understand each other, and it takes extra effort to communicate effectively."

Data in Table 1 show the theme of linguistic diversity, which is a significant variable in foreign language teaching. The two subthemes, linguistic diversity and the challenges of linguistic diversity, reflect the complex nature of language variation in educational settings. The study participants perceived linguistic diversity as a valuable resource that enhances cultural exchange and language learning. At the same time, the participants acknowledged the challenges it presents, such as barriers to understanding and communication difficulties.

Theme 2: Cultural Factors

Table 2.
Cultural Differences and Adaptation

Theme	Sub-theme	Sample Quote
Cultural Factors	Cultural Differences and Adaptation	"Cultural awareness is crucial in teaching, and we need to be sensitive to the cultural backgrounds of our students."
	Social Support and Networks	"Having a support network of peers and mentors has been invaluable in helping me navigate the challenges of language learning and cultural adaptation."

Findings in Table 2 show the theme of cultural variables, which emerged as an important aspect of foreign language teaching. The results indicate that social support and networks, as well as cultural differences and adaptations, underscore the relevance of cultural awareness and support in educational settings. The findings further revealed the need for teachers to adopt appropriate teaching methods that recognize cultural differences and highlight the importance of social support and networks in addressing challenges affecting international education programs.

Theme 3: Language Attitude and Identities

Table 3.
Language Attitude and Motivation

Theme	Sub-theme	Sample Quote
Language Attitude and Identities	Language Attitude and Motivation	"I believe that having a positive attitude towards language learning is crucial, and it's essential to find ways to stay motivated and engaged."
	Language Identity and Cultural Affiliations	"Language is closely tied to our cultural identity, and learning a new language can be a way of expanding our cultural horizons."

Table 3 presents the theme of language attitudes and identities, which emerged as a significant factor in foreign language teaching and learning. The sub-themes, language attitude and motivation and language identity and cultural affiliations, reflect the complex relationship among language, identity, and culture. Participants discussed the influence of language attitude and motivation on language learning, as well as the connection between language and cultural affiliation.

Table 4.
Linguistic Diversity Examples

S/N	Sample Quote
1.	"Language diversity is a treasure that allows us to learn from each other and understand different cultures."
2.	"Sometimes, language barriers can make it difficult for students to understand each other, and it takes extra effort to communicate effectively."

Participants in Table 4 emphasized the significance of social support and networks in addressing challenges within international education programs. In line with this, Yerken et al. (2022) underscored the importance of social support networks in promoting language learning and academic success. According to sociocultural theory, social support and networks provide learners with the scaffolding and mediation necessary to navigate complex linguistic and cultural contexts.

Table 5.
Cultural Factors Examples

S/N	Sample Quote
1.	"Cultural awareness is crucial in teaching, and we need to be sensitive to the cultural backgrounds of our students."
2.	"Having a support network of peers and mentors has been invaluable in helping me navigate the challenges of language learning and cultural adaptation."

In Table 5, the findings present additional examples of participant quotes related to cultural variables. The quotes underscore the relevance of cultural awareness and support in educational settings.

Language Identity and Cultural Affiliations

Table 6.
Language Attitude and Identities Examples

S/N	Sample Quote
1.	"I believe that having a positive attitude towards language learning is crucial, and it's essential to find ways to stay motivated and engaged."
2.	"Language is closely tied to our cultural identity, and learning a new language can be a way of expanding our cultural horizons."

Additional examples of participant quotes related to language attitudes and identities are presented in Table 6. These quotes illustrate the complex relationship among language, identity, and culture.

Discussion

The results of this research provide clearer understanding of the perceptions and experiences of Ukrainian students and educators in the context of international education. In line with the research questions, the results indicate that linguistic diversity and related challenges are key concerns for participants. This aligns with the result of Abdulai et al. (2021), which emphasized the importance of language skills in international education settings and the need for language support in such programs. The struggles with language barriers reported by participants are consistent with the findings of Pacheco et al. (2019), who noted that globalization affects foreign language learning and identified key challenges in this context.

The study's findings on cultural integration and adaptation also align with sociocultural theory, which posits that social interaction and cultural context shape human development. Participants' experiences of adjusting to new cultural environments and using diverse communication styles underscore the importance

of cultural competence in international education. This is particularly significant in Ukraine, where language issues and cultural diversity are defining features of the post-conflict educational landscape.

The complex relationship among identity, language, and culture identified in the findings is also noteworthy. Participants' perceptions of language and identity were shaped by their experiences in international education, reflecting the dynamic interplay of these elements. This supports Nwankwo's assertion on language policy in Ukraine, which highlights the role of language in shaping identity and the importance of considering learners' identities in international education settings.

The findings of this study have important implications for language teaching and learning in the context of international education programs, particularly in Ukraine. The results suggest that institutional support programs and cultural competence training are essential for promoting cultural adaptation and language acquisition. Furthermore, it is necessary to encourage cultural diversity and multilingualism in language programs and policies, especially in Ukraine, where cultural and linguistic diversity are defining features of the educational environment. The post-conflict and multilingual nature of Ukraine's education system reflects the challenges and complexities associated with cultural adaptation and language learning.

The findings therefore underscore the need for language policies that promote language support, multilingualism, and cultural diversity. By advancing these values, policymakers and educators can gain deeper insights into supporting language learning and addressing students' cultural adaptation needs in international education settings, thereby enhancing their global perspectives and academic success.

These results are consistent with previous research on language learning and cultural adaptation in international education. For example, Luchenko & Doronina (2023) found that language barriers and cultural differences present significant challenges for international students. Similarly, Babelyuk et al. (2020) emphasized the importance of cultural competence in such programs. However, this study also identifies unique aspects of the Ukrainian context, including the impact of post-conflict education on language learning and cultural adaptation.

This suggests that the experiences of Ukrainian students and educators may differ from those in other contexts. This study has several limitations that should be acknowledged. First, it was conducted in a specific context (Ukraine) and may not be generalizable to other settings. Second, it relied on self-reported data from participants, which may be subject to bias. Finally, the focus was on the perceptions and experiences of students and educators in international education programs, which may not reflect the perspectives of other stakeholders. A critical examination of the findings reveals that sociocultural theory provides a valuable framework for understanding the complex relationship among identity, language, and culture in international education. The dynamic interplay of these elements is particularly significant in Ukraine's post-conflict educational landscape, where language issues and cultural diversity are defining features. In comparison with other Erasmus+ mobility countries, such as Croatia and Poland, Ukraine's unique context presents distinct challenges and opportunities for language learning and cultural adaptation (Palfi et al., 2023). The country's post-conflict status, for example, may heighten the importance of cultural competence and language support in international education programs.

Conclusion

This study examined the perceptions and experiences of Ukrainian educators and students in international education programs, focusing on language attitudes and cultural adaptation. The research questions centered on understanding the challenges and opportunities encountered by Ukrainian participants in such programs. The findings indicated that participants were particularly concerned with language attitudes and identities, linguistic diversity, and the challenges of cultural adaptation and integration. This research advances knowledge in the teaching of sociolinguistics and foreign languages by revealing the complexities of cultural adaptation and language learning within international education.



The conclusions have both theoretical and practical significance for sociolinguistics and international education. Theoretically, the study deepens understanding of cultural adaptation and language learning, highlighting the importance of linguistic diversity and cultural competence. Practically, it suggests that educators and policymakers can better support language learners by fostering linguistic diversity, providing institutional support, and offering cultural competence training. The findings underscore the role of language attitudes and identities in shaping learning experiences and stress the need to create inclusive environments that respect students' cultural and linguistic backgrounds. Adapting programs to multilingual contexts, offering language support, and promoting cultural competence among educators can enhance learner outcomes. Future research should employ quantitative approaches to further explore the relationship between language attitudes, cultural adaptation, and learning outcomes in international education programs.

Bibliographic references

- Abdulai, M., Roosalu, T., & Wagoner, B. (2021). Cultural barriers and enablers of integrating educational migrants from the Global South: The case of graduate students in Europe. *International Journal of Educational Development*, 86, 102479. <https://doi.org/10.1016/j.ijedudev.2021.102479>
- Babelyuk, O. A., Koliassa, O. V., Kushlyk, O. P., & Smaglii, V. M. (2020). Using distance EdTech for remote foreign language teaching during the COVID-19 lockdown in Ukraine. *Arab World English Journal*, (3), 4–15. <https://doi.org/10.24093/aweijelt3.1>
- Bannister, P. (2024). English Medium Instruction Educator Language Assessment Literacy and The Test of Generative AI in Online Higher Education. *Journal of Research in Applied Linguistics*, 15(2), 55–72. https://rals.scu.ac.ir/article_19402.html
- Damaianti, V. S., Abidin, Y., & Rahma, R. (2020). Higher order thinking skills-based reading literacy assessment instrument: An Indonesian context. *Indonesian Journal of Applied Linguistics*, 10(2), 513–525. <https://doi.org/10.17509/ijal.v10i2.28600>
- DeLuca, C., Schneider, C., Coombs, A., Pozas, M., & Rasooli, A. (2020). A cross-cultural comparison of German and Canadian student teachers' assessment competence. *Assessment in Education: Principles, Policy & Practice*, 27(1), 26–45. <https://doi.org/10.1080/0969594x.2019.1703171>
- Dumchak, I., Kachmar, O., Mochalova, N., Oleksandrenko, K., & Sidorova, I. (2024). Socio-cultural factors influencing students' learning experience: a cross-cultural study. *Revista Eduweb*, 18(3), 264–275. <https://doi.org/10.46502/issn.1856-7576/2024.18.03.20>
- Favale, T., Soro, F., Trevisan, M., Drago, I., & Mellia, M. (2020). Campus traffic and e-Learning during COVID-19 pandemic. *Computer Networks*, 176, 107290. <https://doi.org/10.1016/j.comnet.2020.107290>
- García Laborda, J., Arús Hita, J. and Mashhadi, A. (2024). Introduction: Language Teaching Feedback and Assessment Aided by Digital Technologies. *Journal of Research in Applied Linguistics*, 15(2), 3–5. https://rals.scu.ac.ir/article_19543.html
- Goodman, B., Kambatyrova, A., Aitzhanova, K., Kerimkulova, S., & Chsherbakov, A. (2022). Institutional Supports for Language Development through English-Medium Instruction: A Factor Analysis. *TESOL Quarterly*, 56(2), 713–749. <https://doi.org/10.1002/tesq.3090>
- Guest, G. (2012). Describing Mixed Methods Research. *Journal of Mixed Methods Research*, 7(2), 141–151. <https://doi.org/10.1177/1558689812461179>
- Jamiluddin, J. (2023). A Sociolinguistic Analysis on the Types of English Course Instructor Code Switching in the English Teaching and Learning Process. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 11(1), 104–116. <https://doi.org/10.24256/ideas.v11i1.3822>
- Jie, Z., & Sunze, Y. (2021). Investigating pedagogical challenges of mobile technology to English teaching. *Interactive Learning Environments*, 1–13. <https://doi.org/10.1080/10494820.2021.1903933>
- Kulichenko, A., Shramko, R., Rakhno, M., & Polyezhayev, Y. (2023). Resistencia educativa bidimensional en el establecimiento educativo terciario moderno de Ucrania. *Apuntes Universitarios*, 13(1), 474–493. <https://doi.org/10.17162/au.v13i1.1351>



- Lee, J. S., & Lee, K. (2020). The role of informal digital learning of English and L2 motivational self system in foreign language enjoyment. *British Journal of Educational Technology*, 52(1), 358–373. <https://doi.org/10.1111/bjet.12955>
- Lee, J. S., Yeung, N. M., & Osburn, M. B. (2022). Foreign Language Enjoyment as a mediator between Informal Digital Learning of English and willingness to communicate: a sample of Hong Kong EFL secondary students. *Journal of Multilingual and Multicultural Development*, 45(9), 3613-3631. <https://doi.org/10.1080/01434632.2022.2112587>
- Luchenko, O., & Doronina, O. (2023). Application of the positive Japanese experience for teacher induction in Slovakia. *Studia Orientalia Slovaca*, 22(1), 21–48. Retrieved from https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/kvas/SOS_22_1/SOS_22_1.pdf
- Marsh, V. L., & Hoff, M. J. (2019). New literacies in participatory cultures: The assumption of trust. *E-Learning and Digital Media*, 16(5), 393–412. <https://doi.org/10.1177/2042753019863489>
- Mujiono, M., & Herawati, S. (2021). The Effectiveness of E-Learning-Based Sociolinguistic Instruction on EFL University Students' Sociolinguistic Competence. *International Journal of Instruction*, 14(4), 627–642. <https://doi.org/10.29333/iji.2021.14436a>
- Nguyen, V., & Stracke, E. (2020). Learning experiences in and outside class by successful Vietnamese tertiary students studying English as a foreign language. *Innovation in Language Learning and Teaching*, 15(4), 321–333. <https://doi.org/10.1080/17501229.2020.1801692>
- Pacheco, M. B., Daniel, S. M., Pray, L. C., & Jiménez, R. T. (2019). Translingual Practice, Strategic Participation, and Meaning-Making. *Journal of Literacy Research*, 51(1), 75–99. <https://doi.org/10.1177/1086296x18820642>
- Palfi, T., Siegel, L. A., & Šegota, T. (2023). Exploring motivations and socio-cultural impacts of Erasmus+ students in Rijeka, Croatia. In *Tourism in Southern and Eastern Europe 2023: Engagement & empowerment: A path toward sustainable tourism* (Vol. 7, pp. 297–314). University of Rijeka, Faculty of Tourism and Hospitality Management. <https://doi.org/10.20867/tosee.07.20>
- Qian, Q., & Lau, K.-L. (2022). The effects of achievement goals and perceived reading instruction on Chinese student reading performance: Evidence from PISA 2018. *Journal of Research in Reading*, 45(1), 137–156. <https://doi.org/10.1111/1467-9817.12388>
- Ramalingam, S., Yunus, M. M., & Hashim, H. (2022). Blended Learning Strategies for Sustainable English as a Second Language Education: A Systematic Review. *Sustainability*, 14(13), 8051. <https://doi.org/10.3390/su14138051>
- Romanchuk, S., Sytko, O., Karpik, M., Skoreiko-Svirskaya, I., & Isakova, Y. (2023). The role of cognitive linguistics in developing students' communicative competence and forming their linguistic personality. *Multidisciplinary Science Journal*, 5, 2023ss0511. <https://doi.org/10.31893/multiscience.2023ss0511>
- Saleh, A. M., Al-Omari, H. A., & Al-Abdallat, Z. M. (2023). The Effectiveness of an Instructional Program Based on Sociolinguistic Principles in improving Jordanian Tenth Grade EFL Female Students' Attitudes Towards Acquiring English Culture. *Journal of Curriculum and Teaching*, 12(1), 352-364. <https://doi.org/10.5430/jct.v12n1p352>
- Seitenova, S., Khassanova, I., Khabiyeva, D., Kazetova, A., Madenova, L., & Yerbolat, B. (2023). The Effect of STEM Practices on Teaching Speaking Skills in Language Lessons. *International Journal of Education in Mathematics, Science and Technology*, 11(2), 388–406. <https://doi.org/10.46328/ijemst.3060>
- Sokolovskaya, A. Y., Aleeva, G. K., Nikolaeva, L. N., & Zagidullina, G. F. (2023). Interference in teaching English to bilinguals. *Research in Applied Linguistics*, 14(1), 19380. https://rals.scu.ac.ir/article_19380.html
- Toppo, N., & Rahman, R. (2020). The Role of Language in Sustainable Development: Multilingualism and Language Literacy in India. *Ecodevelopment Problems*, 15(1), 89–93. <https://doi.org/10.35784/pe.2020.1.10>
- Turchyn, I., Zaitseva, S., Rudenko, N., Saienko, V., Kuzemko, N., & Denefil, O. (2023). Using Distance Learning Models as Opportunities for Blended Learning for Foreigners. *Romanian Journal for Multidimensional Education*, 15(4), 178–191. <https://doi.org/10.18662/rrem/15.4/787>
- Yemelyanova, D., Tadeush, O., Dushechkina, N., Masliuk, K., Malyshchyskyi, O., & Demchenko, I. (2022). Formation of Professional Self-Determination of Future Teachers of Non-Language Specialties



- when Learning the English Language. *Romanian Journal for Multidimensional Education*, 14(1), 305–321. <https://doi.org/10.18662/rrem/14.1/520>
- Yerken, A., Urbán, R., & Nguyen Luu, L. A. (2022). Sociocultural Adaptation Among University Students in Hungary: The Case of International Students From Post-Soviet Countries. *Journal of International Students*, 12(4). <https://doi.org/10.32674/jis.v12i4.4076>
- Yevstakhevych, A., Paryzkyi, I., Tomchuk-Ponomarenko, N., Yarova, O., Yatsykovskyy, B., & Chukhlib, A. (2021). The cluster initiative as a special economic project: European and Ukrainian practices. *Financial and Credit Activity Problems of Theory and Practice*, 5(40), 475–483. <https://doi.org/10.18371/fcaptp.v5i40.245200>
- Yilmaz, K., & Temizkan, V. (2022). The Effects of Educational Service Quality and Socio-Cultural Adaptation Difficulties on International Students' Higher Education Satisfaction. *SAGE Open*, 12(1), 215824402210783. <https://doi.org/10.1177/21582440221078316>

