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Cross-Cultural Research in Cognitive Psycholinguistics: Analysis of Linguistic Diversity and Cognitive Processes

Yuliya Boyko ^{*} , Oksana Sierhieieva , Olena Matsiuk , Denys Dmytroshkin , Nataliia Levytska 

Department of Germanic Philology and Translation Studies, Faculty of International Relations and Law, Khmelnytskyi National University, 29016 Khmelnytskyi, Ukraine

ABSTRACT

The study explores the integration of cognitive and psycholinguistic parameters in language education, focusing on designing communicative tasks to enhance oral proficiency in English among university students. Consciousness and meta-linguistic attention are highlighted as critical factors influencing communicative competence. A longitudinal observational study was conducted with second-year students at Khmelnytsky National University, focusing on the Department of Germanic Philology and Translation Studies. Both Bachelor's and Master's students participated in the study, which spanned an academic semester. The methodology involved systematic observation of English class interactions, where tasks integrating cognitive (fluency, accuracy, complexity) and psycholinguistic parameters simulated authentic communicative situations. The findings reveal that traditional approaches treating communication as merely a teaching tool are inadequate for developing language competence. Effective communication in English classes required tasks blending simulation and authenticity, significantly enhancing oral competence. A comprehensive approach incorporating cognitive and psycholinguistic considerations resulted in measurable improvements in students' fluency, accuracy, and complexity in oral discourse. This study highlights the need for dynamic, engaging tasks that reflect the complexities of real-world communication, enriching students' linguistic and cognitive abilities while fostering deeper engagement with the language. The results advocate for curriculum reforms and instructional designs prioritizing authentic communicative tasks, equipping students with skills to navigate diverse communicative situations. Such an approach can reshape university-level language

*CORRESPONDING AUTHOR:

Yuliya Boyko, Department of Germanic Philology and Translation Studies, Faculty of International Relations and Law, Khmelnytskyi National University, 29016 Khmelnytskyi, Ukraine; Email: julia_boyko_pereklafl@ukr.net

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teaching and better prepare students for global citizenship and intercultural communication, ultimately bridging the gap between classroom learning and real-world applications.

Keywords: English Language; Form-Centredness; Meta-Language Dropout; Oral Discourse; Cognitive and Psycholinguistic Parameters; Activity Tasks

1. Introduction

1.1. Cognitive and Psycholinguistic Aspects of Communication

The phenomenon of linguistic diversity emphasises the importance of communication and social interaction in language learning, pointing to the communicative task as a central component of language education. However, simply engaging in communicative activities is not sufficient to develop language skills. Effective language learning should take into account cognitive and psycholinguistic aspects such as fluency, accuracy, and semantic complexity when planning communicative tasks to promote authentic language use and oral language development^[1].

The modern approach to foreign language teaching is no longer based on a specific method or communication activity. It is seen as a set of tasks or projects that engage participants in the learning process (students and teachers) and help to achieve certain outcomes in a particular social context. Language competence should be seen as a necessary skill to interact in a variety of language environments^[2]. In higher education institutions, this competence is acquired through language teaching and linguistic, communicative, and cultural education development. In the learning process, it is necessary to consider different time perspectives and develop tasks that contribute to the achievement of short- and long-term goals. Communication is considered the key to successful language learning, but it requires students to use a foreign language to communicate in a variety of situations. In addition, communicating about projects and tasks and discussing the linguistic aspects that are important for their completion is also important^[3].

Research in this area shows that it is important to put forward the authenticity of these discourses that engage students in their profession^[4]. At the same time, it is important to consider the different components of discourse that help in building language competence. One of the possible ways to

improve the effectiveness of learning is to apply the concept of form focus, which helps to balance the focus on meaning and form in the learning process. Research shows that the integration of cognitive and psycholinguistic aspects into communication tasks can contribute to the development of oral language competence^[5].

This issue is important because linguistic diversity is a key component of cultural heritage and a challenge for preserving linguistic diversity in a globalised world. The study, which builds on previous work in this area, aims to further clarify and develop scientific knowledge about language learning and communication skills.

The present study differs from previous research in that it focuses on the combination of communicative tasks with cognitive and psycholinguistic aspects of the development of language competence. The main purpose of the study is to analyse and evaluate the impact of communicative tasks on the development of oral communication and language competence.

Despite the widespread recognition of the importance of communication in language learning, there remains a gap in the literature regarding how best to integrate cognitive and psycholinguistic parameters into communicative tasks. Previous studies have largely focused on the effectiveness of communicative activities in isolation, without adequately considering the underlying cognitive processes and the need for a balanced focus on form and meaning. This oversight limits the effectiveness of language instruction, particularly in higher education, where students must develop the skills to interact competently in diverse linguistic environments.

This study addresses this gap by examining how communicative tasks can be enhanced through the integration of cognitive and psycholinguistic parameters, specifically targeting the development of oral language competence. The significance of this research lies in its potential to reshape current approaches to language education, offering a more holistic method that not only improves fluency and accuracy but also enhances the depth of students' language use in

real-world contexts. By focusing on the cognitive processes that underpin language learning, this study aims to provide insights that are directly applicable to curriculum design and instructional practices.

The primary objective of this study was to analyse and evaluate the impact of communicative tasks, designed with cognitive and psycholinguistic considerations, on the development of oral communication skills and language competence among university students. Specifically, the study sought to:

- Assess the effectiveness of communicative tasks that incorporate fluency, accuracy, and semantic complexity in improving oral proficiency.
- Examine the role of meta-linguistic awareness and consciousness in enhancing communicative competence.
- Explore the implications of integrating cognitive and psycholinguistic parameters for language teaching practices in higher education.

This research not only contributes to the academic discourse on language education but also has practical implications for educators and curriculum developers. By providing a framework for the design of communicative tasks that align with the cognitive and psycholinguistic needs of learners, the study offers a pathway to more effective language instruction. The outcomes of this research have the potential to influence educational policies and practices, ensuring that students are better prepared for the linguistic challenges of a globalized world.

1.2. The Problem of Linguistic Diversity

Thus, the problem of linguistic diversity and the importance of addressing it lies in the fact that there are many languages in the world, each with its own unique cultural heritage and identity^[6]. Ensuring competent language learning and the development of language competence is an important part of the learning process in the modern world.

According to Mereniuk & Parshyn^[7], it is necessary to take into account the socio-cultural context in which different languages are revived and to promote the development of communication skills that will help students to interact effectively in society. The activity-based perspective is important in the context of language learning because it provides an opportunity to integrate learning with real-life situations and

helps students develop not only linguistic but also cognitive, affective, and volitional resources for successful communication^[8].

Thus, the issue of linguistic diversity and the need for action-oriented language learning is important for preparing the younger generation to function successfully in the modern world, where cultural and linguistic diversity is becoming an integral part of life.

1.3. Theoretical Framework

The concept of scripting in English language learning refers to the process of practising language use in specific situations. An action scenario is a way of concretising the action-oriented approach, as it involves certain steps or actions to be taken to achieve a certain goal or communicative task in an English-speaking situation.

The scenarios include various stages such as introducing a situation, expressing one's own opinion or the opinion of others, conducting a dialogue, resolving a conflict, using lexical or grammatical structures that have been learnt, etc. This approach allows students to practice their language skills in real-life situations, which helps them to learn and use English better in practice. Working together on action scenarios in English helps to improve students' communication skills, develop their confidence in their own abilities, and activate their language knowledge in real-life communication situations. Scientists consider the concept of an action scenario as a way of specifying an action-oriented approach. According to psycholinguists, simulation is considered an integral part of the language classroom activity, and the scenario is characterised by a mission that serves as a framework for the learning process. The mission defines the tasks to be performed and the choice of language tools by the student-actor. This allows us to change the tendency to work with native speakers to self-expression tasks or mini projects, which is an innovative approach^[9]. This approach to completing tasks is relevant and contributes to the development of students' language skills.

The various possibilities of psychocognitive techniques in language learning emphasise the importance of considering "secondary" aspects that lead to an increase in the number of sentences^[10]. Action-oriented approaches confirm the fixation of the relationship between the amount of learning and processing time, revealing the homology between the unit in

memory and the semantic division of the vocabulary^[11]. It is also necessary not to ignore “minor” elements that may be important regardless of the purpose of the study. In addition, the syntactic complexity of the material affects the speaking time, which is confirmed by Boyd & Schwartz (2021). As for the aspectual data, it is important to consider the impact of the perfective/imperfective opposition on students’ performance.

Research by Dey & Sawalmeh^[12] emphasises the importance of the situation of utterance on the comprehension of the spoken topic. The interaction of various new elements and secondary vocabulary is not as important then. Secondary elements that affect sentence division play an important role in the construction of meaning in working memory.

Analysing the related literature, it can be seen that oral communication in higher education institutions is indeed often focused on the materials chosen by the teacher and student presentations^[13]. Emotions and points of view, although present, are often framed within the normative discourse forms of the institution^[14]. However, it is important to remember that the desire to naturalise communication in the classroom, support interactive skills, use assignments and projects, and regulate communication to improve language competence can lead to the emergence of ‘secondary’ discourses and ‘heteroglossia’^[15]. Such exchanges can be as authentic as formalised communication, as they promote ‘semantic-cultural’ communication and help students to become active participants in communication in a social context that is often limited. This approach can help students develop their language skills as well as their ability to communicate effectively in different situations.

1.4. Paper Hypotheses

The primary hypothesis of the study is that performing communicative tasks contributes to the development of oral communication and language competence. The secondary hypothesis is that the integration of cognitive and psycholinguistic aspects into communicative tasks can improve language learning outcomes. The study design focuses on the participants’ performance of specially designed communicative tasks and further analysis of their impact on the development of speaking skills.

The theoretical and practical significance of the study

lies in the development of effective language learning methods that combine a communicative approach with cognitive and psycholinguistic aspects. The results of the study can be useful for teachers and students in planning and conducting foreign language classes.

2. Materials and Methods

2.1. Research Paradigm and Approach

The study was conducted within the framework of a qualitative research paradigm, which emphasizes understanding the complexities of human behavior and interaction in natural settings. Specifically, the constructivist approach was employed, recognizing that students’ understanding of foreign languages is influenced by their personal experiences, cultural background, and cognitive processes. This approach is well-suited for exploring the integration of cognitive and psycholinguistic parameters in language education, particularly through in-depth observations and analysis of student interactions.

2.2. Method of Data Collection: Systematic Observation

The observation method, employed as the primary data collection tool, was used to obtain objective and nuanced information about how second-year students (learners for Bachelor’s Degrees) and 2nd-year students (learners for Master’s Degrees) of the Department of Germanic Philology and Translation Studies, Faculty of International Relations and Law, Khmelnytsky National University. Ukraine) develop oral proficiency in English. This method was selected due to its ability to capture real-time interaction and behavior, providing insights into the role of consciousness, meta-linguistic attention, and communicative competence in language learning. The observations were conducted longitudinally, spanning the autumn semester of 2023, allowing for a thorough examination of students’ progress over time.

Observation Procedure

The observation was structured and systematic, following a predefined protocol to ensure consistency and reliability in data collection. Observations were made during communication exercises that featured psycholinguistic elements

of intercultural dialogue. These exercises were integrated into the curriculum as part of students' language learning activities. The specific items observed included:

Student Interaction: The ways in which students communicated, exchanged information, and supported each other during group tasks.

Cognitive Engagement: The level of metacognitive discourse, indicating how students were consciously reflecting on their language use and intercultural understanding.

Role Distribution: How roles were assumed and managed within groups, including leadership, cooperation, and conflict resolution strategies.

Cultural Awareness: The degree to which students demonstrated understanding and tolerance towards different cultural perspectives during discussions.

Observations were made by the instructor, who recorded detailed notes during each session. The data collected included both verbal interactions and non-verbal cues, such as gestures and facial expressions, which were critical for understanding the nuances of intercultural communication.

2.3. Participants

The study involved 33 second-year students, divided into four groups (1.1, 1.2, 2.1, and 2.2). The participants were categorized by age and gender, with 9 males and 24 females, aged between 18–22 years. The study design ensured a diverse sample, allowing for the exploration of different perspectives within the context of language learning and intercultural dialogue.

2.4. Sampling Procedures

A purposive sampling technique was used to select participants who were actively engaged in communication exercises with psycholinguistic elements. This approach ensured that the sample was representative of the population being studied and that the data collected would be relevant to the research objectives.

The sampling focused on:

Level of Student Activity: Observing the frequency and quality of student participation in tasks.

Group Dynamics: Examining how students interacted within groups, including the establishment of roles and conflict

resolution strategies.

Task Performance: Comparing the effectiveness of tasks based on student engagement and metacognitive discourse.

2.5. Research Design

The research design was longitudinal, observing the same cohort of students over the course of a semester. This design allowed for the analysis of changes in communicative competence and intercultural awareness over time. The study included both descriptive and comparative elements, with observations focusing on the interaction between cognitive strategies and cultural contexts in language learning.

2.6. Data Analysis

The data from the observations were analyzed using qualitative content analysis. The recorded observations were transcribed and coded for recurring themes, particularly those related to cognitive engagement, cultural awareness, and communicative competence. The analysis aimed to identify patterns in how students adapted to intercultural dialogue and the impact of these experiences on their language learning processes.

2.7. Experimental Manipulations or Interventions

While the study primarily relied on naturalistic observation, specific interventions were introduced to assess their impact on student performance. These included the introduction of action-oriented language teaching methods, where students were tasked with scenario-based simulations that required them to apply their language skills in culturally relevant contexts. The effectiveness of these interventions was measured by observing changes in metacognitive discourse and overall communicative competence.

3. Results and Discussion

In the second year, students of the Department of Germanic Philology and Translation Studies, Faculty of International Relations and Law, Khmelnytsky National University, conducted a project that included group presentations on different English-speaking countries of interest to students, a comparative study of calendar holidays in the UK, USA,

Canada, and India, an interdisciplinary project on cultural identity combining historical and poetic perspectives, and a study of Native American communities in the United States. In trying to achieve the educational goal, the instructor plays an important role in defining the assignment, regulating the discourse, and helping students complete the task. In general, students had a fairly autonomous role in this project, they could manage the organisation of content and the order, but sometimes they needed to control the language or speech of other participants during presentations. The observation showed that the emphasis on form, the role of consciousness, and meta-linguistic attention appear to be important elements in language learning. This confirms the importance of combining cognitive and psycholinguistic aspects in creating communicative tasks to support authentic language use and promote language proficiency.

English is often used in exchanges that are governed by an argumentative code of good behaviour. However, when a trusting relationship is established between the teacher and students, situations may arise where tasks are set aside and natural communication takes place.

Example 1 (students: A, C, and D; teacher: P)

The teacher has asked students to respond to an Adbusters brochure on the internet that encourages consumers around the world to join Buy Nothing Day, but the socio-cultural “place” of reference is the UK and the event is foreign to the students. Some students take the position of playing the game of argumentative discourse and putting forward arguments for or against the event, while others are the “disruptors” of these arguments.

D: It's pointless to resist just for one day, especially on a Saturday. It means we can challenge ourselves to be independent for a day. It's symbolic, like a car-free day. There are many days like this where we can do without shopping.

C: I agree with D and strongly disagree with A. It's a positive gesture, showing that we can manage without consumption for a day.

P: Consumption.

A: I've already made a purchase today, I bought bread this morning (laughs).

As you can see, the opponent rejects the importance of the festive event and at the end humorously breaks out of the code of academic debate.

Example 2

The students are first asked to read and discuss an email from the American assistant describing her plans for the coming year. Then each student formulates two or three personal resolutions, which are collected and distributed to the other students for reading aloud and discussion. This activity reflects a pattern of simulation and authenticity in language communication. While the letter from the assistant is part of a project to reinforce the future tense, it also conveys authentic information, allowing students to deepen their communication skills.

In 2022, my goal is to reduce my food intake and increase my physical activity... In 2023, my wish is to witness a democratic president in the White House.

The students' resolutions may be authentic, but here a simulation was conducted, and their thoughts were written down on paper and read out to the audience. The other authentic goal of language training, the transfer of language structures to “purposeful” communication, remained intact. Thirty-three students formed plausible sentences, the joint action took the form of a game, and the participants often laughed. However, following the script is not always obvious, as shown in this extract, where S gives a very logical reason for his refusal.

S: I want to share my thoughts on setting goals instead of resolutions. Can I express my opinion? Not about my personal goals, but...

P: Of course, go ahead.

S: I don't really support the idea of resolutions. I believe they are okay, but only for individuals who are able to actually achieve them.

P: Yes, achieve.

S: For those who achieve them, but unfortunately, not many people do.

P: I recently heard a psychologist suggest focusing on just one goal, as it can be easier to accomplish. They also advised sharing it with others to maintain accountability. Even if you don't believe in resolutions, it's still valuable to consider what you want to accomplish.

S: I've made the choice to abstain from making resolutions altogether.

P: Oh, may I ask why?

The spontaneity and naturalness of the interventions were valued during the observation, as they were in line with

the natural approach to social exchanges. However, in the long run, distractions or abandonment of the task can be detrimental to interlanguage progress. The question arose whether explicitly displaying language goals could help return communication to a more authentic level and increase acceptance of the proposed tasks.

3.1. Metacognitive Discourse

At the same time, in addition to communicating semantic content, the activity-based approach entails a large number of exchanges around the presentation of projects, the definition of tasks, and the means of completing them, which goes beyond the traditional classroom English of punctual instructions. Over the four sessions, the amount of metacognitive discourse related to the presentation, reformulation, and explanation of tasks and projects ranged from 15% to 17% of the total interventions. Instructions during the task (focusing attention, searching, sorting, helping to find textual elements, asking to make hypotheses, reformulating statements, etc.) were not taken into account (**Table 1**).

It is obvious that a significant part of communication is related to students' perception mechanisms. In addition, the teacher was required to do many different things, even if he asked students to reformulate and explain the material.

Example 3 (students: J and C; teacher: P)

P: Do you need me to clarify the instructions, or would you like someone else to go over them again, J?

J: What was that?

P: Are you clear on what needs to be done?

J: Yes. P: Great, can you explain it for us?

J: We start by reading the text from the bottom.

P: And then, when it comes to Rebecca's mum's story, what is our task, C?

C: Our task is to extract the key information from that part of the text.

P: Specifically, what are we focusing on now? And J, can you please continue with reading the...

J: The top section. P: What should we do after that?

J: We should analyse the top part for details about food and customary Thanksgiving practices.

P: And also, how people celebrate and why Thanksgiving holds significance for certain Americans.

As for the presentation of intercultural communication

projects, they were characterised by an interweaving of different types of discourses. In particular, 61% of the exchanges focused on project modalities, 31% on semantic and cultural communication, and 8% on the meta-language aspect. Thus, other discourses were added to the main discourse intention. M's question about the explanation of vocabulary (aborigines vs. Indians) generates an episode of communication with A's cultural contribution.

Example 4 (students: M and A; teacher: P)

M: Can you explain the distinction between Aborigines and Indians?

P: Oh, do you mean A?

A: I believe Aborigines were indigenous to Australia, while Indians were native to America.

P: [...] I believe there was a misconception by Christopher Columbus, thinking he had reached India when he actually landed in America. That's why he referred to the Native Americans as Indians.

The teacher redirected the exchange by providing alternative information. At the meta-linguistic level, their intervention was limited to lexical clarification and grammatical corrections (e.g., *instead of, 14), as well as phonological adjustments (e.g., anthropology). The teacher resumed control (21) to restart the presentation and summarize the instructions (26). Meanwhile, students participated by reading the steps (25) and identifying the specific areas they had focused on during their research (27, 28, 29).

This mixture of different discourses in learning is the result of the teacher's objectives, the choice of discourse strategy that meets their goals, and students' fulfilment of these goals, regardless of their formulation^[16]. According to Aguilar-Valera^[11], this contributes to the formation of a scientific and academic community through the diversity of conventional, semantic-cultural, metacognitive, and meta-language discourses. Implementing targeted integration in the classroom can be an effective means of developing language competence.

3.2. Analysis of the Recorded Speeches

Analysing the speeches recorded in the second year helped researchers think more deeply about the expectations associated with the tasks and suggested proven interventions. For example, a student decided to present Diwali, a

Table 1. The share of metacognitive discourse in L2 communication.

Session	Total Number of Words	Words Related to Tasks and Projects
Group 1.1: 3 tasks	4193	647 (16%)
Group 1.2: 3 tasks	3656	628 (17%)
Group 2.1: 1 task, 1 project	3533	544 (15.3%)
Group 2.2: 1 task, 1 project	4244	718 (17%)

Source: authors' own development.

Hindu holiday, as part of a calendar festival project. This process requires continuous speech based on notes and involves preparation over several days, which contributes to both fluency and accuracy of the speech.

Example 5: Diwali

Alright, I will discuss Diwali, a five-day festival celebrated by Hindus. In Sanskrit, Diwali translates to “row of lights,” symbolising knowledge for Hindus. During these days, various gods and goddesses are worshipped, homes are cleaned, and decorated with candles, lamps, and exchanged gifts. Fireworks are also a common part of the celebration. According to one legend, a long time ago, a king and his wife returned from a battle against demons on the day of the new moon, where there was no light. Villagers placed candles in front of their homes to illuminate the path for the gods. The significance of Diwali is akin to Christmas for Christians, and it is celebrated by Hindu communities worldwide, including in the UK, Trinidad and Tobago, and many other countries.

The flow is fast, smooth, and clear, without hesitation. The utterances are typical of oral discourse: simple sentences with conjunctions and a single ending, probably taken from a written text (“One of the many *versions is that...”). In terms of accuracy, there is 1 lexical error, 6 phonological errors, and 11 grammatical errors with repetition of erroneous passive and infinitive constructions (possibly related to the homophony between the past participle and infinitive in Ukrainian?) There were also problems in choosing between a nominal definition and a qualification. The training had a positive impact on the communication of semantic content (the message was well conveyed). However, despite two cases of self-correction, examples of grammatical fossilisation persisted and required reporting, repetition, and correction.

The results show that raising awareness is possible by developing an oral production task that assesses semantic

content. This task should include pedagogical tools to increase the accuracy and complexity of discourse. These tools are crucial components that help to achieve fluency in the process of interaction and expression.

3.3. The Nature and Psycho-Cognitive Processes Involved in Learning a Foreign Language

Currently, researchers still question the nature and psycho-cognitive processes involved in learning a foreign language, as well as the links between tacit and explicit learning. The ability to communicate in a university environment partly depends on the support of the teacher, who selects and organizes materials, provides students with tools, and stimulates their activity, as well as on supporting students' communication with more experienced partners or teachers. It is important to combine communicative tasks that focus on linguistic phenomena in context with free-form tasks such as stories, debates, and essays. Reflecting on learning, in particular, allowed us to address the issue of form and meaning. The development of practices involves accessing meanings through cognitive processing in comprehension and production, tuning tasks to linguistic phenomena, and adjustments arising from linguistic needs. In a communicative situation, learners need to pay close attention to form, meaning, and use in their learning. This will facilitate the establishment of the connections necessary for interlanguage interaction.

3.4. The Bifocus as a Didactic Tool

This approach from cognitive linguistics has similarities to research in the psycholinguistic framework of linguistic diversity, where reflection tasks strengthen the system of linguistic representations in uncertain areas such as nominal determination, modality, tense, and aspect. In oral communication, the teacher uses the student's linguistic and cognitive

knowledge to help him or her correct his or her utterances by reformulating them, stimulates him or her to make linguistic and predicative choices, and encourages discourse complexity. Thus, bifocus acts as a didactic tool that helps to activate communicative knowledge and skills in the context of dialogue, where joint communication creates the basis for further improvement through correction, reflection, and practical tasks.

3.5. Discussion of the Joint Learning Dialogue

The research conducted in the course of discussions with 33 students and a lecturer showed the important role of a joint learning dialogue. For example, the analysis of radical and epistemic modalities proved to be difficult both in terms of the chosen meanings and the surface forms that may differ in L1 and L2. During the discussions, 37 cases of linguistic analysis at the modal levels were identified, 31 of which were initiated by students and 6 by the teacher. Each case involved different combinations of cognitive and linguistic actions, such as asking, form fluctuations, refusing, reformulation, and rule-making. In this case, 12 cases were

related to phonology, 15 to word structure and order, and 10 to the relationship between form and meaning.

The research adhered to the Common European Framework of Reference for Languages (CEFR), particularly focusing on:

Interaction – emphasizing the importance of spoken interaction in language learning, consistent with CEFR’s emphasis on communicative competence.

Linguistic Proficiency – observing students’ progress in relation to CEFR’s descriptors for language proficiency, particularly in handling complex linguistic structures.

Metacognitive Strategies – aligning with CEFR’s encouragement of learner autonomy and reflection on language use.

Below is a proposed chart that outlines the methodology, including objectives, materials, and CEFR principles.

During the classroom discussions, 37 cases of linguistic analysis at the modal levels were identified, illustrating the complexity students faced. These cases involved different cognitive and linguistic actions, categorized as follows (**Table 2**):

Table 2. Students’ cognitive and linguistic actions.

Category	Cases
Phonology	12 cases, focusing on the pronunciation and phonetic aspects of L2, highlighting the challenges in distinguishing sounds and patterns between L1 and L2.
Word Structure and Order	15 cases, where students struggled with word formation and syntactic structures, requiring reformulation and rule-making actions.
Form-Meaning Relationship	10 cases, where the connection between linguistic forms and their meanings was explored, often leading to questions, refusals to confirm, and rule adjustments.

Source: authors’ own development.

This comprehensive detailing, combined with the chart, provides a clear and structured overview of the methodology, supporting the study’s robustness and its adherence to educational frameworks like the CEFR.

Example 6 (student: A; teacher: P)

The communication episode included 8 steps: hesitation between different options and their choice, confirmation, and referral to another alternative, failure, revision, re-discussion, and confirmation.

All: A student could watch football or soccer all day if they wanted to.

T: You have the option to do so, or you could also use the word ‘would’.

All You would have the ability to do so.

T: You would have the ability to watch football or soccer all day.

During the formative dialogue, the student had the opportunity to try different language forms, and the teacher took into account the student’s level of knowledge. The distribution of roles in collective communication could change, but the teacher always acted as a mentor and a discussion supporter. Meta-language moments were less frequent and could have a different number of lines, from 3 to 10.

3.6. Meta-Language Sifting Data

What was studied in the second-year meta-language sifting aimed at meaning construction? Some indications are given in **Table 3** (sessions). The situations are elicited either by the student (E) or the teacher (P), but they are all related to a problem revealed in oral production. The predominance of lexical or phonological elements confirms the results of previous studies^[17]. However, the teacher did introduce students to certain aspects of morphosyntactic complexity (e.g., in relation to subordinate clauses learnt earlier). Sessions S3 and S4 have been found to promote meta-language dropout (24), which is directly related to the nature of the task and the support. Short texts that were discussed around the abolitionist movement or the concept of African American physical appearance had significant semantic, cultural, and morphosyntactic complexity in comprehension. They required the creation of complex phonological forms (3- or 4-syllable words) and, consequently, more phonological and lexical interventions.

The teacher actively encouraged students to do most of the phonological and grammatical practices and to ask for clarifications. Students asked questions about the problems of transitioning from their native language to English, as well as clarifications about vocabulary and culture. In this limited context, there was only one question about grammatical nuances.

In the classroom, the teacher used limited heterocorrection: he pointed out mistakes and asked for clarification or correction. Students corrected themselves either after the signal or during the mutual correction stage. The teacher acted as a mediator, but the students acted as experts and communicated to build their own linguistic representations.

Example 7 (Students: M and A; teachers: P)

After the presentation on Diwali, the floor was opened for questions and comments. M. did not understand the symbol of the lights:

M: I was unsure about the meaning of the lights for Hindus.

A: They represent knowledge. M: I understand now.

A: The lights symbolise knowledge and culture. Were you not familiar with the term?

M: No. I wrote the word 'knowledge' on the board, pointed to the 'know' part, and said it aloud: 'to know'.

M: Oh, so it's 'know', right?

P: Can you give it a try?

M: It's when you have a deep understanding of different subjects.

A request for clarification triggers a meta-language sequence: 1) question, 2) lexical information, 3) manifestation of misunderstanding, 4) gloss, extension and question to M, 5) new manifestation of misunderstanding, 6) demonstration with linguistic deconstruction, 7) integration and translation, 8) verification and request for definition, 9) definition.

The teacher only intervened to ask for a definition in 8) which would show that the meaning was understood. Thus, we are witnessing a real authentic exchange between the social actors in the audience in the context of spoken support discourses.

Example 8

The next exchange took place after the language test. This is a single grammar task (students: M and M1; teacher: P)

P: What's bothering you right now?

M: I have some concerns about the first question on quantifiers.

P: Ah, quantifiers again. We've covered this topic several times through exercises, activities, and open discussions. Are you still finding it challenging?

M: Not exactly, but I lack confidence in my answers.

P: Could you give me an example of a quantifier that's giving you trouble? M: I tend to use 'too much' instead of...

P: I see, so you're unsure about the difference between 'too much' and 'too many'.

P: Who can help clarify this for M again? M1, can you explain the distinction between 'too much' and 'too many' clearly?

M1: 'Too many' is used for countable things, while 'too much' is for uncountable things.

M: I understand the concept, but I'm still hesitant about my answers.

P: It's normal to feel uncertain, but if you grasp the concept, most of your choices should be correct.

M: Yes.

We can see how students can face problems related to passing the test and getting a low grade. In addition, the results indicate difficulties in establishing the link between form and meaning of language, which was explored in the

Table 3. Meta-language interventions during the four sessions.

Sessions	S 1.14		S 2.17		S 3.24		S 4.24	
	E	P	E	P	E	P	E	P
Lexical	2	4	3	8	3	8	2	9
Phonological	0	5	0	5	0	10	0	7
Gram/Syntactical	0	3	0	1	0	3	1	5

Source: Authors' own research.

context of exercises and explicit questions. Students formulated the rule in English even if they were not fully confident, thus clearly raising the problem of constituting procedural knowledge. The teacher's responses indicate the need to constantly refer to the dual psycholinguistic functioning, from data to concepts and vice versa.

3.6.1. The Importance of Communicative Tasks

All of these examples show the importance of communicative tasks that contribute to the development of students' language competence. The combination of cognitive and psycholinguistic aspects in foreign language learning can help to create an effective curriculum. Studies have shown that a collaborative learning dialogue, teacher support, and active participation of students in communication contribute to the improvement of language proficiency and the development of language competence.

3.6.2. The Combination of Cognitive and Communicative Aspects in Learning Languages

These findings confirm the importance of taking into account learning objectives, using a variety of language structures, and stimulating students' communicative activity. Foreign language learning should be based on a combination of cognitive and communicative aspects to achieve a high level of language skills.

Researchers are currently questioning the nature and degree of awareness required for foreign language acquisition, as well as the links between implicit and explicit learning^[18]. The acquisition of a communicative skill within linguistic diversity depends in part on teachers selecting and organising the learning materials they deem appropriate, providing students with tools and making them work in context, and on the support of the student's discourse by their more experienced peers and/or the teacher. Beibei^[19] emphasises the complementarity between communicative tasks that implicitly focus on language phenomena in context and more fluent

tasks (unfocused tasks), narrative, debate, and essays. The socio-constructivist focus of reflection on learning has helped to clarify the issue of form and meaning^[20]. The focus on form is different from the focus on surface forms (focus-on-forms), endings, phonemes, and morphemes. In the original definition of tangential conceptualisation, Pae^[21] limited it to interventions aimed at drawing attention to linguistic elements during meaning-centred activities. Currently, the concept has been expanded to include a set of discourse phenomena^[10] that include meaning (lexical, semantic, and pragmatic), function (or use), and forms. Hence the development of practices that, by establishing access to meanings through cognitive 'macro-processing' in comprehension and production, encompass the preliminary identification of the linguistic phenomena on which the task should focus and the correction that follows from expressed or perceived linguistic needs. In a communicative situation, the learner will have to pay simultaneous attention to form, meaning, and use within the same cognitive event^[22]. This joint treatment will facilitate the establishment of connections, which is fundamental to learning and a prerequisite for restructuring interlanguage.

There are similarities between the approach presented in this paper and work in psycho-cognitive linguistics, which shows that reflection tasks consolidate the system of linguistic representations in fragile areas such as nominal determination, modality, tense, and aspect^[11, 23, 24]. In the conversational framework, the teacher builds on the student's linguistic and cognitive knowledge, rejects false statements, encourages them to rework their productions through reformulation, invites them to make pronunciation and predicative choices, and pushes them to make the discourse more complex. In this way, "bifocus"^[25] becomes a transitional didactic tool through which communicative knowledge and know-how are actualised in a dialogue situation, with the first stages "prepared in collective communication and reinforced by more explicit correction, reflection on language and exercises"^[26].

In addition to simulation practices, role-playing games, and (cyber)quests that place projects in a social perspective, the project of constructing and structuring students' interlanguage requires a relationship between the cognitive characteristics of the tasks and the psycholinguistic components of the generated discourses^[17].

In a similar analysis to the one presented here, Dey & Sawalmeh^[12] highlights the risk of an action-oriented approach that does not sufficiently take into account the reality of the educational and social environment. In this respect, Fulmer et al.^[27] agree that the roles put forward are essentially determined by social referential practices rather than cognitive roles, which are more important for constructing learning.

Indeed, one wonders about the effectiveness of an instrumental goal that does not aim at mastering psycholinguistic components, fluency (ease), accuracy, and complexity.

According to Henriksen et al.^[28], the processes and operations required for ownership are discussed but not analysed, and a variety of methodological options and practices are proposed without distinction. For their part, scholars emphasise the presence of bias and neutrality^[29]. Aliyeva^[30] adds that currently there is no consensus based on research strong enough on this issue for the framework itself to be based on any learning theory.

To assess the complexity of the task of combining psycholinguistic elements in language learning, cross-cutting cognitive factors are cited, such as familiarity with the task and the student's ability to organise it, master the language, implement intercultural skills, etc.^[31]. As for the psycholinguistic parameters, in this paper, they are presented in groups, for example, in Table 1, where pragmatic, discourse, and psycholinguistic criteria are mixed. It is true that the assessment of pragmatic competence included some characteristics of fluency: reformulations, pauses, hesitations, and false starts. For example, for level B1 (focused on the second year of oral production).

Despite some problems with phrasing, which led to pauses and dead ends, (students) were able to continue speaking effectively without aids.

On the other hand, the criterion of accuracy (sorting the basic information of the device and evaluating it with lin-

guistic means) in the present study differs from the criterion of accuracy included in the linguistic competence described by Sofilkanych et al.^[6]. In the present study, the criterion of volume is reductive in comparison with the criterion of morphosyntactic or semantic complexity, which allows us to assess the enrichment of linguistic competence.

In this aspect, research works that link foreign language psycholinguistics with field methodologies and practices provide more answers. First of all, they allow us to clarify the criteria for assessing fluency in L2. According to Herison et al.^[32], natural rhythm, appropriate prosody and the absence of untimely fluctuations, differentiation of "natural" pauses, and those that violate syntactic or intonational units are signs of cognitive processes and not an interference in language production. Indeed, in this study, in addition to pauses justified by planning and precision of thinking, and final pauses necessary for information integration, there were numerous cases of students' mistaken segmentation of breath units^[33].

Another criterion is the number of repeated memorised blocks (lexical expressions and pre-assembled syntactic sequences) that can be (reproduced immediately)^[34]. Complexity is determined quantitatively by the number of statements containing subordinate clauses, and qualitatively by the presence of structures whose arrangement resists mass production and which require a high degree of abstraction and proceduralisation of computation (modality, aspect, determination). Recent English-language research exploring the balancing of these components in the design of similar tasks^[35] suggests that students need to better understand the characteristics of oral tasks to promote language competence.

In conclusion, the integration of cognitive and psycholinguistic parameters in language education is necessary to develop effective communication tasks that promote authentic language use and facilitate the development of language proficiency in a linguistically diverse environment. More research is needed to investigate the role of consciousness and meta-linguistic attention in communicative situations and their impact on language acquisition. By integrating cognitive and psycholinguistic perspectives into language education, teachers can develop more effective language programmes that meet the diverse needs of students in today's multicultural society.

4. Conclusions

The results of the study showed that meta-language episodes and classroom communication demonstrate that communicative teaching can be an effective means of improving students' language skills. The use of various discourse strategies aimed at constructing meaning and developing language competence is important for optimal foreign language learning. It is important to provide students with opportunities to communicate, correct themselves, and develop their language skills in authentic communicative situations. Research has shown that engaging in collaborative learning dialogues and active communication encourages students to improve their language skills. It is important to avoid one-way communication models in the classroom and to encourage interaction between students and the teacher to achieve the best language learning results. The use of communicative teaching methods aimed at developing students' language skills requires the teacher to meet the requirements for the quality of tasks and to actively participate in collaborative learning. Following clear instructions and careful monitoring of language processes help to achieve success in learning a foreign language.

An activity-oriented foreign language course today would tend to instrumentalise language, which then becomes a communication tool useful for social tasks. It is clear, however, that foreign language learning is itself a specific social phenomenon: students' motivation is not really integrative or utilitarian. Every act of communication is marked by a mixture of authenticity and simulation of tasks, speeches, and pronunciation situations. Communication about semantic and cultural content filtered through selected media remains dominant, but the hybridisation of linguistic, meta-linguistic, and cognitive discourses offers the potential to be used to develop oral language competence and restore the authenticity of a different order. The paper notes the interest in scaffolding strategies that exploit the bifocus inherent in communicative situations in higher education, as they allow compensating for, among other things, the lack of early immersion and the atomisation of exposure time to natural language. The process of acquisition should also be supported by the guidance and design of tasks aimed at strengthening the psycholinguistic components of discourse competence. This is an area that is still relatively unexplored and open to action research, and the reflections above lay down the first milestones. In the

long term, the study of such strategies could make a valuable contribution to the development of language teaching methods in the context of higher education. Research in this area will help to unlock the potential of bifocus and contribute to the development of students' communicative competence. In the future, empirical research could be conducted in this area to identify the most effective scaffolding strategies for university students. Such research could include analysis of language proficiency test results and observation of the language learning process in the classroom.

In conclusion, this study contributes to the ongoing discourse on language education by demonstrating that communicative teaching methods, when thoughtfully implemented, can significantly improve students' language proficiency. The research underscores the importance of incorporating cognitive and psycholinguistic components into language tasks, providing a more holistic approach to language teaching that goes beyond mere communication as a teaching tool.

However, the findings also reveal areas that warrant further investigation. The role of scaffolding strategies in enhancing communicative competence, particularly through the hybridization of linguistic and cognitive discourses, remains a relatively underexplored field. Future research should focus on empirically testing these strategies to identify the most effective approaches for different student populations, particularly in higher education settings. Such studies could involve longitudinal analyses of language proficiency outcomes, as well as observational research on classroom dynamics and the impact of specific instructional techniques.

Moreover, the potential for focus scaffolding strategies to compensate for early immersion deficits and limited natural language exposure is an exciting avenue for further research. Empirical studies in this area could significantly advance our understanding of how best to support students in developing robust communicative competence, ultimately contributing to the evolution of modern linguistic didactics and improving language teaching methodologies across higher education institutions.

By focusing on these areas, future research can build on the milestones laid out in this study, further unlocking the potential of innovative language teaching strategies and helping to shape the next generation of language education practices.

Author Contributions

Conceptualization, Y.B. and O.S.; methodology, O.M.; software, D.D.; validation, Y.B., O.S., and N.L.; formal analysis, O.S.; investigation, O.M.; data curation, D.D.; writing—original draft preparation, Y.B.; writing—review and editing, N.L.; visualization, D.D.; supervision, Y.B.; project administration, O.S.; funding acquisition, N.L. All authors have read and agreed to the published version of the manuscript.

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Conflict of Interest

The authors declare no conflict of interest.

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