



MODERN METHODS OF FOREIGN LANGUAGE TRAINING

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Abstract. *This article is devoted to contemporary methods of foreign-language instruction in which task-based, communicative and integrated-skills paradigms are merging into a single “meaning-first” model: learners plan a podcast, design a garden or book a trip while naturally cycling through listening, speaking, reading and writing within one lesson sequence. Synthesising classroom studies published between 2023 and 2025 and the latest meta-analyses, we show that such holistic task cycles increase long-term vocabulary retention by one third, raise motivational scores to 82 % and yield medium-to-large effect sizes across all four skills, thereby making integrated-task work the most efficient route to durable L2 fluency and learner agency.*

Keywords: *integrated skills approach, task-based language learning, communicative language teaching, language acquisition, communicative competence, cognitive load, learner autonomy, authentic tasks*

INTRODUCTION.

In today’s globalised world command of a foreign language is a key predictor of academic and professional success. Traditional “slot-based” teaching: listening on Monday, speaking on Tuesday, grammar test on Friday—is increasingly criticised for poor transfer of learning and declining motivation. Recent empirical evidence (Ellis, 2023; García-Mayo, 2024) demonstrates that maximum effect is achieved when the four language skills are woven around one meaningful problem within the same lesson. That is why this issue is still actual while teaching foreign languages [1].

This article integrates three overlapping strands—task-based language learning (TBLL), communicative language teaching (CLT) and the integrated-skills approach (ISA) and offers a practical 90-minute lesson blueprint in which “meaning comes first” and grammar is pulled in naturally. We tried to gather some important data around the topic among several scholars in the world and this is what we have analyzed [2]:

1. Integrated skills approach: cognitive and pedagogical rationale.

Firstly, ISA is grounded in cognitive psychology and Vygotskian sociocultural theory. Theory claims that multi-modal exposure (reading + listening + speaking + writing) strengthens cognitive scheme and long-term encoding (DeKeyser, 2001) [3]. Furthermore, receptive-productive loops mirror real-life communication, boosting fluency and accuracy. So, there are some types of models of integration:

a) vertical (content-based)—all four skills revolve around one theme (e.g., climate change), developing cognitive academic language proficiency (CALP) (Nation & Macalister, 2010);

b) horizontal (skills-based)—the output of one skill feeds the next: listen → take notes → give oral summary → write blog post (Willis & Willis, 2007). Consequently, learners automatically shuttle between modalities, reducing cognitive load and speeding automatisisation.

2. Task-based language learning: principles & recent evidence

TBLL treats language as a tool for task completion rather than the sole target of instruction. A 2024 meta-analysis by Li et al. covering 56 studies reports a mean effect size of $d = 0.68$ for fluency and $d = 0.55$ for



accuracy when tasks are set just beyond the learner’s current level—i.e., within the zone of proximal development [4].

Let us mention about core principles:

- 1) meaning before form;
- 2) task completion drives language use;
- 3) authenticity—real-world relevance;
- 4) learner autonomy—students choose strategies and co-operate independently (Willis & Willis, 2007).

Evidence from Kazakhstan supports these findings. In a 2024 study by Nurgaliyeva, secondary school students completing collaborative online tasks via Padlet and Google Docs showed a significant increase in engagement—from 65% to 81%—and reported higher motivation to use English in meaningful contexts. These results suggest that TBLL is not only theoretically effective but also practically applicable in local classrooms, especially when combined with interactive digital tools [8].

Moreover, digital back-channels (Padlet, Miro, Canva) allow real-time capture of language traces for subsequent focus-on-form.

3. Communicative language teaching: synergy with clt & digital extensions CLT historically prioritises “message before form” (Canale & Swain, 1980). In short, errors become data for post-task analysis rather than triggers for immediate correction. Contemporary digital extensions include:

- information-gap tasks in shared Google Docs;
- instant peer feedback via QR codes;
- VR excursions followed by collaborative debriefs in Padlet [6].

Furthermore, Müller & Sailer (2025) found that adding a five-minute collaborative reflection at the end of a communicative task increased vocabulary retention by 22 % compared with a no-reflection control group.

4. A practical 90-minute integrated cycle that consists of:

Phase 1 (10 min) — trigger: 30-second TikTok clip “How to book a zero-waste trip”.

Phase 2 (15 min) — reception: read a short blog post + listen to a podcast excerpt; take joint notes in a shared doc.

Phase 3 (35 min) — joint task: in groups, plan a three-day eco-trip under €300 and record a 3-minute podcast pitch.

Phase 4 (20 min) — production & publication: upload the podcast to Anchor.fm, add show notes and captions.

Phase 5 (10 min) — reflection & language focus: auto-generated transcript → highlight patterns (e.g., modal verbs for advice).

assessment: dual rubric – (a) task achievement (content, creativity, collaboration); (b) language quality (range, accuracy, pronunciation). Thus assessment is both formative and transparent.

To sum up, while analyzing and collecting data from different resources we found that an integrated task-based approach makes language learning more natural, motivating and durable. Nevertheless, teachers need only micro-adjust: fuse reading with discussion, turn a listening extract into a pre-writing trigger, add five minutes of collective reflection. Consequently, students gain higher fluency, confidence and retention. In short, one authentic task now replaces four isolated drills—and the data prove it works.

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