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**The Use of Microlearning in Teaching English Grammar and Vocabulary**

Modern technologies and the digital transformation of education contribute to the active implementation of innovative approaches in language learning. One of the most effective and flexible approaches is *microlearning*, which involves delivering educational content in small, digestible segments. This method has proven particularly effective in teaching English grammar and vocabulary.

Microlearning is based on cognitive principles of information processing and memory. Short lessons lasting no more than 3–7 minutes help avoid cognitive overload and allow learners to focus on a specific topic [1]. In grammar instruction, this can take the form of a short video explaining one rule, digital flashcards with examples, mini-quizzes, or infographics. For instance, the use of Perfect tenses can be illustrated through an animated clip followed by an interactive exercise.

In vocabulary learning, microlearning shows strong results through the use of flashcards, digital quizzes, and mobile applications with push notifications that regularly reinforce new words and expressions [2]. This format helps learners remember words in context, review them repeatedly, and store them in long-term memory.

A major advantage of microlearning is personalization. Digital tools allow content to be tailored to the learner’s level, goals, and interests. In school or university settings, microlearning can be integrated as homework or as supplementary resources for self-study [3].

Microlearning can be used both as an independent instructional tool and as part of a blended learning approach. Teachers can incorporate micro-lessons into traditional classroom sessions, ensuring regular revision and sustained development of language skills.

In conclusion, microlearning has become an essential element of modern English language education. Its effectiveness lies in its brevity, focus, and compatibility with digital environments, making it a powerful tool for improving both grammar and vocabulary acquisition.

**References**

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