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INNOVATIVE EFFICIENCY MODELS IN FOREIGN LANGUAGE COMMUNICATION: LIFELONG LEARNING AND MULTICULTURALISM

ABSTRACT

This research aims to design innovative efficiency models for foreign language communication, with a focus on lifelong learning and multiculturalism. The paper proposes the integration of flipped classroom, task-based, and immersion models into a vision of technology application to enhance language learning along with a few others. The key objectives are to: (i) evaluate the effectiveness of flipped classroom, task-based, and immersion models in promoting language learning, lifelong learning, and multiculturalism; (ii) explore the potential of technology application in supporting these models and enhancing language learning; (iii) develop a comprehensive framework that integrates the flipped classroom, task-based, and immersion models with technology to promote efficient and effective language learning; and (iv) provide recommendations for language educators and policymakers on how to implement these innovative models in foreign language teaching and learning. Overall, the findings of the research present an innovative design for efficiency models that incorporate technology and promote lifelong learning and multiculturalism in foreign language communication.

In addition to the proposed design and key objectives, this paper also considers the challenges and implications of implementing innovative efficiency models in foreign language communication. One major challenge is the need for training and support for both educators and learners to effectively utilize technology and innovative teaching methods. Another challenge is the potential for unequal access to technology and resources, which may disadvantage some learners. The implications of implementing these models are far-reaching. By promoting lifelong learning and multiculturalism, learners can develop intercultural competencies and expand their perspectives. This can contribute to a more inclusive and interconnected global community. Additionally, incorporating technology into language learning can improve access to resources and increase efficiency, ultimately enhancing the quality of education.

In conclusion, while there are challenges to implementing these models, the potential benefits and implications are significant, making them a worthwhile pursuit in the field of foreign language communication.

KEYWORDS

Innovative efficiency models, foreign language communication, lifelong learning, multiculturalism, flipped classroom approach, task-based learning, immersion models, technology application, language learning resources, student-centered learning, language immersion, intercultural competencies.

In today's increasingly globalized world, foreign language proficiency is becoming a vital skill for personal and professional success. The ability to communicate effectively with people from different countries and cultures is crucial in numerous fields, including business, academia, politics, and tourism.

Foreign language communication has become increasingly important in today's multicultural world. As globalization continues to accelerate, people from different countries and cultures are interacting more frequently, and foreign language skills have become essential for social, cultural, and professional success. In this extended context, it is analyzed to which extent effective foreign language communication in a multicultural world should be of value.

Firstly, foreign language communication is essential for building cross-cultural relationships. Language is a key element of cultural identity, and learning to communicate in a foreign language is a powerful way to show respect and appreciation for another culture. By learning another language, people can better understand the values, customs, and traditions of other cultures, and develop more meaningful and authentic relationships with people from different backgrounds. In addition, foreign language communication is a valuable tool for promoting cultural awareness and reducing intercultural misunderstandings, conflicts, and stereotypes.

Secondly, foreign language communication is crucial for economic and professional success in a globalized world. As businesses expand across borders, multilingual employees are in high demand, and foreign language skills can give individuals a competitive edge in the job market [1, 2]. It is agreed with Christiane Lütge, Thorsten Merse and Petra Rauschert that foreign language communication is essential for successful negotiation, networking, and collaboration in international business settings. This is because it enables individuals to build trust, establish rapport, and communicate effectively with people from different cultural backgrounds [1, 3].

Thirdly, foreign language communication is vital for personal and intellectual growth. Learning a foreign language is an intellectually stimulating and rewarding experience that can broaden our horizons, expand our knowledge, and enhance our cognitive abilities. Further, it also provides opportunities for personal growth, such as improving self-confidence, communication skills, and adaptability. Furthermore, foreign language communication can help learners better understand their own language and culture by highlighting linguistic and cultural differences and similarities.

These ideas provide insight into the importance of foreign language communication in a multicultural world, and the benefits it can bring for personal, professional, and cultural growth.

However, following the results of the previous multiple studies at the National University of Life and Environmental Sciences of Ukraine (Kyiv, Ukraine), Drohobych State Pedagogical University

after Ivan Franko (Drohobych, Ukraine), Kryvyi Rih State Pedagogical University (Kryvyi Rih, Ukraine), etc., based on traditional language learning models, it has been identified that the traditional approach for foreign language teaching and effective communication has often been ineffective in achieving high levels of proficiency, especially for adult learners at the foreign language centers found in many Ukrainian universities, which provide continuous learning services and aim at improving linguistic and cultural portfolios of teachers and business people from various backgrounds.

Therefore, innovative efficiency models in foreign language communication have challenged traditional language learning methods and emphasized the need for lifelong learning. By creating opportunities for personalized feedback, real-world communication, and self-directed learning, these models have shown promise in achieving higher levels of foreign language proficiency. In a globalized world where communication and cultural understanding are increasingly vital, the importance of such models cannot be overstated.

That said, the aim of the chapter lies in the innovative design of efficiency models in foreign language communication, which can incorporate the required need for multicultural communication and modern technology.

From this perspective, it is stated that traditional language learning models, which are typically based on memorization, repetition, and drills, have been criticized for their inefficiency in producing long-term language proficiency and communicative competence. This is because they often fail to provide learners with the opportunity to develop the skills necessary for real-world communication, such as the ability to understand and produce authentic language, negotiate relevant meaning, and engage in social interaction [4]. In this extended answer, it is crucial to analyze the inefficiency of traditional language learning models, what needs to be improved and provide references to support our analysis.

To start with, traditional language learning models often focus on grammar rules and isolated vocabulary, which can lead to a gap between language learning and language use in real-world contexts [5]. For example, learners may be able to conjugate verbs and recite vocabulary lists but struggle to understand and produce authentic language in meaningful ways. This can limit their ability to communicate effectively with native speakers and may hinder their language learning progress [4].

Next, given the domestic results of the quantitative studies based on the students' feedback regarding confidence, motivation and excitement to speak a foreign language, traditional language learning models often prioritize accuracy over fluency, which can lead to a lack of confidence and reluctance to communicate in real-world settings; it is also noted in the studies by Diane Larsen-Freeman [5]. This is because learners may be more concerned with making mistakes and being corrected by teachers or peers, rather than focusing on the message they are trying to convey. Rod Ellis [4] explains that this can hinder their ability to develop fluency and communicative competence as they may be hesitant to take risks and engage in authentic communication.

In addition, traditional language learning models often do not provide learners with the opportunity to develop intercultural competence, which is essential for successful communication

in a multicultural world [6]. It is agreed with the scholar that intercultural competence refers to the ability to understand and appreciate different cultural perspectives, and to adapt to different communication styles and norms. Without this ability, learners may struggle to build cross-cultural relationships and navigate the cultural complexities of real-world communication.

Consequently, to improve language learning, Rob Ellis [4] proposes that a more communicative and task-based approach should be adopted, where learners are encouraged to use language in meaningful, real-world contexts. Moreover, learners should be given the opportunity to develop intercultural competence through exposure to authentic materials and interaction with native speakers and other learners from diverse cultural backgrounds [6]. This can be achieved through the use of technology, such as online language exchanges and immersive virtual environments, which provide opportunities for authentic communication and cultural exchange.

These references along with the domestic survey data and research findings highlight the inefficiency of traditional language learning models and the need to adopt more communicative and task-based approaches to language learning. They also emphasize the importance of intercultural competence and the use of technology to enhance language learning and provide authentic opportunities for communication and cultural exchange.

With more argumentation expected, recent research in Ukrainian and Eastern and Western European pedagogy has provided insight into the effectiveness of traditional language learning models, as well as the benefits of adopting a more communicative and task-based approach to language learning.

For example, a study conducted in Ukraine by Oksana Chaika [7] found that a task-based approach to language learning was more effective in improving the communicative competence of learners compared to traditional methods that focused on grammar and vocabulary instruction. The study concluded that task-based language teaching provided learners with the opportunity to use language in meaningful and authentic contexts, which led to the development of communicative competence and increased motivation to learn. Similarly, a study conducted in Poland by Piotr Romanowski [8] found that a communicative language teaching approach was more effective in improving the speaking proficiency of learners compared to traditional grammar-focused instruction. The study concluded that communicative language teaching provided learners with the opportunity to engage in real-world communication and develop fluency and communicative competence; in addition, by focusing on the cultural component in language teaching, the findings of the study may help language teachers identify in their class the students' most common values and attitudes as components of intercultural sensitivity and "predict the potential areas of communication misunderstandings and failures between Polish learners of English and representatives of other cultures" [8].

In contrast, a study conducted in Turkey by Hacer Hande Uysal and Mehmet Bardakci [9] found that traditional grammar instruction was still widely used in language classrooms, despite its inefficiency in promoting long-term language proficiency and communicative competence. The study suggested that language teachers needed to be trained in communicative language teaching

methods on top to the discussed hypotheses and provided with the resources necessary to implement them effectively.

Furthermore, a study conducted by Regina Kaplan-Rakowski and Alice Gruber [10] found that the use of technology in language learning, such as online language exchanges and virtual immersion environments, was effective in providing learners with authentic opportunities for communication and cultural exchange. The study suggested that technology could be used to supplement traditional classroom instruction and provide learners with additional opportunities to develop inter-cultural competence. Some further aspects with an emphasis on understanding individual differences were also detailed in the study by Ping Li, Jennifer Legault, Alexander Klippel and Jiayan Zhao [11].

Overall, recent research in Ukrainian and Eastern and Western European pedagogy has highlighted the inefficiency of traditional language learning models and the benefits of adopting a more communicative and task-based approach to language learning. This includes the use of technology to provide learners with authentic opportunities for communication and cultural exchange. However, there is still a need for language teachers to be trained in communicative language teaching methods and provided with the necessary resources to implement them effectively.

In pursuit of the result delivery under the declared objectives, on top of the previous survey findings compiled with the questionnaires and class observations, this study adopted a systematic literature review as the research method to investigate the available literature on innovative efficiency models in foreign language communication. A systematic literature review is a research method that involves a structured and comprehensive approach to reviewing the available literature on a particular topic or research question [12]. It aims to identify, evaluate, and synthesize all relevant studies, using a set of predefined inclusion and exclusion criteria and a comprehensive search strategy.

Next, the goal of this review is to provide a comprehensive and unbiased summary of the evidence base, which can inform decision-making, policy-making, and future research in the area of innovative efficiency models in foreign language communication. As compared to a narrative review, which is a more qualitative and interpretive approach to reviewing the literature [13], a systematic literature review is considered to be more objective and rigorous. Similarly, as a scoping review aims to map the range and extent of available evidence and identify key concepts, theories, and methodologies in the literature, this method is employed in the study because it involves a broad and exploratory approach to reviewing the literature on innovative efficiency models in foreign language communication.

Another method, an integrative review, on the other hand, combined the results of both quantitative and qualitative studies as it was aimed to identify strengths and weaknesses of the evidence base. It was partially adopted to analyze the findings of the earlier research surveys and questionnaire data from the interviews with foreign language teachers and instructors, as well as selected groups of student respondents to give their opinion and feedback on the implementation of the discussed technology in a foreign language classroom, with a special focus on multicultural communication for teaching, learning, and business purposes in future. This method involved a synthesis of

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the findings of multiple studies that investigated different aspects of innovative efficiency models in foreign language communication.

To summarize, a systematic literature review was decided to be used as the leading research method because of its comprehensive and structured approach. This made it possible to define the relevant study inclusion and exclusion criteria, conduct a comprehensive search of relevant databases, and critically evaluate and synthesize the findings of the studies. By adopting the systematic literature review, it became possible to provide a comprehensive and unbiased summary of the evidence base, which could inform the development of innovative efficiency models in foreign language communication. The other above-specified methods were used in combination to conduct a comprehensive review of the literature on innovative efficiency models in foreign language communication via lifelong learning and multiculturalism.

On such premise, it is found that in recent years innovative efficiency models have emerged to address the issue of lifelong learning as a key component. Additionally, lifelong learning is an approach to education that emphasizes the need for ongoing, self-directed learning throughout a person's life. This approach has become increasingly relevant in language learning, as research has shown that long-term, consistent exposure to a foreign language is key to achieving high levels of proficiency. Innovative efficiency models in foreign language communication have thus focused on creating lifelong learning opportunities and encouraging learners to take a proactive role in their language education.

Lifelong learning is becoming increasingly important in the context of foreign language communication, as globalization and internationalization are leading to greater intercultural interactions and cross-border collaborations. The theoretical framework of the study highlights strengths and weaknesses of foreign language communication and lifelong learning. In particular, Pornapit Darasawang and Hayo Reinders [14] examine the benefits and challenges of lifelong learning for English language learners, including the role of motivation, self-regulation, and autonomy in lifelong learning. The authors argue that lifelong learning is essential for language learners to maintain and improve their language skills, especially in today's rapidly changing global environment.

Zoltan Dörnyei and Stephen Ryan [15] also discuss the role of motivation, self-regulation, and lifelong learning and, by plunging deeper, explore the psychological factors that influence language learning. The authors argue that lifelong learning is essential for language learners to achieve long-term language proficiency and to cope with the challenges of living and working in multilingual and multicultural environments.

Some more research emphasizes the role of lifelong learning in language education, including the challenges and opportunities that arise from lifelong learning. It is argued that lifelong learning is essential for language learners to develop intercultural competence and to become effective communicators in multilingual and multicultural contexts. It is evidenced by the Common European Framework of Reference for Languages (CEFR), a framework for language learning and assessment that focuses on lifelong learning and the development of communicative competence. Overall, these references highlight the importance of lifelong learning for foreign language

communication, emphasizing the need for language learners to maintain and improve their language skills, develop intercultural competence, and become effective communicators in multilingual and multicultural contexts.

In addition to the mentioned above, multiculturalism plays a crucial role in effective foreign language communication, as it enables individuals to understand and appreciate diverse cultural values, beliefs, and practices, which are essential for effective communication with people from different cultural backgrounds. In this regard, it may be appropriate to provide a detailed explanation of the role of multiculturalism in effective foreign language communication and support the ideas with relevant references (**Fig. 3.1**). There is a clear vision of the four key components for efficiency in foreign language communication.

Understanding cultural differences

Building empathy and respect

Enhancing language learning

Facilitating communication

Fig. 3.1 Role of Multiculturalism for effective foreign language communication
Source: Authors' design

Understanding cultural differences: multiculturalism provides individuals with a deeper understanding of cultural differences, which is essential for effective foreign language communication. According to Michael Byram [6], intercultural competence involves the ability to understand and interpret cultural differences and to use this knowledge to communicate effectively with people from different cultural backgrounds. Therefore, multiculturalism helps individuals develop this competence by exposing them to diverse cultural experiences and perspectives.

Building empathy and respect: multiculturalism also plays a critical role in building empathy and respect for people from different cultures, which is essential for effective foreign language communication. It is agreed with Claire J. Kramsch [16] that empathy involves the ability to put oneself in the shoes of others and to understand their perspectives, beliefs, and values. To this part, multiculturalism helps individuals develop empathy by exposing them to diverse cultural experiences and by encouraging them to appreciate and respect cultural differences.

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Enhancing language learning: multiculturalism also enhances language learning by providing learners with authentic cultural contexts and by helping them develop intercultural competence, which is essential for effective foreign language communication [6]. According to the Council of Europe [17], intercultural competence involves the ability to communicate effectively with people from different cultural backgrounds and to understand and appreciate diverse cultural values, beliefs, and practices. Ultimately, multiculturalism provides learners with the opportunity to develop this competence by exposing them to diverse cultural experiences and perspectives.

Facilitating communication: multiculturalism also facilitates communication by enabling individuals to understand and appreciate the diverse linguistic and cultural backgrounds of their interlocutors. Claire J. Kramsch [16] notes that effective communication involves not only the mastery of linguistic forms but also the ability to use language appropriately in different cultural contexts. In this regard, multiculturalism helps individuals develop this ability by exposing them to diverse cultural experiences and by encouraging them to appreciate and respect cultural differences.

To take the discussion further, a contrastive analysis of the role of multiculturalism for effective foreign language communication in Ukraine and Europe (**Fig. 3.2**) reveals some similarities and differences.
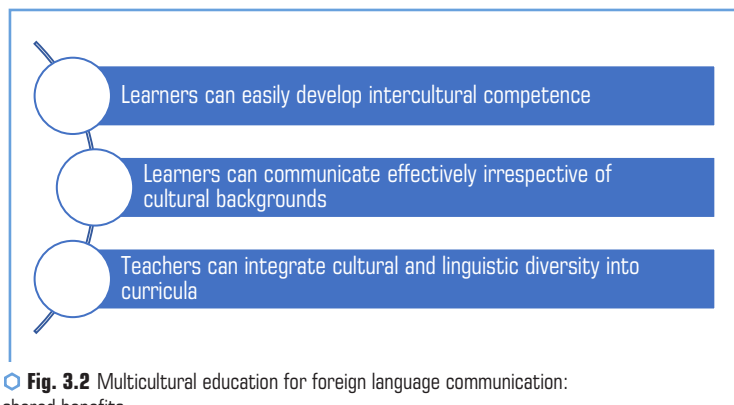

○ **Fig. 3.2** Multicultural education for foreign language communication: shared benefits
Source: Authors' design

In Ukraine, research has shown that multiculturalism plays a critical role in foreign language education, as it enables learners to develop intercultural competence and to communicate effectively with people from different cultural backgrounds [18]. Similarly, in Europe, research has highlighted the importance of intercultural competence for effective foreign language communication and has emphasized the need to integrate cultural and linguistic diversity into language education [19].

However, there are also some challenges associated with the implementation of multiculturalism in foreign language education in Ukraine and Europe (**Fig. 3.3**).
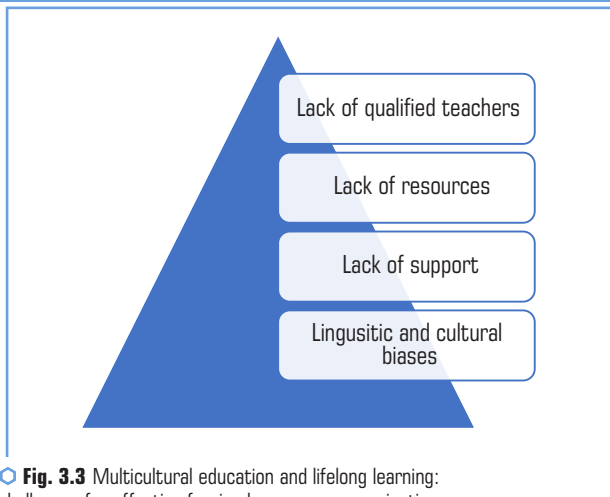
Fig. 3.3 Multicultural education and lifelong learning:
challenges for effective foreign language communication
Source: Authors' design

One of the main challenges is the lack of qualified teachers who can effectively integrate cultural and linguistic diversity into language education [19]. Another challenge is the lack of resources and support for teachers who want to incorporate multiculturalism into their teaching practices [18]. Additionally, there is a need to address the linguistic and cultural biases that exist in foreign language education and to promote more inclusive and equitable practices that respect and value cultural and linguistic.

In conclusion at this stage of the review, while the role of multiculturalism for effective foreign language communication has been extensively researched in Ukraine and Europe, there are still challenges that need to be addressed to fully integrate cultural and linguistic diversity into foreign language education. These challenges include the need for qualified teachers, resources, and support, as well as the promotion of inclusive and equitable practices that respect and value cultural and linguistic diversity.

Consequently, the further steps and actions by stakeholders and other actors in the education settings may reveal certain gaps in lifelong learning and address the evident need of designing and implementing efficiency models for communication and foreign language communication, in particular. Following the literature review, it is thus identified that efficiency models in foreign language communication based on lifelong learning and multiculturalism require an integrated approach that considers both the cognitive and affective domains of language learning. Within the aim and scope of the data obtained through class observations, teachers and students' feedback, and relevant surveys at Ukrainian universities, it is proposed to consider some possible efficiency models that can be used to promote effective foreign language communication (**Fig. 3.4**).
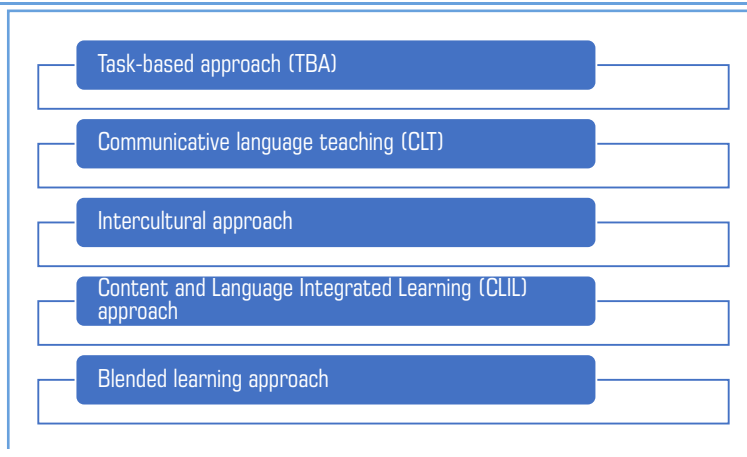
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Task-based approach (TBA)

Communicative language teaching (CLT)

Intercultural approach

Content and Language Integrated Learning (CLIL) approach

Blended learning approach

Fig. 3.4 Efficiency models for foreign language communication
Source: Authors' design

The task-based approach: this approach (to be discussed in detail as set forth) focuses on the practical use of language in real-life situations. It emphasizes the importance of language tasks that are relevant and meaningful to learners. In addition to linguistic knowledge, learners are encouraged to develop their intercultural communicative competence by exploring cultural differences and similarities.

The communicative language teaching (CLT) approach: this approach aims to develop learners' communicative competence, which includes both linguistic and sociolinguistic skills. CLT emphasizes the importance of authentic communication in real-life situations and uses a range of activities to promote meaningful communication between learners.

The intercultural approach: this approach emphasizes the importance of intercultural competence in foreign language communication. It focuses on developing learners' ability to understand and appreciate different cultural perspectives and to adapt their communication style accordingly [6, 20].

The Content and Language Integrated Learning (CLIL) approach: this approach involves the integration of language learning with subject matter learning. It promotes the development of both language and content knowledge, as well as intercultural competence through the exploration of cultural similarities and differences related to the subject matter [21].

The blended learning approach: this approach combines traditional classroom instruction with online learning. It offers learners the flexibility to learn at their own pace and provides opportunities for personalized learning. In addition, blended learning can help promote intercultural competence through the use of digital media and collaborative online activities [22].

It should be emphasized that an integrated approach that considers both cognitive and affective domains of language learning is essential to promote effective foreign language communication based on lifelong learning and multiculturalism. These models can be used as a background framework for designing language programs that promote intercultural competence, linguistic and socio-

linguistic skills, and the ability to communicate in real-life situations. What is suggested looking into under consideration of this research goes to the three models for enhanced quality and efficiency in foreign language communication via a multicultural lens and enabled lifelong learning (**Fig. 3.5**).
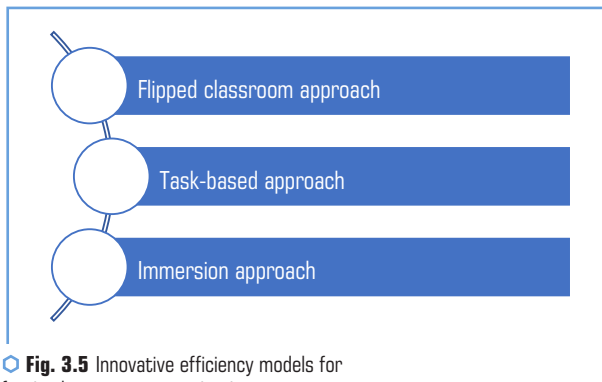
Flipped classroom approach

Task-based approach

Immersion approach

○ **Fig. 3.5** Innovative efficiency models for foreign language communication
Source: Authors' design

One such model is the "flipped classroom" approach, which reverses the traditional classroom model by having students study course material at home and using classroom time for interactive, communicative activities. This model encourages learners to take responsibility for their own learning and provides opportunities for more personalized feedback and interaction with instructors.

The flipped classroom approach is an innovative teaching method that has been gaining popularity among educators in recent years. This approach involves inverting the traditional order of instruction, where students are given access to pre-recorded lectures, videos, or reading materials before attending the class. In class, the teacher can then focus on facilitating discussion, addressing questions, and providing guidance to students, rather than lecturing. In this way, students can take more control over their learning and engage in active learning processes.

Ukrainian and European researchers have been actively studying the flipped classroom approach in comparative and contrastive studies. Some of these studies include the work by Karyna Razumna and Olha Riabchuk [23] on comparing the effects of traditional and flipped classroom on student learning in a higher education setting in Ukraine. This study compared the effectiveness of traditional and flipped classroom approaches on student learning outcomes and found that the flipped classroom approach resulted in better academic performance and higher levels of student engagement. Next, the research conducted by Eugenia Smyrnova-Trybulska, Nataliia Morze and Olena Kuzminska [24] focuses on a comparative study of teaching methods in Poland and Ukraine. This study compared the flipped classroom approach with other teaching methods and found that the flipped classroom approach was more effective in promoting active learning and improving student engagement than the other methods and approaches in foreign language teaching, learning and communication.

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Another valuable opinion is by Cassandra Santhanasamy and Melor Md Yunus [25] who performed a systematic review of flipped learning approach in improving speaking skills andthe findings of their study evidence that self-regulated learning, interaction, motivation and achievement are the key themes that promote the benefit of flipped learning to improve pupils' speaking skills. This particular study looked into the implementation of the flipped classroom approach in European and American universities and found that the approach was effective in promoting student-centered learning and improving student performance in both contexts. Other studies also find that the flipped classroom approach is more effective in promoting student engagement and improving students' linguistic competence.

To summarize the findings, these and other studies provide evidence of the effectiveness of the flipped classroom approach in promoting student-centered learning and improving student outcomes in various educational contexts (**Fig. 3.6**).
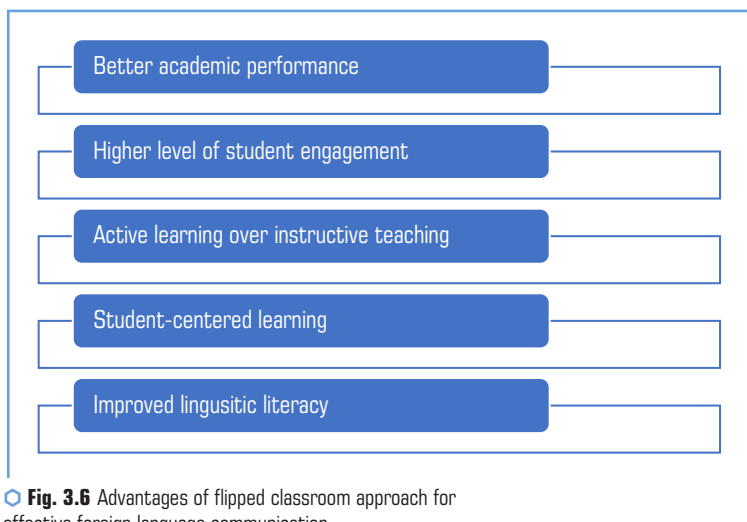
Better academic performance

Higher level of student engagement

Active learning over instructive teaching

Student-centered learning

Improved lingusitic literacy

Fig. 3.6 Advantages of flipped classroom approach for effective foreign language communication
Source: Authors' design

While the flipped classroom approach has gained popularity among educators and students for its potential benefits, such as promoting active learning and improving student outcomes, it also presents some challenges and implications (**Fig. 3.7**).

Some of the most significant challenges and implications include the following:

1. *Technological requirements:* the flipped classroom approach often involves the use of technology, such as videos and online learning platforms, which requires both educators and students to have access to technology and a stable internet connection. This can be a challenge for students who do not have access to such resources, leading to unequal access to learning opportunities [26].

2. *Preparation time:* preparing pre-recorded lectures and other learning materials for the flipped classroom approach can be time-consuming for educators, especially for those who are new to the approach. Additionally, students may need to spend more time outside of class to review the materials and prepare for in-class activities, which may be a challenge for some students [26, 27].

3. *Student engagement:* in a flipped classroom, students are expected to take more responsibility for their learning, which can be challenging for some students who are used to a more traditional teacher-centered approach. Moreover, students may be less motivated to engage with the learning materials outside of class if they are not adequately motivated or if they do not understand the relevance of the materials [26].

4. *Assessment:* assessing student learning in a flipped classroom approach can be challenging as students may have different levels of engagement and participation in the in-class activities. Additionally, teachers may need to develop new methods of assessment to ensure that they are measuring the intended learning outcomes [26, 27].
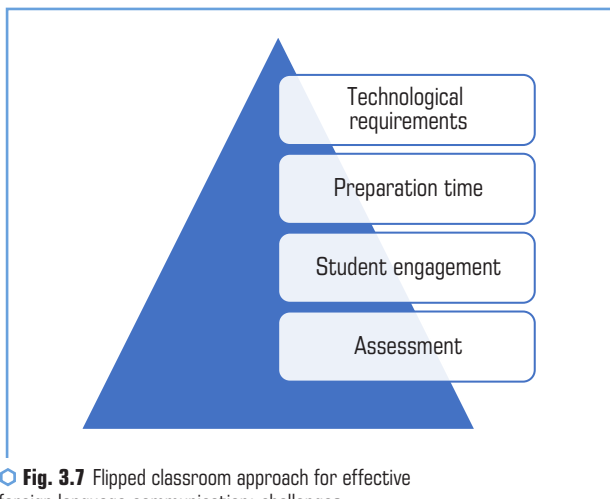

○ **Fig. 3.7** Flipped classroom approach for effective foreign language communication: challenges
Source: Authors' design

Despite the challenges specified as identified via classroom observations and based on the surveys conducted at the above-mentioned universities, the flipped classroom approach has several implications for teaching and learning. These include, without limitations, more personalized learning, active learning, flexibility, and teacher-student interaction (**Fig. 3.8**):

1. *More personalized learning:* the flipped classroom approach allows students to work at their own pace, review materials as needed, and receive individualized attention from the teacher in class [27, 28].

2. *Active learning:* the flipped classroom approach emphasizes active learning and student engagement, leading to a more interactive and collaborative learning experience [28].

3. *Flexibility:* the flipped classroom approach provides flexibility for students to review materials at their own pace, which can be especially useful for students who need more time to understand the concepts [28].

4. *Teacher-student interaction:* the flipped classroom approach promotes more teacher-student interaction, which can lead to a better understanding of student needs and a more personalized learning experience [28].
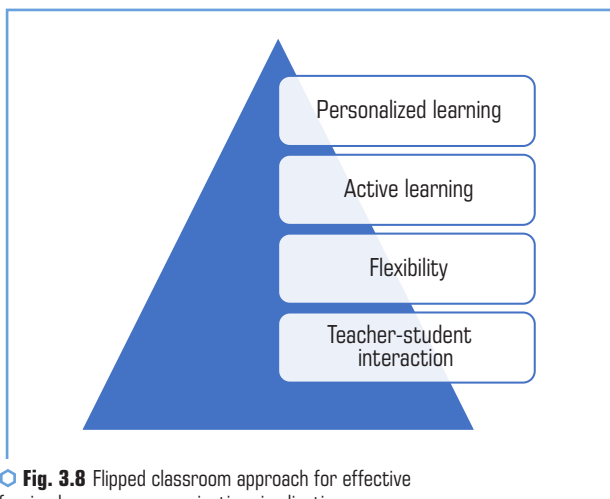

○ **Fig. 3.8** Flipped classroom approach for effective foreign language communication: implications
Source: Authors' design

In conclusion, while the flipped classroom approach presents both the challenges and implications for teaching and learning, its potential benefits make it a valuable alternative to traditional teaching methods. Educators must be aware of these challenges and implications and develop strategies to overcome them to ensure that the approach is effective for all students.

Another proposed efficiency model for foreign language communication via multiculturalism is the "task-based" approach, which emphasizes the use of language in practical, real-world tasks (**Fig. 3.9**).

This model focuses on using language as a tool for communication, rather than simply studying vocabulary and grammar in isolation. Tasks can range from ordering food in a restaurant to negotiating a business deal, and learners are encouraged to use the language they already know in creative ways to complete these tasks.

The task-based approach in foreign language learning has gained considerable attention in both Ukrainian and European/American contexts. In general, the task-based approach emphasizes the

use of authentic, real-world tasks to promote language learning and development. The approach aims to create meaningful contexts for language learning and to facilitate the acquisition of communication skills in the target language.
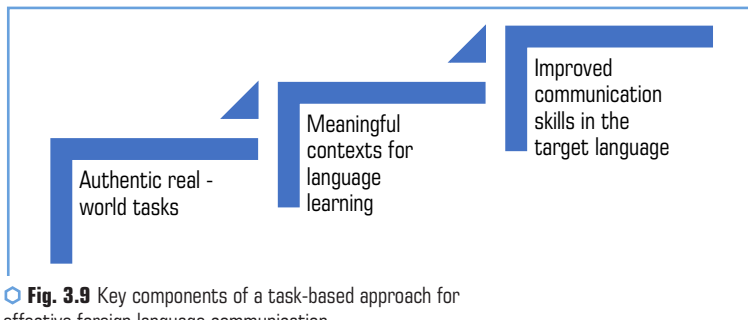

Fig. 3.9 Key components of a task-based approach for effective foreign language communication
Source: Authors' design

In Ukraine, the task-based approach has been the subject of numerous studies and discussions. Researchers have explored various aspects of the approach, including its effectiveness in promoting language learning, the types of tasks that are most appropriate for language learners, and the role of the teacher in implementing the approach. Some studies in Ukraine have also explored the relationship between the task-based approach and other teaching methods, such as the communicative approach and the traditional grammar-based approach following the international practice (e.g., Andrea Mason and Caroline Payant [29], Daniel O. Jackson [30], Olga Bratanych and Kira Vyshnevska [31]).

In contrast, European and American studies on the task-based approach tend to focus more on its effectiveness in promoting language learning among learners from diverse cultural and linguistic backgrounds. These studies often explore the role of task design in promoting intercultural communication and understanding, and the importance of cultural awareness and sensitivity in the task-based approach. Additionally, some studies have also explored the relationship between the task-based approach and other approaches to language learning, such as content-based instruction and project-based learning (e.g., David Nunan [32]).

In both Ukrainian and European/American contexts, the task-based approach has been explored in relation to multiculturalism. In Ukraine, researchers have explored the role of the task-based approach in promoting intercultural communication and understanding among learners from diverse cultural backgrounds. Some studies have also explored the challenges and opportunities of implementing the approach in a multicultural context (e.g., Oksana Chaika [18]). Similarly, European and American studies have explored the relationship between the task-based approach and multiculturalism, highlighting the importance of incorporating intercultural competence and sensitivity in task design and implementation (e.g., Regina Kaplan-Rakowski and Alice Gruber [10]).

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Overall, while the task-based approach in foreign language learning has been explored extensively in both Ukrainian and European/American contexts, there are some differences in the focus and scope of the studies (**Fig. 3.10**).

○ **Fig. 3.10** Task-based approach: contrasting focuses
Source: Authors' design
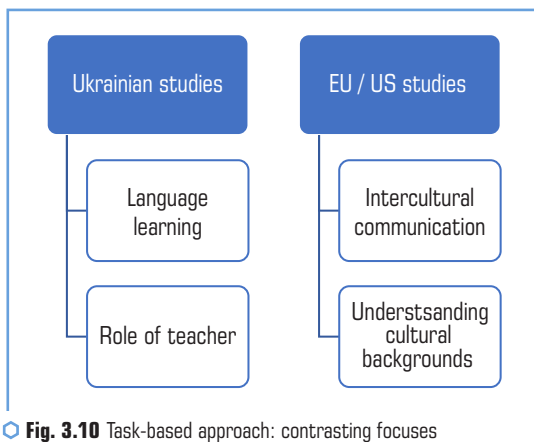
Ukrainian studies tend to focus more on the effectiveness of the approach in promoting language learning and the role of the teacher in implementing the approach while European and American studies tend to explore the approach's effectiveness in promoting intercultural communication and understanding among learners from diverse cultural backgrounds.

However, there is a growing recognition of the importance of incorporating intercultural competence and sensitivity in task design and implementation in both contexts. From the perspectives of challenges and implications of the task-based approach, some studies may compare the beliefs of language teachers, e.g., in Japan, Malaysia, and Ukraine, regarding the use of the task-based approach in multicultural classrooms. One of the challenges identified was the difficulty of finding appropriate tasks that are both culturally relevant and linguistically challenging. The study also found that teachers in Ukraine were less likely to use a task-based approach due to the emphasis on grammar in the national curriculum. Two years later, Andrea Mason and Caroline Payant [29] follow and discuss the challenges and benefits of using a task-based approach to teaching speaking in rural Ukraine. One of the challenges identified was the lack of training and professional development opportunities for teachers on how to implement a task-based approach. The study also highlights the potential benefits of using tasks to promote learner autonomy and develop communicative competence. Next, another Ukrainian researchers, Olga Bratanych and Kira Vyshnevska [31], examined the implementation of a task-based approach in Ukrainian EFL classrooms and identified several challenges, including the lack of suitable materials and resources, the difficulty of designing

appropriate tasks, and the need for more teacher training and support. The author found that using a task-based approach helped to develop students' communicative competence and fostered a more student-centered and interactive learning environment.

As compared to the above, Peter Skehan [33] discussed the challenges and implications of using a task-based approach in language teaching more broadly. One of the challenges identified was the difficulty of designing tasks that are both cognitively challenging and linguistically appropriate for learners. Skehan highlights the potential benefits of using tasks to promote communication and foster a more student-centered and collaborative learning environment.

Despite the fact the research was conducted around a decade before Peter Skehan [33], Dave Willis and Jane Willis [34] addressed the issue from a more skills-based stance and provided practical guidance on how to implement a task-based approach in language teaching. It includes tips on task design and implementation, as well as examples of tasks and activities that can be used in the classroom. One of the challenges highlighted in the book is the need for teachers to have a deep understanding of their students' needs and abilities in order to design tasks that are appropriately challenging and engaging.

Overall, the task-based approach has the potential to promote communication, develop critical thinking and problem-solving skills, and foster a more student-centered and interactive learning environment (**Fig. 3.11**).
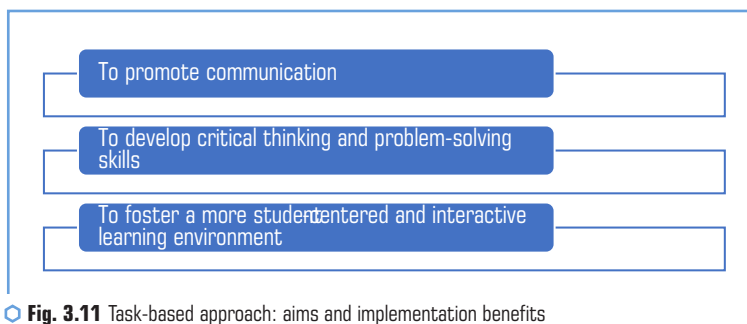

To promote communication

To develop critical thinking and problem-solving skills

To foster a more student-centered and interactive learning environment

○ **Fig. 3.11** Task-based approach: aims and implementation benefits
Source: Authors' design

At the same time, there are several challenges to implementing this approach, which cannot be ignored. These include the difficulty of designing appropriate tasks, the need for more teacher training and support, and the importance of considering cultural and linguistic diversity when designing tasks.

With due respect to the mentioned challenges that may be encountered in foreign language teaching and communication, it may be relevant to additionally consider some advantages of teaching foreign language communication via the task-based approach in a multicultural classroom. These advantages connect to the four below (**Fig. 3.12**):

1. *Promotes authentic communication:* the task-based approach emphasizes the use of authentic, real-life tasks to promote communication in the target language. This can be particularly effective in a multicultural classroom, where students may have different cultural backgrounds and perspectives. By engaging in tasks that are relevant to their lives and interests, students can develop their communication skills in a more natural and meaningful way.

2. *Encourages collaboration:* the task-based approach is typically designed to be a collaborative and interactive process, which can be especially effective in a multicultural classroom. By working together on tasks, students can learn from each other's perspectives and experiences, and develop a deeper understanding of different cultures and ways of thinking [35].

3. *Develops critical thinking skills:* the task-based approach often involves problem-solving and decision-making, which can help to develop students' critical thinking skills. In a multicultural classroom, this can be particularly valuable, as students may encounter different perspectives and ways of thinking that challenge their assumptions and encourage them to think more deeply about the issues at hand.

4. *Fosters learner autonomy:* the task-based approach encourages learners to take more responsibility for their own learning, by setting goals, selecting tasks, and reflecting on their own progress. In a multicultural classroom, this can be particularly valuable, as students may have different learning needs and preferences, and may benefit from a more individualized approach to learning [35].
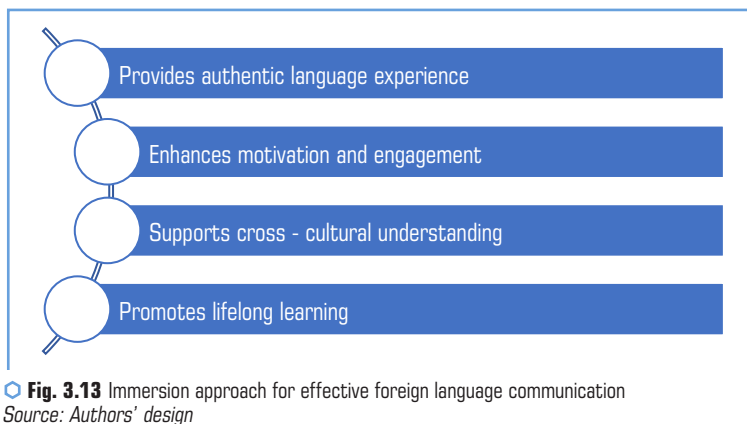

○ **Fig. 3.12** Task-based approach for teaching foreign language speaking
Source: Authors' design

To sum it up, the task-based approach has the potential to be an effective way to teach foreign language communication in a multicultural classroom. By promoting authentic communication, collaboration, critical thinking, and learner autonomy, this approach can help students develop their language skills in a more meaningful and engaging way.

In the end, to bring more innovation into effective foreign language communication via multiculturalism, it is proposed to look at a third model, which links to the "immersion" approach. This efficiency model involves surrounding learners with the target language and culture in a way that

mimics natural language acquisition. This can be achieved through immersive language courses or study abroad programs, but it can also be facilitated through online resources, such as language exchange platforms and social media groups.

The immersion approach is a popular method for teaching foreign language communication in a multicultural classroom. It involves placing students in an environment where the target language is the primary means of communication, with the goal of promoting natural and spontaneous language learning. The immersion approach for effective foreign language communication and multiculturalism in lifelong learning has gained popularity through a number of reasons (**Fig. 3.13**):

Provides authentic language experience

Enhances motivation and engagement

Supports cross - cultural understanding

Promotes lifelong learning

○ **Fig. 3.13** Immersion approach for effective foreign language communication
Source: Authors' design

1. *Provides authentic language experience:* the immersion approach offers learners an opportunity to experience language in a real-world context, and to use the language to communicate and interact with others. This can be particularly effective in a multicultural classroom, where learners may have different cultural backgrounds and perspectives. By engaging with the language in a natural and authentic way, students can develop a deeper understanding of the target culture and gain a more intuitive grasp of the language [18].

2. *Enhances motivation and engagement:* the immersion approach can be a highly engaging and motivating way to learn a foreign language. By being immersed in the language and culture, learners are more likely to be invested in the learning process and to feel a sense of personal connection and ownership over their progress. In a multicultural classroom, this can be particularly valuable, as students may have different reasons for learning the language and may benefit from a more personalized approach [36].

3. *Supports cross-cultural understanding:* the immersion approach can also help to foster cross-cultural understanding and promote intercultural communication. By interacting with speakers of the target language in a natural and authentic way, learners can gain a deeper appreciation for the values, beliefs, and customs of the target culture. In a multicultural classroom, this can be

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particularly valuable, as students may have different cultural backgrounds and perspectives that can enrich the learning experience [36].

4. *Promotes lifelong learning:* the immersion approach can be an effective way to promote lifelong learning and encourage learners to continue using and developing their language skills beyond the classroom. By providing a rich and authentic language experience, learners may be more likely to seek out opportunities for continued language use and practice, both within and outside of the classroom. In a multicultural classroom, this can be particularly valuable, as students may have access to a wider range of resources and opportunities for language use [18].

Overall, the immersion approach has the potential to be an effective way to teach foreign language communication and promote multiculturalism in lifelong learning. By providing authentic language experiences, enhancing motivation and engagement, supporting cross-cultural understanding, and promoting lifelong learning, this approach can help students develop their language skills in a more natural and intuitive way.

In addition to the described, it is necessary to note that the immersion approach has been implemented differently in Ukraine, the European Union (EU), and the United States (USA). It may be a good point to compare the studies on the immersion approach in different contexts and see to which extent they vary (**Fig. 3.14**).
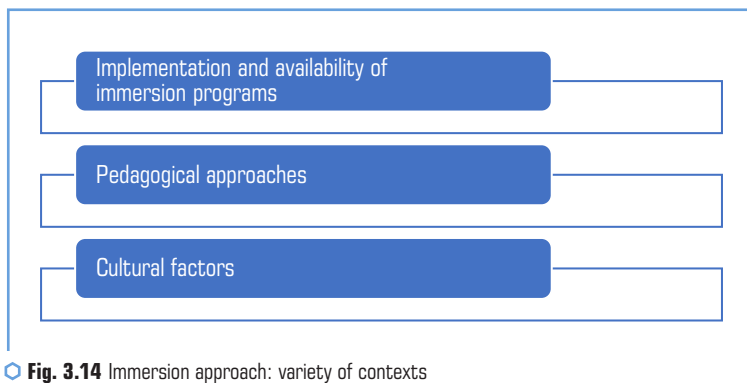

Fig. 3.14 Immersion approach: variety of contexts
Source: Authors' design

Thus, some studies focus on the following:

1. *Implementation and availability of immersion programs:* while the immersion approach is commonly used in the EU and the USA, it is relatively new in Ukraine [37]. In the EU and the USA, immersion programs are widely available, and students may have access to a range of immersion experiences, from short-term language courses to long-term study abroad programs [36]. In Ukraine, however, immersion programs are less common, and students may have fewer opportunities to engage with the language in an authentic way [37].

2. *Pedagogical approaches:* the implementation of the immersion approach can vary across different contexts and may be influenced by cultural and pedagogical factors. For example, in the world, the immersion approach is often used in conjunction with communicative language teaching, which emphasizes the development of communication skills through meaningful interaction [38]. In Europe, on the other hand, the immersion approach is often associated with the Content and Language Integrated Learning (CLIL) approach, which involves teaching subject matter through the medium of a foreign language [39]. In Ukraine, the implementation of the immersion approach may be influenced by a range of pedagogical approaches, including traditional grammar-translation methods and more communicative-based approaches [37].

3. *Cultural factors:* the immersion approach can also be influenced by cultural factors, including attitudes toward language learning and multilingualism. In the EU, for example, there is a strong emphasis on multilingualism and language learning, and immersion programs may be viewed as a valuable way to promote intercultural communication and understanding [36]. In the USA and Canada, however, the emphasis on language learning is often more utilitarian, with a focus on developing language skills for business and professional purposes [38]. In Ukraine, attitudes toward language learning and multilingualism may vary, depending on factors such as regional differences and historical context [37].

Finally, it is stressed that while the immersion approach is used in different ways in Ukraine, the EU, and the USA, it has the potential to be an effective way to teach foreign language communication and promote multiculturalism in lifelong learning. The implementation of the immersion approach may be influenced by a range of cultural and pedagogical factors, and students may have different opportunities for immersion experiences depending on the context in which they are learning.

Similar to the other efficiency models for foreign language communication as discussed above, the immersion approach is characterized by some challenges and implications according to the contrastive studies in Ukraine and the world (**Fig. 3.15**):

1. *Language proficiency:* while immersion programs can be effective for developing language proficiency, students who are not proficient in the language may struggle to understand and participate in the immersion environment [36]. In Ukraine, where English language proficiency is relatively low among the general population, this may pose a challenge for immersion programs [37].

2. *Cultural adjustment:* immersion programs can also pose challenges for students in terms of cultural adjustment. In addition to adapting to a new language environment, students may need to navigate cultural differences in areas such as social norms, communication styles, and values. In Ukraine, where there may be limited exposure to multicultural environments, students may struggle with cultural adjustment in immersion programs [7, 37].

3. *Teacher training:* in order for immersion programs to be effective, teachers need to be trained in the pedagogical approaches and methods used in immersion instruction [38]. In Ukraine, where the immersion approach is relatively new, there may be a lack of teacher training and professional development opportunities for teachers involved in immersion programs [37].

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4. *Policy support:* immersion programs require support at the policy level in order to be effective. This includes funding for program development and resources, as well as policies and regulations that support immersion instruction [36]. In Ukraine, where the immersion approach is still emerging, there may be a lack of policy support for immersion programs [37].
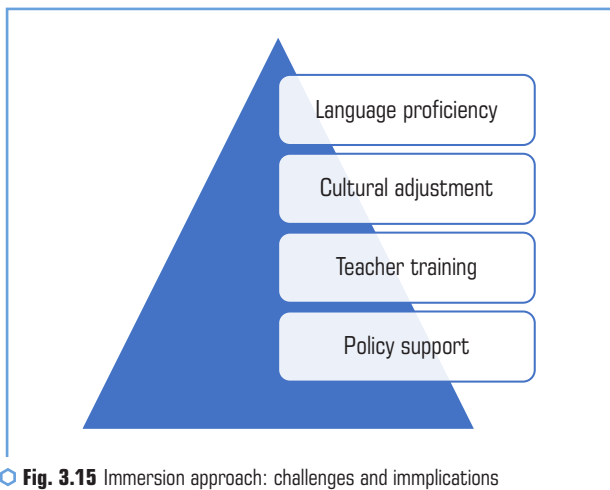

○ **Fig. 3.15** Immersion approach: challenges and immplications
Source: Authors' design

At large, while the immersion approach has the potential to be effective for promoting effective communication and multiculturalism, there are challenges and implications that must be considered in its implementation. These challenges may vary depending on the context in which immersion programs are implemented.

As regards the potential benefits of the immersion approach for implementation in Ukraine, it aims to promote effective communication and multiculturalism, on the one hand; on the other, it focuses in detail on the following aspects (**Fig. 3.16**):

1. *Language proficiency:* immersion programs have been shown to be effective in developing language proficiency in a relatively short period of time, particularly for oral communication skills [38]. This can be especially beneficial in Ukraine, where English language proficiency is relatively low among the general population [37].

2. *Cultural understanding:* immersion programs provide students with opportunities to interact with people from different cultural backgrounds and gain a deeper understanding of different cultural norms, values, and communication styles. This can be beneficial in a multicultural country like Ukraine, where exposure to diverse cultures can help promote social harmony and understanding.

3. *Motivation:* immersion programs can be highly motivating for language learners, as they provide a real-world context for language use and allow learners to see the practical benefits of

language learning [36]. This can be particularly beneficial in Ukraine, where English language learning may be seen as a means of social and economic mobility.

4. *Cognitive development:* immersion programs have been shown to promote cognitive development, particularly in areas such as executive function and metalinguistic awareness [38]. This can be beneficial for students in Ukraine as it can help them develop the cognitive skills necessary for academic success.
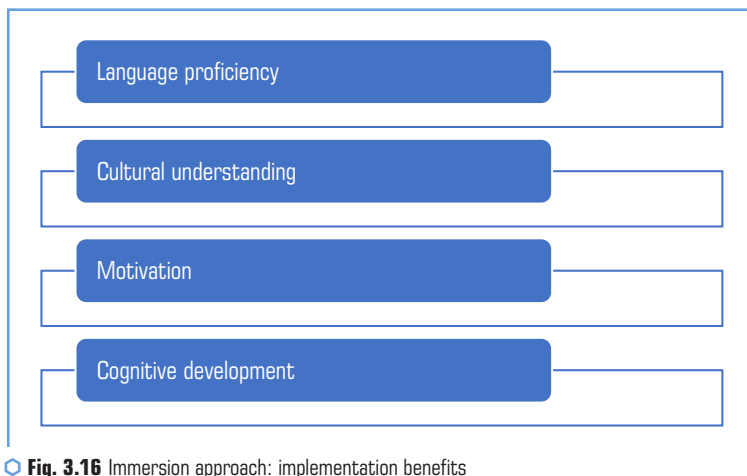

○ **Fig. 3.16** Immersion approach: implementation benefits
Source: Authors' design

Overall, the immersion approach has the potential to be a highly effective way to promote effective communication and multiculturalism in Ukraine. By providing students with opportunities to develop language proficiency and cultural understanding in a real-world context, immersion programs can help prepare students for success in a globalized world.

Given the above, the proposed integrated efficiency model for foreign language communication to advance lifelong learning and multiculturalism may hardly be found modern and innovative unless coupled with technology.

Technology has always played a crucial role in promoting lifelong learning in foreign language communication. Online resources such as language-learning apps, interactive language courses, and virtual tutors have made language learning more accessible and flexible for learners. These tools also allow learners to track their progress and receive personalized feedback and instruction, further emphasizing the importance of taking a proactive role in one's language education.

With the increasing globalization and internationalization, learning a foreign language is becoming more and more important. The advent of technology has revolutionized the way we learn foreign languages. Technology has made learning more accessible, flexible, and engaging for learners,

promoting lifelong learning. Therefore, the integration of technology in foreign language communication has several advantages for lifelong learners. Firstly, technology has made language learning more accessible, breaking down barriers to entry for learners who may not have access to traditional educational institutions. Secondly, technology has made language learning more flexible, allowing learners to learn at their own pace and on their own schedule. Thirdly, technology has made language learning more engaging, incorporating interactive and multimedia elements that capture learners' attention and increase motivation [40].

All the enlisted becomes possible with several technology-enabled language learning tools that learners can use to enhance their foreign language communication skills (**Fig. 3.17**).

These tools include:

1. *Language learning apps* such as Duolingo, Babbel, and Memrise that offer gamification techniques, bite-sized lessons, and interactive exercises that promote engagement and motivation [41].

2. *Online language exchange platforms* such as iTalki and Tandem that offer a platform for learners to connect with native speakers for language exchange and conversation practice [42].

3. *Language learning podcasts and videos* such as Coffee Break Spanish and Easy German that offer audio and video lessons that learners can listen to and watch on the go [40].

4. *Virtual reality (VR) and augmented reality (AR) language learning platforms* that offer immersive and interactive experiences that simulate real-world situations and contexts [43].
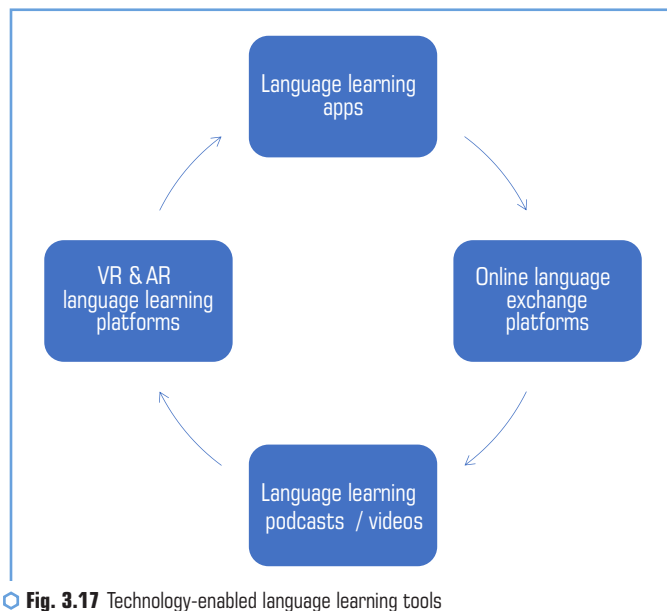

○ **Fig. 3.17** Technology-enabled language learning tools
Source: Authors' design

However, it should be followed and noted that implementation of such an innovative integrated approach to building up efficiency models for foreign language communication may hardly go seamlessly. Despite the benefits of technology in promoting lifelong learning in foreign language communication, there are several challenges that learners may face (**Fig. 3.18**).

○ **Fig. 3.18** Challenges of technology-enabled language learning
Source: Authors' design
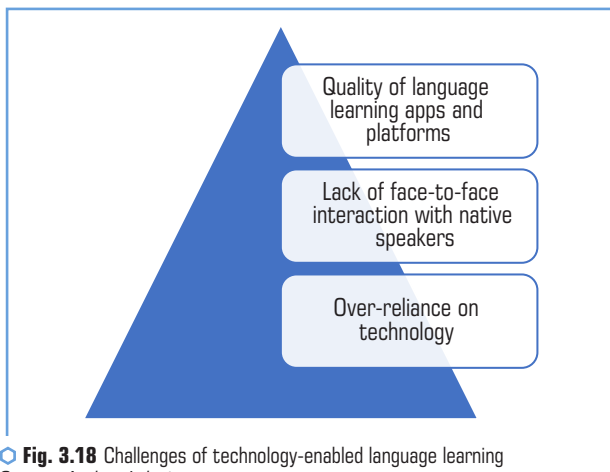
Firstly, the quality of language learning apps and platforms can vary, with some offering subpar content and experiences. Secondly, the lack of face-to-face interaction with native speakers can limit learners' opportunities to practice their speaking and listening skills in real-world situations [42]. Finally, the over-reliance on technology can lead to learners becoming disengaged and unmotivated, especially if they feel overwhelmed or frustrated by the learning experience [40].

That leads to the fact that technology has revolutionized the way we learn foreign languages and has promoted lifelong learning. There are several technology-enabled language learning tools that learners can use to enhance their foreign language communication skills. However, there are also challenges that learners may face, such as the quality of language learning apps and platforms and the lack of face-to-face interaction with native speakers. Educators and learners must be aware of these challenges and find ways to overcome them to maximize the benefits of technology-enabled language learning.

CONCLUSIONS

The study results reveal and emphasize that innovative efficiency models that integrate technology in foreign language communication and multiculturalism can significantly enhance lifelong

learning. Technology has made language learning more accessible, personalized, and interactive, allowing learners to communicate with native speakers, explore different cultures, and improve their language skills.

The use of virtual and augmented reality technologies has opened up new possibilities for immersive language learning experiences that simulate real-life scenarios. These technologies can help learners develop their language skills in a natural and engaging way, providing them with the opportunity to practice their speaking and listening skills in a safe and supportive environment.

Furthermore, innovative efficiency models that promote multiculturalism can also help learners develop a deeper understanding of other cultures and perspectives, fostering empathy and respect for diversity. Through inquiry-based learning, learners can explore and analyze different cultures, customs, and beliefs, developing their critical thinking and intercultural communication skills.

In summary, the integration of innovative efficiency models that leverage technology and promote multiculturalism can significantly enhance lifelong learning in foreign language communication. Educators need to be proactive in adopting these models and adapting their teaching strategies to meet the changing needs of learners in the 21st century.

This research has investigated the potential of innovative efficiency models that integrate technology in foreign language communication and promote multiculturalism to enhance lifelong learning. Specifically, it explored the effectiveness of flipped classroom, task-based learning, communicative language teaching, and immersion approaches in developing the cognitive and affective domains of language learning.

The findings present several case studies of innovative efficiency models that leverage these approaches, including examples of virtual and augmented reality technologies, language exchange programs, and inquiry-based learning projects. These models provide learners with authentic and immersive language learning experiences, enabling them to develop critical thinking, problem-solving, and intercultural communication skills.

Moreover, the study has examined the cognitive and affective benefits of these innovative efficiency models, including improved motivation, self-efficacy, and metacognition. It was discussed how the potential of these models could promote multiculturalism and foster empathy and respect for diversity.

Finally, it was considered which challenges might be faced with adopting these innovative efficiency models, including the need for digital literacy skills, teacher training, and appropriate assessment methods. The study concludes by highlighting the implications of these models for lifelong learning and the importance of adopting a learner-centered approach in foreign language education.

In the end, to further improve these innovative efficiency models and to share the insights as to what might be recommended for effective foreign language communication, the results may lead to consider the following:

1. *Incorporating authentic materials:* educators should consider incorporating authentic materials, such as news articles, videos, and podcasts, to make the language learning experience more engaging and relevant to learners.

2. *Providing personalized feedback:* providing personalized feedback to learners can help them develop their language skills more effectively. Technology can play a significant role in providing personalized feedback through automated language assessment tools, which can provide immediate feedback on grammar, pronunciation, and vocabulary.

3. *Integrating cultural content:* educators should integrate cultural content into language learning materials to promote intercultural understanding and respect. This can include learning about different customs, traditions, and values, and exploring various perspectives on cultural issues.

4. *Leveraging technology:* innovative efficiency models can be further improved by leveraging emerging technologies, such as artificial intelligence, chatbots, and gamification, to create more engaging and effective language learning experiences.

5. *Encouraging collaboration:* collaboration can enhance the language learning experience by providing learners with the opportunity to practice their language skills in authentic communicative situations. Innovative efficiency models that incorporate collaborative activities, such as language exchange programs and online discussion forums, can promote intercultural communication and foster a sense of community among learners.

Overall, it is believed that this research provides valuable insights into the potential of innovative efficiency models to enhance foreign language communication, promote lifelong learning, and foster intercultural understanding. By incorporating the above suggestions, educators can further improve these models and create more effective and engaging language learning experiences for their learners.

CONFLICT OF INTEREST

The authors declare that they have no conflict of interest in relation to this research, whether financial, personal, authorship or otherwise, that could affect the research and its results presented in this paper.

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