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COMMUNICATIVE AND COGNITIVE FRAMEWORK FOR FOREIGN LANGUAGE ACQUISITION: TYPES OF LEARNING

This study outlines major methods of teaching a foreign language (FL) within a communicative and cognitive framework. The emphasis is placed on specific features and benefits of the discussed methods, and the functions they perform to conduce to successful language acquisition.

The purpose of this article is to provide theoretical assumptions on diverse types of learning a FL by students pursuing higher education, and expose how these learning types correlate with the model of the communicative and cognitive approach.

Results. Under current circumstances, the process of foreign language acquisition (FLA) acquires a new significance, when face-to-face classrooms are consolidated with distance learning. This opens up new perspectives for integrated FL teaching,

when a teacher can both alternate different methods of instruction or apply them in combination, depending on learning objectives, individual profiles of students, and predetermined learning outcomes.

This article presents succinct characteristics of various types of FL learning embraced by a communicative and cognitive framework. These methods of instruction comprise multimodal, immersion, spiral, spaced, flipped, blended, task-based, project-based, experiential, personalized, mastery, competency-based, and eclectic types of learning. Each of them has its own distinct characteristics and advantages that can complement to effective FLA.

Conclusion. The communicative and cognitive approach to FL teaching optimizes the vistas of language mastery grounded on voluminous neurolinguistic, psychological, physiological, and methodological evidence. Its target is to ensure holistic FL education for University students, which will broaden their personal, intellectual, academic, sociocultural, and professional prospects.

Keywords: *communicative and cognitive approach; foreign language acquisition; types of learning; university students; holistic education; learning objectives and outcomes; individual profiles of students.*

Introduction. This study expounds on different methods of FLA comprised by a communicative and cognitive framework. Engaging in various activities within these methods, students can achieve pre-established learning outcomes. Teachers may alternate these methods in accordance with learning objectives, stages of learning, complexity of studied topics, and students' FL expertise.

Purpose and Tasks. This article is aimed at exposing major characteristics and benefits of multiple types of FL instruction and designate their correlation with the stages of the communicative-cognitive approach to teaching a FL.

Results. Basically, the communicative and cognitive approach to FLA pursues a dual goal – it promotes both communication and cognition, and respectively, advances students' communicative and cognitive competence (CCC) as a final goal of completing a University degree. CCC is thought to advance students' FL expertise (comprising communicative, linguistic, sociolinguistic, and pragmatic skills) along with cognitive capacities (multitasking and problem-solving skills; cognitive flexibility; abilities to conceptualize input, actively construct knowledge, and overcome cognitive dissonance). Amenably to O. Vovk, CCC is an integral ability to successfully carry out FL speech and mental activities whilst solving various kinds of problems being exposed to a wide range of life settings (everyday, academic, and professional) [1, p. 83; 2, p. 283–285; 3, p. 111]. Such a definition implies that students are expected to be able to adequately and accurately use various linguistic means to convey conversational, academic, and occupational ideas in corresponding spheres employing appropriate registers and styles of communication to achieve set goals [4, p. 46]. Consequently, students have to be well-versed in three broad areas of a target language: functional, academic, and generic [5, p. 81; 4, p. 29].

With this in mind, FL communicative and cognitive University training has to be aimed

at ensuring a holistic and versatile language education integrating FL features (lexis, grammar, phonetics), and enhancing four major FL skills (speaking, writing, listening, and reading). Such a level of FL training has to be grounded on underlying principles of learning/teaching that will lay the foundation for FLA, and aid to direct and guide students throughout a complex University course to ensure a high quality education. Specifically, the aforementioned principles necessitate stimulating students' mental and speech performance, taking into their account epistemic and learning styles, developing them as linguistic personalities, framing the worldview, expanding the knowledge space, advancing multiple intelligences, and fostering the ability to conceptualize input [1, p. 83; 6, p. 226].

The communicative and cognitive approach advocates a spiral way of cognition, which may be ensured by the applicable model. Its framework implies that in the course of FLA, students incrementally and scalably progress from perception of the input to speech production through such stages as reproduction, apperception, knowledge incubation, and creative reproduction each solving its specific purposes [7, p. 293–313]. The idea is justified that progressing through these stages students acquire sought-for knowledge, skills, and abilities that constitute CCC.

The singled out stages of the communicative and cognitive approach are on a par with J. Piaget's theory of intelligence, according to which any information perceived by an individual goes through such levels as: sensory-motor (sense perception of input), symbolic (mental representation of sensory input into internal mental symbols such as images), logical (discursive-logical conceptualization of input), and linguistic (mental accommodation of input via images and verbal codes) [8, p. 111]. Converging Piaget's levels of intellectual development with the commonly accepted stages of learning in conventional FL Pedagogy (presentation–practice–production) results in elaborating a communicative and cognitive model of FLA that encompasses not only the aforementioned levels and processes but also contributes to them by designating the in-between stages, which enhance the adequate understanding of the perceived input and foster its further processing via adaptation, modification, interpretation and production of the independent communicative and cognitive output [1, p. 83; 9, p. 226]. The stages of the designed communicative and cognitive model require cursory specification.

In particular, at stage one (perception of new input), students are familiarized with the basic text containing the study material, which creates the global context of communication. Students perceive the new input mainly through the visual, auditory, kinesthetic, and logical sensory modalities. Hence, multisensory perception is provided, which conduces to generating holistic mental images, or percepts of the new subject matter. Basically, this stage aims at enhancing students' speech habits and implicit memorization of the practiced study material. At stage two (initial reproduction of new input), students reproduce speech patterns contained in the basic text on the superficial level (via questions and answers, as well as imitation, substitution, transformation, and completion activities) in single-type invariant communicative situations. At this, speech habits continue their development and refinement.

The first two stages logically trigger off stage three (apperception of new input), at which students conduct a many-faceted analysis of the perceived and initially practised material, create on its basis conceptual models, thus actualizing schemata of their mental spaces and allowing them to infer new knowledge. This stage fosters mainly cognitive habits of students.

The communicative and cognitive model also allows for a transitional phase (stage four) of FLA, or the incubation of the acquired knowledge, which provides converting external knowledge units into internal forms, thereby turning explicit information into implicit. Therefore, this stage facilitates the further processing of the study material that occurs at stage five (creative reproduction of new input): students reproduce the new subject matter on the creative level in variant communicative settings. Tentatively, by this time speech and cognitive habits have completed their development and are improved, and communicative skills are formed. This stage is advantageous for stage six (independent speech production) aiming at advancing students' communicative and cognitive competence. Students use the assimilated study material in their own meaningful oral and written communication outputs in diversified communicative situations: the wider their spectrum, the better communicative outcomes can be expected. The delineated model with corresponding goals and expected learning outcomes is symbolized in Fig. 1.

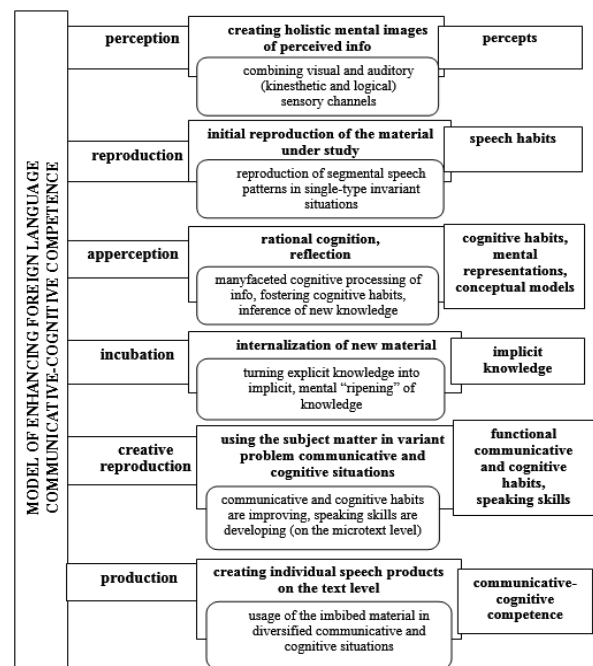


Fig. 1. Communicative and cognitive model of foreign language acquisition

It should be noted that the discussed model is not at variance with the conventional procedure of FL instruction. Basically, it follows similar three-stage learning but also delineates and specifies what happens in between these stages. Diagrammatically, it may be represented in the following streamlined form (Fig. 2).

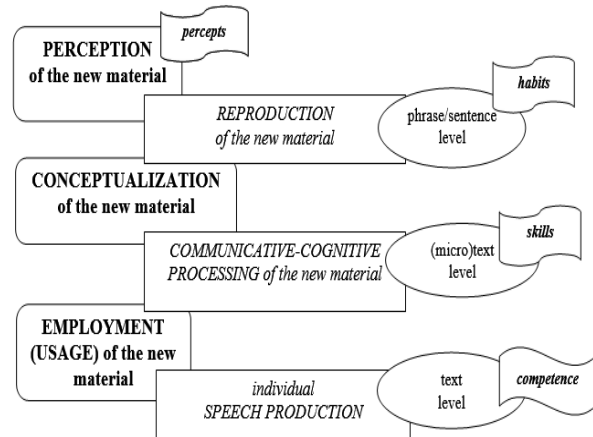


Fig. 2. Streamlined representation of communicative and cognitive model

The successful implementation of the communicative and cognitive approach requires relevant communicative, cognitive and social-affective strategies: they not only facilitate FLA but also conduces to developing students' CCC due to appropriate activities that correlate with underlying principles of this approach. The aforementioned may be symbolized in the conceptual model (Fig. 3).

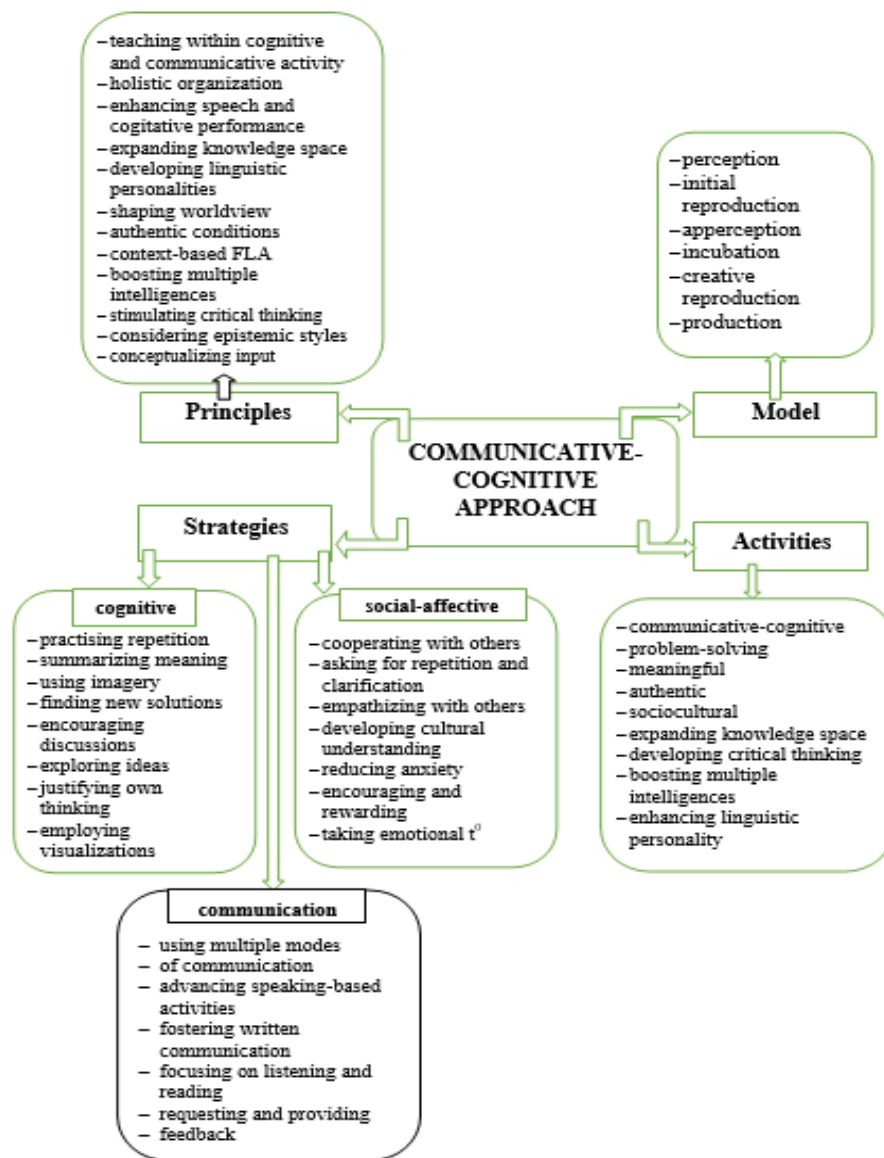


Fig. 3. Conceptual model of communicative and cognitive approach

Communicative and cognitive FLA can be successful provided students are extensively exposed to a target language, which may be enforced by multimodal learning.

Multimodal learning in FLA implies teaching concepts employing multiple modes – the channels of perceiving input or anything that communicates meaning via interactive elements, visual aids, text, video, audio, music, images, gestures, facial expressions, colors and more. Modes are experienced in different ways by each of the senses – commonly visual, auditory or kinesthetic. They may also interact with each other, creating a holistic learning experience and enhancing students' educational impressure that will essentially help them to achieve academic success in their own way.

Commonly, multimodal learning is associated with *learning styles* – their most popular representation is the VARK model created by New Zealand teacher, N. Fleming. It suggests

four main types of learners: visual, auditory, reading/writing, and kinesthetic [10]. Multimedia can be employed to present the content input in ways that converge with learning styles: they may appeal to different modal preferences of students. Some students may possess more prominent modalities, others have a shared preference among two or more modalities, making them multimodal learners – they have a near-equal preference for different learning modes and can perceive the study input through any of these modes [11, p. 66; 12].

Since the multimodal learning style involves a combination of learning modalities, multimodal learning scenario requires corresponding strategies from each style. Multimodal learning may use different strategies at a time. An ideal multimodal learning environment would incorporate as many of strategies as possible, to instantiate just a few: using multimodal texts embracing

words, visuals, sounds and other components to enrich learners and communication aids requiring different methods of communication [12].

Students may also engage in multimodal learning *activities* like (a) *educational games* (embracing words, images, colors, shapes, speech, movement and more); (b) *think-pair-share activity* (improves student understanding of the study material, cooperation with classmates and expression of ideas); it follows three simple steps: 1) think – students take time to think about the subject matter individually; 2) pair – students pair up to discuss their ideas and findings with each other; 3) share – each pair shares their thoughts with the class and answers questions from classmates; (c) *case-based strategy* (using real-life scenarios to introduce or supplement lessons and make relevant connections to the course syllabus); (d) *multimedia research projects* (require students to find information from different media sources) [12].

Multimodal instruction is *beneficial* for FLA in many respects: it supports a holistic and more versatile approach to learning by communicating concepts in the most effective ways and catering to students' profiles; it facilitates and reinforces FLA, promoting more productive learning by providing an external representation of information; it ensures deeper processing the study input; it maintains a learner attention by making information more attractive and motivating, hence making complex information easier to comprehend, retain and assimilate; it fosters students' skills and abilities, produces more efficacious learning outcomes and increases the quality of language education; students learn more deeply from a combination of modes, which is known as the "multimedia effect"; students engaged in learning that incorporates multimodal designs, on average, outperform those who learn using conventional methods with single modes [11, p. 66]. Multimodal type of instruction is perfectly compatible with the method of immersion.

Immersion learning is a method developed to teach students a second language, in which the language being taught is used specifically for instruction purposes. First immersion programs appeared in Canada in the 1960s, when English-speaking students studied French via the experimental practice of immersion in the language environment [13].

Immersion learning is considered to be most successful for the acquisition of a second language, since students are immersed in a 'language bath', and a target language is used consistently alongside the first language as an everyday means of communication [40]. In fact, immersion requires students'

total exposure to a target language, which is both the medium of instruction and a learning objective. Students use a second language to acquire thought-for communication skills in order to be able to understand and discuss the issues of the curriculum [14].

Most educational institutions where a second language is studied with immersion pursue four related *goals*: 1) obtaining a target language competence in four basic skills (speaking, writing, listening, and reading); 2) acquiring the same level of second language proficiency as in the first language; 3) mastering the concepts and ideas of the educational disciplines; 4) achieving a better understanding of other cultures and raising one's own cultural awareness, which significantly contributes not only to students' communicative and cognitive development, but also to multiculturalism enhancement [15].

Researchers distinguish between three *types of immersion* depending on the extent of plunging into a second or foreign language environment: 1. *Total immersion*: the language of instruction is a target language, and students spent 100% of their learning in this language. 2. *Partial immersion*: class time is shared between students' first and second languages (native and foreign). 3. *Two-way immersion*: the instructional languages can be both languages, but only one language is used at a time. Students learn languages interacting with their peers and teachers so that all learners eventually become bilingual [16, p. 51; 17, p. 5]

To facilitate immersive learning, it is functional to use stories, engage in problem-solving activities, implement multiple learning standards, provide objective assessment, employ online resources, maintain contacts with the target-language culture, extend knowledge of the first and foreign languages, and raise cultural sensitivity [14].

Immersion learning offers students communicative, cognitive, social, and professional *benefits* ensuring their confident interaction in a globalized world, raising career prospects, and increasing successful integration into world community [46]. It also speeds up language acquisition by providing maximum exposure to a target language and building certitude and self-reliance, which is an essential factor in effective language instruction. At the same time, the advantages of immersion learning may become apparent as long as it is application is well-balanced, meaning uniformity and adherence to the curriculum in the classroom.

The communicative and cognitive approach to FLA promotes a spiral way of cognition, since every final stage of learning may simultaneously be considered an initial stage

of a new curricular cycle. Hence, it foregrounds spiral learning as one of the major learning types.

Spiral learning teaches concepts repeatedly, gradually amplifying and reinforcing them. The idea behind this type of instruction is that each time students encounter the assimilated topic they expand their knowledge on it and improve acquired skills. In accordance with H. Doron, spiral learning teaches 70% familiar content and 30% new one, as students are familiarized with the new material, even if they have not firmly assimilated the previous one [18; 19]. The spiral way of learning takes into account the fact that students' brains have a high level of plasticity and their minds are constantly changing creating new neural pathways, so a great difference may be observed between how students grasp the new study input and process it, and how they internalize it after revision. This positively affects FLA and gradually, the new input would become firmly entrenched.

The major *benefit* of spiral learning is that it encourages revision and reinforcement of prior imbibed material, which promotes not only its better retention and reproduction, but also the improvement and refinement of acquired knowledge and skills. Spiral learning is closely related to spaced learning.

Spaced learning is based on the idea that assimilation is enhanced when knowledge is revised after definite intervals. The concept of spaced learning goes back to 1885, when German psychologist H. Ebbinghaus hypothesized the *forgetting curve* and introduced the *spacing effect*. With reference to the forgetting curve, the learned stuff is forgotten over time unless it is reinforced and revised. Revision fosters memorization and improves long-term learning and recall. Studies have proved that spaced repetition ensures long-term retention by around 200% [20].

Spaced learning is thought to imply three coherent *sessions*: 1) present (the input session – to introduce new information), 2) recall (the assignment session – to recall what students have learned), 3) understand (the application session – students apply what they have imbibed to a problem or task). The breaks between the sessions allow students to embed the acquired knowledge in their memory [21]. The sessions are repeated multiple times, gradually increasing the time span between each session in terms of days, weeks, or even months. The number of revisions is dependent on the complexity of the taught content, the allotted time, and the category of learners.

Spaced learning offers plenty of *benefits* [21]: 1. It overcomes the forgetting curve providing students with periodic review and

reinforcement of previously learned content (the first reinforcement period occurs within 24 hours of the initial learning or later, depending on the complexity of the material). 2. It relates to the real-world by incorporating interactive hands-on and minds-on scenarios into a FL course (role-playing in workshops and simulations help to link knowledge to real-life settings). 3. It ensures reduced mental exhaustion, since information is delivered in small chunks (shorter learning modules prevent fatigue, eliminate mental weariness, and keep students engaged). Spaced learning may be implemented in both on-line and off-line modes, particularly, in flipped and blended instruction.

Flipped learning presumes that conventional classroom-based instruction is inverted so that students are introduced to the study material before class with classroom time later being used to deepen understanding through discussions and problem-solving activities facilitated by teachers [22]. The notion of *flipped learning* came into general use in the early mid-2000s when it was popularized by chemistry teachers J. Bergman and A. Sams [23]. However, this concept goes back much further than this. Yet in the 1990s Harvard Professor E. Mazur developed a model of 'peer instruction' in which he provided material for students to prepare and reflect on before class and then used class time to encourage deeper cognitive thinking via peer interaction and instructor challenge. He designated it 'just in time teaching' [24, p. 973]. This model was later expanded to include technological elements. The resulting 'flip' concept emphasized the role of Learning Management Systems in delivering materials to students before class. Significantly, the teacher was assigned the role a facilitator and coach or 'guide on the side'. Subsequent research focused on the notion of 'inverting the classroom' as a medium of providing an inclusive learning environment in which personalized tutoring became common [25, p. 37].

Flipped classrooms have multiple *benefits* for FLA: teachers spend less time introducing new topics, design more engaging lessons, and re-use the content they develop; students foster independent learning skills and are able to build a deeper understanding of the study content.

Blended learning is a mode of education that combines online educational materials and interactive experiences with off-line learning methods. The concept of blended learning took on its current form in the late 1990s. Initially, this term was ambiguous, incorporating a diversity of technologies and pedagogical methods in various combinations. The term became more definite and

understandable in 2006, when educators C. Bonk and C. Graham defined *blended learning* as a system that 'combines face-to-face learning with computer-based learning' and 'designates the range of possibilities presented by combining Internet and digital media with established classroom forms that require the physical co-presence of teacher and students' [26, p. 17; 27].

Modern instructors distinguish between the following blended learning *models* [28; 27; 29]: 1. Face-to-face driver – where the teacher drives the instruction and augments it with digital tools. 2. Rotation – students cycle through a schedule of independent online study and face-to-face classroom time. 3. Flex – most of the curriculum is delivered via a digital platform, and teachers are available for face-to-face consultation and aid. 4. Labs – all of the curriculum is delivered via a digital platform but in a consistent physical location. Students commonly are engaged in physical classes as well. 5. Self-blend – students choose to augment their physical learning with online course work. 6. Online driver – students complete an entire course through an online platform with possible teacher check-ins. The entire curriculum and instruction are delivered via a digital platform, and person-to-person sessions are scheduled if required. Numerous constituents can embrace a blended learning model, including instructor-delivered content, e-learning, webinars, conference calls, live or on-line sessions with teachers, and other media like Facebook, e-mail, chat rooms, blogs, podcasting, Twitter, YouTube, Skype and web boards.

The *benefits* of blended learning are largely conditional on the quality of the programs being implemented. Some indicators of excellent blended study programs are 'facilitating student learning, communicating ideas effectively, demonstrating an interest in learning, organizing effectively, showing respect for students, and assessing progress fairly' [30]. Blended learning widely employs task-based instruction.

Task-based learning evolves around the fulfillment of a central assignment. A typical task-based lesson may follow such *stages*: 1. Pre-task (the teacher sets an assignment and provides students with clear instructions on what they have to do to complete it). 2. Task (students complete the assignment using the available language resources as the teacher monitors, encourages and supports). 3. Planning (students first work out succinct reports to be presented to the class and rehearse it, whereas the teacher is available to clarify any issue students may encounter). 4. Report (students report to the class what

they have come up with; the teacher provides prompt feedback on the presented content). 5. Analysis (the teacher analyses students' reports and highlights the most effective ones). 6. Practice (the teacher selects language areas to practice, based upon what emerged from the task and report stages; students are engaged in corresponding activities to increase their FL expertise) [31].

Task-based learning holds clear *benefits*: students are in control of their language (or rather interlanguage). A natural context is developed from students' experiences with the FL that is relevant to them. Students have a more varied exposure to a FL and stand a number of opportunities to be involved in communication. It is student-centered, engaging, active, entertaining and highly motivating. Task-based learning is closely associated with project-based instruction.

Project-based learning (PBL) is an instructional method designed to provide students with an opportunity to acquire necessary knowledge and skills through engaging projects evolving around challenges and issues they may encounter in the real world. This learning type is more than just 'accomplishing a project' – it is an activity in which students 'investigate and respond to an authentic, engaging, and complex problem or challenge' with an intense scrutiny [32]. PBL is not an isolated instructional practice, it connects students to the world beyond their classrooms and prepares them to confront real-life challenges in a way that mirrors professionals' daily commitments. In essence, PBL prepares students to be active, self-dependent, creative, and critical thinkers that are able to tackle and overcome any challenge.

The most important elements of PBL are thought to incorporate [32]: a challenging problem, sustained inquiry, authenticity, student choice, reflection, critique and revision, and final product. These elements, if combined reasonably, may result in students' crucial knowledge, skills, and abilities for future professional activities.

The PBL *model* embraces very clear characteristics [33; 32; 34; 30; 35]: it concentrates on an open-ended problem for the student to research and solve; it pre-sets what students are supposed to academically know, understand, and be able to accomplish; being inquiry-based it sparks intrinsic curiosity, generates questions, and helps students to find answers; it widely employs critical thinking, problem-solving, creative, collaborative, and communicative skills; it requires students to present their issues, research procedure, methods, and obtained

results; it provides an opportunity for students to get deeply engaged with the target content, giving rise to a focus on long-term retention; it also improves student mindsets toward education due to its ability to sustain their engagement; it creates intrinsic motivation because it centers student learning around a key problem (that corresponds to their interests) and a possible meaningful outcome: students delve into the problem aspiring at finding the solution; it fosters students' technology literacy – technology-based projects are interdisciplinary, collaborative, inquiry-based, self-directed, motivating, and address the full range of learner needs.

PBL offers multiple *benefits* for FLA: teachers can think through the phases required to solve a problem and make use of those phases as learning activities; the learning process can be made more manageable by breaking the project into smaller parts, with frequent checkpoints embedded into the timeline; authentic assessments can be developed by communicating with professionals in the field regarding what a presentation related to a specific project will look like [25]. PBL is also considered to be a discovery or experiential learning.

Experiential learning is a form of active FLA, the process of learning *by doing*. Since 'knowledge is a consequence of experience' (J. Piaget) [36], students, being engaged in hands-on and minds-on experiences and reflection, are better able to connect theories and gained knowledge to real-world settings [4]. Expanding students' range of experiences by blending traditional learning with hands-on activities allows them to take an active role in the development of their own knowledge' [37]. This type of learning opportunities exists in a variety of course- and non-course-based forms, and may incorporate undergraduate research, participation in academic mobility and exchange programs, internships, peer teaching, etc. [38].

Taking part in experiential education events, students are expected to attain: a better understanding of the FL course material; a broader worldview; insights into their own skills, interests, and values; opportunities to collaborate with diverse organizations and individuals; positive professional practices and skill sets; self-confidence and leadership skills. Moreover, well-planned, supervised and assessed experiential learning programs can stimulate academic inquiry by promoting FLA, interdisciplinary learning, career development, cultural awareness, leadership, and other professional and intellectual skills [39].

D. Kolb (1984) depicts the experiential learning process as the integration of such *components*: knowledge – the concepts, facts, and information acquired through formal instruction and past experience; activities – the application of knowledge to a 'real world' setting; reflection – the analysis and synthesis of knowledge and activity to create new knowledge [40; 41]. Furthermore, experiential learning may also embrace: opportunities for students to take initiative, make decisions, solve problems, and be accountable for the results; appropriate conditions for students to engage communicatively, cognitively, creatively, emotionally, and socially; a designed learning experience that includes the possibility to learn from natural consequences, mistakes, and successes [39].

Extending the aforementioned, researchers include in experiential learning the following elements: conditions for revealing students' learning potential (i.e. whether they provide enough opportunities for students to practice and deepen emergent skills, encounter novel and unpredictable settings that scaffold new learning, or learn from natural consequences, mistakes, and successes); students' active engagement in identifying problems and posing questions, investigating, experimenting, exposing curiosity, solving problems, assuming responsibility, being creative, and constructing meaning, taking initiative, making decisions and being accountable for results; reflection on learning during and after one's experiences is an integral component of the learning process: it leads to analysis, critical thinking, and synthesis [42, p. 67; 43, p. 77].

In addition, in experiential learning, the teacher is assigned the role of a facilitator, who is supposed to: select suitable experiences that meet the established criteria; pose problems, set boundaries, support learners, provide suitable resources, ensure stress-free learning environment and facilitate the learning process; recognize and encourage spontaneous opportunities for learning, engagement with challenging situations, experimentation, and discovery of solutions; help learners notice the connections between contexts, theory and practice [39].

Experiential learning has multiple *benefits*: students can better grasp concepts and assimilate the input, have the opportunity to reveal their creativity, are provided with conditions for reflection, learn from mistakes as valuable experiences, hold positive attitudes toward learning. This type of instruction takes into account the individual profiles of students to personalize FL instruction.

Personalized learning aims at customizing instruction for each student's profile – their types of intelligence, temperament, learning and epistemic styles, strengths, skills, and interests. Each student receives an educational blueprint based on their level of FL proficiency and ways of cognition. Their blueprints keep them on track to meet FL course requirements and standards. The teacher makes sure that their learning programs correlate with academic standards, and monitors to observe if students are revealing the skills they are expected to acquire, incrementally progressing through a FL course. By proper scaffolding and comprehensible learning strategies the teacher ensures efficacious personalized learning. Students are more engaged and motivated in their learning trajectory, and struggling students are provided with necessary assistance [35].

The instantiated personalized learning might occur when the instructor issues the delivery and succession of the educational material with appropriate content and context, and in the most efficacious way for the student. This could be the mode and format of presenting materials (video, text, presentation, interaction), the time spent, the amount of the material covered in each lesson, and the concatenation in which new information is elucidated. Students cooperate with their instructor to identify both short-term and long-term goals. Such a process significantly facilitates personalizing students' FLA [44; 45; 46].

The most productive models of personalized learning may establish high expectations for all students and align their studies with rigorous standards of the institution. These *models* may embrace such variables: a) considering students' communicative and cognitive profiles (individual strengths, styles, needs, motivations, progress, goals and more); b) regarding their personal learning trajectories (helping each student to customize a learning pathway grounded on progress, motivations, modalities, and goals, allowing students to acquire different skills at different rates); c) minding competency-based incremental academic progression (including specific skills, knowledge and mindsets); d) creating flexible and positive learning environments (aiming at surmounting possible obstacles, eliminating psychological barriers, managing time, reshaping learning strategies, and developing self-advocacy skills that imply students' being aware of their individual identities, their needs, and communi-

ating that understanding, thus leading to self-determination) [44]. Providing effective personalized learning may ensure successful mastery of a target language.

Mastery learning is an instructional strategy and educational philosophy, suggested by B. Bloom – an American educational psychologist, who contributed to the categorization of educational objectives and to the mastery learning theory – in 1968. To Bloom's earnest conviction, most students can attain a high level of learning capability under the conditions that approach to learning is sensitive and systematic; students are assisted whenever they encounter learning difficulties; they are given sufficient time to attain mastery; there are clear-cut criteria of mastery constituents [47, p. 91].

Bloom believes that achievement levels and learning outcomes are dependent on such variables as (1) the quality of instruction, students' aptitude and ability to understand instruction, their perseverance, time allowed for learning, curricula, preconditions (clear objectives, specified and clarified content, well-established summative evaluation criteria), (2) operating procedures (detailed timely feedback, instructional assistance, formative evaluation (diagnostic progress tests), (3) alternative learning resources, tutorial assistance, reviewing instructional materials, reading alternative textbooks, employing audiovisuals), (4) outcomes: cognitive (the increase in student excellence in a discipline), and affective (the sense of self-efficacy as an individual's confidence in their capacity to act in the ways necessary to reach specific goals, and the teacher's confidence in learners) [47, p. 92].

Bloom also argues that when the society (through the education system) recognizes a learner's mastery, profound changes might happen in their view of self and the outer world. Learners will have self-confidence in their abilities to adequately cope with the encountered issues, better motivation for learning in a higher level of expertise, and a more perceptive mental state due to the absence of frustration. Finally, mastery learning can develop lifelong interests and motivation for continuous improvement of acquired proficiency [47, p. 92].

Mastery learning has a number of *benefits* for FLA: it creates an environment that encourages students to learn in their own vein and at their own rate, become self-governed and self-motivated learners, and foster their sense of autonomy; it ensures a deeper understanding of the learning input and its re-

tention over the long-term; it also allows for more personalized instruction, as teachers can tailor the materials to students' individual needs; students are more likely to be actively engaged in their studies; they acquire the skills they need to succeed in their future endeavors. In essence, mastery learning is based on competency-based instruction.

Competency-based learning is a framework for teaching and assess learning outcomes. It is based on predetermined 'competencies' focusing on real-life communicative and cognitive activities. Within this framework, students demonstrate their acquired knowledge, habits and skills in order to achieve specific preset levels of proficiency and expertise (competencies) [48]. The key concepts constituting this type of education framework embrace demonstrated mastery of a competency, meaningful kinds of assessment, individualized scaffolding for students, given architecture of cognition, and application of obtained knowledge and skills [49, p. 44]. Students' competencies are assessed scalably at different stages of a FL course, and they stand an opportunity to attempt the obtained competency multiple times and receive continuous feedback from instructors.

The methodology of competency-based learning allows different students to move at varying rates within a FL course [25, p. 102]. The instructor is required to identify specific learning outcomes in terms of academic performance, including the appropriate criteria to be employed in evaluating students' academic achievements. Students and instructors can dynamically revise instruction strategies based on students' performance in specific competencies [50].

Competency-based learning provides a number of *benefits* in a FL course: for *students* – allowing them to work at their own rate, widely utilize various learning resources and technologies; for *teachers* – allowing them to engage students in identifying clear learning goals and sketch visible learning maps accordingly. Competence-based learning requires active hands-on engagement [51].

The discussed methods of learning when used in consolidation make up effective eclectic instruction.

Eclectic learning implies selecting various methodologies, combining them and applying for instruction depending on the objectives of a FL course and the abilities of learners. Different teaching methods are borrowed and adapted to suit the requirements of students. Eclectic learning allows students to study the

subject matter from different perspectives, and the teacher – to explain the material employing multifarious strategies and techniques, and make the learning process more dynamic and entertaining. It also helps to implement an individual approach and solve problems that students may face [24; 52; 53]. Additionally, eclectic learning is not based on one paradigm but is constituted from several theories, approaches, methods, styles, and ideas in order to gain a thorough insight into the subject matter. It also presumes addressing a particular problem that learners may encounter in mastering a certain aspect of a FL or its use as well as germane procedures to be employed to successfully solve this problem.

A typical FL lesson may combine multiple approaches (communicative-cognitive, structural-situational, task- and project-based and more) to ensure the enhancement of the language features (lexis, grammar, phonetics) and four major skills (reading, listening, speaking, writing). Such learning is entertaining and innovative due the unique nature of an educational process [54].

The major *benefits* of eclectic learning are that students have a clear vision of what they are learning; they are not limited in completing multiple tasks; the process of learning is dynamic and entertaining; a high interaction between students and the teacher is provided.

On balance, the discussed learning types are embraced by a communicative and cognitive paradigm: though being interrelated they cannot be used interchangeably. Each type of learning has its specific features and benefits. In the process of FLA, it is advisable to rationally combine or alternate those methods and modes of instruction when necessary, depending on learning conditions, educational goals, stages of learning, and a level of students' FL expertise. At each stage of a FL course, the teacher may apply them singly or in integration being propelled by preset learning outcomes. The abovementioned requires one stipulation: in this study, the communicative and the cognitive methods of teaching are not singled out separately, since a priori they are reckoned in the educational process. They guide and drive a language course; all other learning types stem from these two underlying methods.

The combination of learning methods in correlation with the stages of communicative and cognitive FLA, intermediate goals and envisaged learning outcomes is charted below (Table 1).

Table 1

Types of foreign language learning
at different stages of communicative and cognitive
approach

Stages of the communicative and cognitive approach	Learning objectives	Types of learning
Perception	holistic images (percepts) of perceived input	multimodal
Initial reproduction	speech habits, implicit memorization of the input	immersion, spiral, spaced, task-based, personalized
Apperception	cognitive habits, conceptual models, inferential knowledge, mental representations	immersion, personalized, task-based, mastery, experiential
Incubation	implicit knowledge, expanded knowledge space	multimodal, immersion, flipped, blended, experiential, eclectic
Creative reproduction	functional communicative and cognitive habits, speaking skills	multimodal, immersion, mastery, task-based, flipped
Production	communicative and cognitive competence	competency-based, project-based, eclectic, blended, task-based, experiential

Conclusions. The reported communicative and cognitive paradigm represented by multiple learning methods may enhance a high level of FL proficiency and communicative and cognitive competence of students that will greatly contribute to their professional growth. The recounted methods are aimed at enriching a FL process, making it more dynamic, engaging and effective due to their specific characteristics and intents.

Further Implications. This study though far from being conclusive, yet offers several insights into how a multi-faceted process of FLA can be efficaciously done. It also opens up new digital perspectives in the realm of FL learning and teaching, which outlines an indication for further research.

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КОМУНІКАТИВНО-КОГНІТИВНА ПАРАДИГМА ОВОЛОДІННЯ ІНОЗЕМНОЮ МОВОЮ: ТИПИ НАВЧАННЯ

Анотація. У статті окреслюються основні методи навчання іноземної мови (ІМ) в аспекті комунікативно-когнітивного підходу. Підкреслюються особливості та переваги розглянутих методів, а також функції, які вони виконують для сприяння успішному засвоєнню мови.

Метою цієї статті є висвітлити різноманітні методи оволодіння ІМ студентами університету і проілюструвати, як ці методи корелюють з моделлю комунікативно-когнітивного підходу до навчання мови.

Результати. У сучасних умовах процес оволодіння іноземною мовою (ОІМ) набуває нового значення, коли очні заняття поєднуються з дистанційним навчанням. Це відкриває нові перспективи для інтегрованого викладання ІМ, коли вчитель може як чергувати різні методи навчання, так і застосовувати їх інтегровано, залежно від навчальних цілей, індивідуальних профілів студентів і визначених результатів навчання.

У статті стисло представлені характеристики різних типів навчання ІМ, охоплених комунікативно-когнітивною парадигмою. Вони включають такі типи

навчання, як мультимодальне, іншомовне занурення, спіральне, інтервальне, перевернуте, змішане, навчання на основі завдань, проектного, експериментального, майстерного, компетентнісного, індивідуалізованого та еkleктичного. Кожен із них має свої особливості та переваги, які можуть сприяти ефективному ОІМ.

Висновок. Комунікативний і когнітивний підхід до навчання ІМ оптимізує процес ОІМ, заснований на об'ємних нейропедагогічних, психологічних, фізіологічних і методологічних даних. Метою комунікативно-когнітивного навчання є забезпечення цілісної іншомовної освіти для студентів університету, що значно розширить їхні особисті, інтелектуальні, академічні, соціокультурні та професійні перспективи.

Ключові слова: комунікативно-когнітивний підхід, оволодіння іноземною мовою, типи навчання, студенти університету, холістична освіта, цілі та результати навчання, індивідуальні профілі студентів.

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