MICROLEARNING TECHNOLOGY TO SOCIOLINGUISTIC COMPETENCE DEVELOPMENT: CASE OF BUSINESS ENGLISH COURSE

TECNOLOGÍA DE MICROAPRENDIZAJE PARA EL DESARROLLO DE COMPETENCIAS SOCIOLINGÜÍSTICAS: CASO DE UN CURSO DE INGLÉS EMPRESARIAL

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ABSTRACT

This paper investigates the effectiveness of microlearning technology in teaching sociolinguistic competence to adults in sales. Additionally, the paper will analyse the importance of sociolinguistic competence and why microlearning is particularly effective for adult learners in this context. This study aims to explore the effectiveness of microlearning technology in enhancing sociolinguistic competence among adult sales professionals, specifically focusing on writing effective business letters. The study is based on such qualitative methods as thematic analysis of participant feedback and reflective writings, along with such quantitative methods as statistical analysis of test scores and LMS engagement metrics. Course materials included interactive lessons and scenario-based exercises tailored for trade workers. Participants also created business emails, which were assessed for clarity and professionalism. The microlearning course «Mastering Global Tongues» has significantly improved the sociolinguistic skills of trade workers at EMSI Ltd, particularly in writing business letters. Quantitative assessments show an increase in average writing proficiency from 62.8 to 76.6, indicating a statistically significant improvement. The study showed that the microlearning course «Mastering Global Tongues» has been effective in improving business English skills among trade workers at EMSI Ltd. However, the average learner engagement rate still has growth potential.

Keywords:

Microlearning, microcontent, sociolinguistic competence, trade workers, communication skills, writing skills.

RESUMEN

Este trabajo investiga la eficacia de la tecnología de microaprendizaje para la enseñanza de la competencia sociolingüística a adultos en el ámbito del comercio. Además, se analizará la importancia de la competencia sociolingüística y por qué el microaprendizaje resulta especialmente eficaz para estudiantes adultos en este contexto. Este estudio tiene como objetivo explorar la eficacia de la tecnología de microaprendizaje para mejorar la competencia sociolingüística en profesionales del comercio adultos, centrándose específicamente en la redacción de cartas comerciales eficaces. El estudio se basa en métodos cualitativos como el análisis temático de la retroalimentación de los participantes y sus escritos reflexivos, junto con métodos cuantitativos como el

análisis estadístico de las puntuaciones de las pruebas y las métricas de participación en el LMS. Los materiales del curso incluyeron lecciones interactivas y ejercicios basados en escenarios diseñados para profesionales del sector. Los participantes también crearon correos electrónicos comerciales, cuya claridad y profesionalidad fueron evaluadas. El curso de microaprendizaje «Dominando Lenguas Globales» ha mejorado significativamente las habilidades sociolingüísticas de los profesionales del sector en EMSI Ltd., especialmente en la redacción de cartas comerciales. Las evaluaciones cuantitativas muestran un aumento en la competencia escrita promedio de 62,8 a 76,6, lo que indica una mejora estadísticamente significativa. El estudio demostró que el curso de microaprendizaje «Dominando Lenguas Globales» ha sido eficaz para mejorar las habilidades de inglés comercial entre los trabajadores de EMSI Ltd. Sin embargo, la tasa promedio de participación de los estudiantes aún tiene potencial de crecimiento.

Palabras clave:

Microaprendizaje, microcontenido, competencia sociolingüística, trabajadores de oficios, habilidades de comunicación, habilidades de escritura.

INTRODUCTION

Corporate training is crucial for employee development, particularly in teams where effective communication and interpersonal skills are essential. Traditional training methods, which often require multiple days of instructor-led sessions, have proven less effective in skill retention and can reduce productivity. The COVID-19 pandemic has accelerated the shift to e-corporate training, highlighting the need for flexible learning approaches. Microlearning has emerged as a promising solution, offering targeted content delivery that aligns with adult learning preferences.

The evolution of corporate training has seen significant transformations with the rise of microlearning technology. Initially reliant on lengthy workshops and extensive manuals, corporate training now demands more flexible, efficient, and effective learning solutions. Microlearning, characterized by short, focused content segments easily accessible to employees, has emerged to meet these needs, reflecting broader trends in adult education that emphasize the unique psychological characteristics of adult learners.

Sociolinguistic competence is essential for effective communication in diverse workplace environments. Understanding language in social contexts enhances interpersonal interactions and collaboration, especially as globalization shapes corporate landscapes and necessitates navigating sociolinguistic nuances in sales and procurement roles.

This paper investigates the effectiveness of microlearning technology in teaching sociolinguistic competence to adults in sales. It will define microlearning, outline its advantages and potential risks, and discuss microcontent. Additionally, the paper will analyse the importance of sociolinguistic competence and why microlearning is particularly effective for adult learners in this context.

This study aims to explore the effectiveness of microlearning technology in enhancing sociolinguistic competence among adult sales professionals, specifically focusing on writing effective business letters.

Understanding the psychology of a specific age group is crucial when designing online courses and facilitating learning (León-González & Pire-Rojas, 2025). It allows for desired outcomes, maintains student interest, and simplifies the learning process. In this subsection, such psychological characteristics as motivation, previous knowledge and experience, independent learning, and learning styles will be considered.

Motivation

Motivation can be classified into two types: internal and external (Reeve, 2018). Internal motivation arises from a genuine desire to engage in an activity because it is interesting and enjoyable. External motivation is driven by the desire to achieve a specific outcome or reward, such as a promotion at work. In the context of adults and corporate training, motivation is often a combination of both (Knowles et al., 2020). Some individuals have internal motivation, as they understand the importance and relevance of the training, pushing themselves to succeed. Others have external motivation, such as incentives or rewards associated with corporate training, which drives them to study diligently.

According to Merriam et al. (2007) note that adults already possess a certain amount of knowledge acquired throughout their lives. This existing knowledge can serve as a foundation for new knowledge and influence how adults memorize and study new information.

Considering what adults already know and what they need to learn, teachers can create connections between existing and missing knowledge, leading to the most effective learning outcomes. Moreover, by doing this, teachers demonstrate respect for adults' experiences and knowledge.

Unlike children, adults are independent and self-motivated learners. Therefore, self-study is an important aspect of corporate training. Merriam et al. (2007), state that when adults are given the opportunity to study independently, the results are better as motivation increases. For

example, adults can engage in training at their convenience, studying material during commutes, in the evenings before bed, or during breakfast.

According to Pritchard (2014), there are several ways of perceiving information: visual, auditory, kinaesthetic, reflective, analytical, and collaborative. The easiest way for people to perceive information visually is through graphics, drawings, and text highlighting. Adults with auditory prefer to receive information through listening, for example, podcasts, lectures, and discussions. The kinaesthetic way of perceiving information requires more practical training, such as modelling, role-playing games and experiments. In reflexive mode, adults need time to reflect and comprehend information, so they often keep diaries of self-reflection. In analytical mode, adults like to reason analytically, apply critical thinking, and solve problems. Teamwork and discussion of ideas for creating projects are important for adults with collaboration way of perceiving information.

When teaching adults, it is important to consider all these ways to create an inclusive and comfortable learning environment for everyone (see Table 1 and Figure 1), leading to high results. In conclusion, effective training meets the needs of the target audience, motivates learners, provides relevant knowledge, and allows for flexible learning without strict time constraints or unnecessary information.

Table 1: Psychological Characteristics of Adult Learners.

Characteristic	Key Features	Practical Implications for Learning
Motivation	Intrinsic (interest, self-improvement) Extrinsic (career, rewards) Mixed in corporate training	Highlight real-world relevance Use gamification (badges, points) Show personal progress tracking
Prior Knowledge	Relies on existing experience Values recognition of expertise	Conduct pre-assessments Link new content to known concepts (analogies, examples)
Self-Directed Learning	Prefers autonomy Flexible scheduling	Modular course structure Microlearning (short lessons) 24/7 access to materials
Learning Styles	Visual (text/graphics) Auditory (podcasts/discussions) Kinaesthetic (simulations) Reflective/Analytical Collaborative	Multiformat content (video + text + audio) Interactive exercises (drags/drops) Discussion forums

Source: Prepared by authors

Fig. 1: Adult Psychology
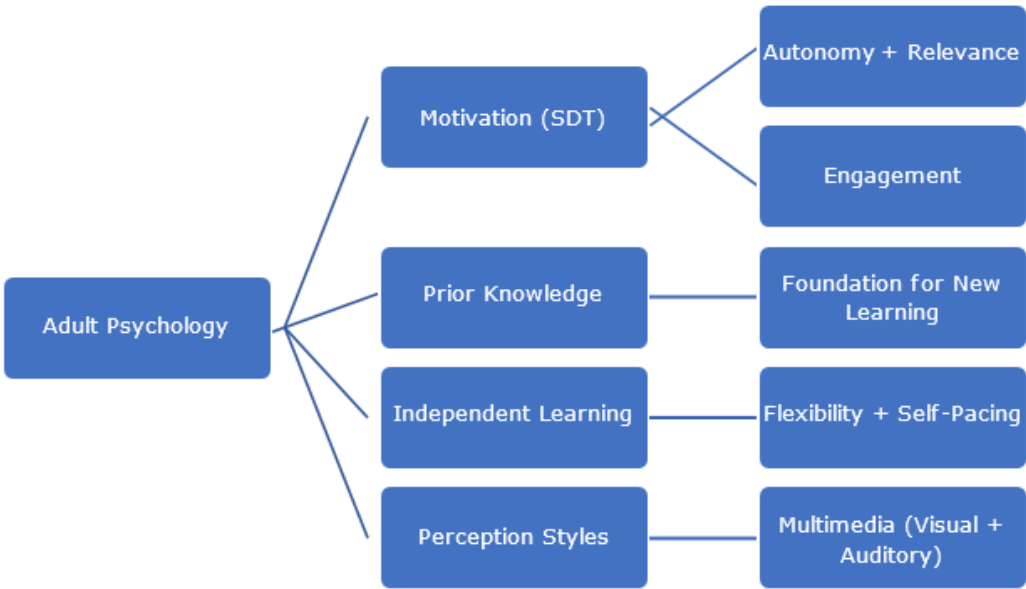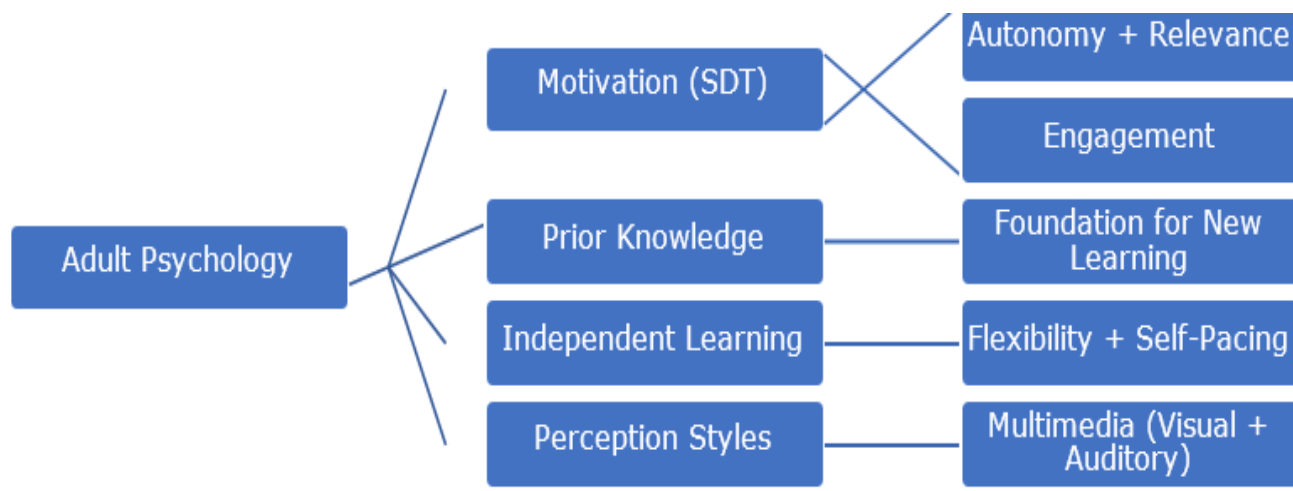

Source: Prepared by authors

Sociolinguistic competence plays a vital role in learning foreign languages. It enables effective interaction within the framework of intercultural communication, which is crucial for adults in business communication with foreigners. Without this competence, individuals may struggle in communication, unable to distinguish between formal and informal contexts or understand how to behave in specific situations (Taguchi, 2019). Spontaneously acquiring sociolinguistic competence is not feasible, highlighting the importance of teachers or course designers in achieving the desired training outcome.

For instance, the CEFR (Council of Europe, 2001) document, which gives a framework for the development of language skills, prescribes various communicative competencies and requirements for them, division into levels. It also mentions sociolinguistic competence as one of the most important when learning foreign languages (Lavado et al., 2025). This document is important because it emphasizes the necessity of studying sociolinguistic competence. Sociolinguistic competence is essential in today's world, as it plays a vital role in promoting respect and understanding among individuals. Without this competence, people may struggle to communicate effectively and comprehend one another's perspectives.

Sociolinguistic competence is a key component of foreign language communicative competence. It encompasses the ability to perform various speech actions, manage different topics, understand politeness registers, and recognize how language varies based on social context and communication settings (Ranney, 1992).

For a comprehensive understanding, the components of sociolinguistic competence should be explored (Holmes, 2013): language use (dialects, accents, and social norms of communication); nonverbal communication (gestures, facial expressions); intercultural communication (norms and rules of communication in intercultural interactions); social interaction (status in society, manners, etiquette) (Figure 2).

Fig. 2: Components of Sociolinguistic Competence

Source: Prepared by authors

Apart from that, it is crucial to consider factors that influence the acquisition of sociolinguistic competence (Eckert, 2008): socio-cultural environment (the place in which a person grew up influences their language, norms, and values); education (teaching methods employed by instructors impact the development of competencies and skills); social role models (communication with parents and other authoritative figures, as well as imitation of their behaviour, plays a significant role in the development of sociolinguistic competence); motivation and practice (motivation to practice language in different contexts helps individuals adapt to diverse language situations).

Thus, the authors have identified the components and factors associated with sociolinguistic competence (Figure 3), but we have not found any sources on how to implement this competence in corporate training. Successfully implementing sociolinguistic competence requires understanding adult psychology and creating a course using microlearning technology.

Fig. 3: Factors & Implementation.
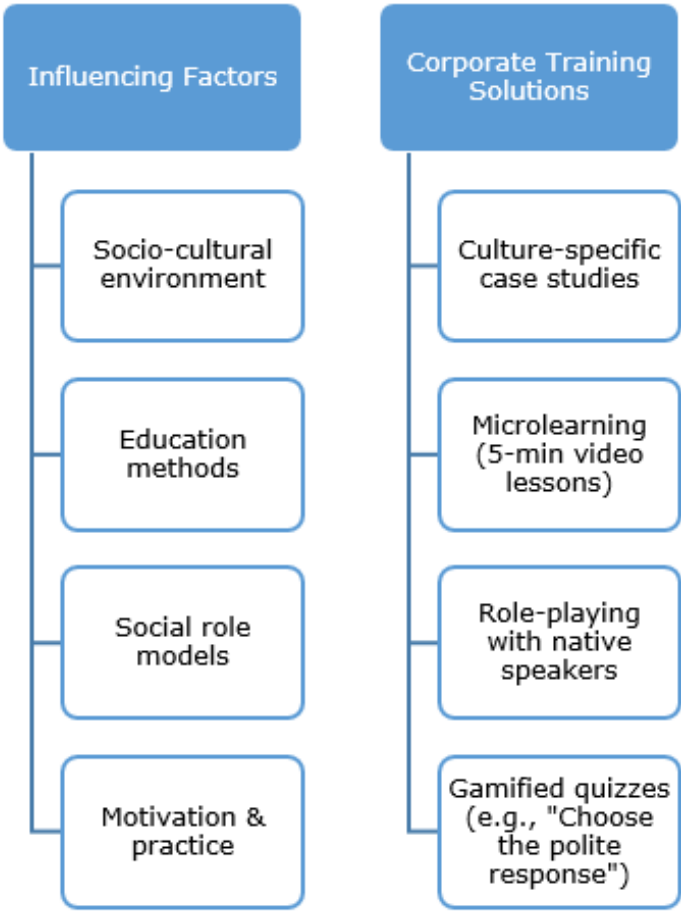
Source: Prepared by authors

The development of mobile technologies, such as smartphones and tablets, has created a favourable environment for accessing materials anytime and anywhere (Casimiro et al., 2025; Crompton & Burke, 2018; Montañez et al., 2025). This shift in society, coupled with decreasing attention spans and cognitive load theory, has affected traditional teaching methods, and reduced their effectiveness (Dwyer et al., 2017). To address these challenges, microlearning technology has emerged.

Microlearning is an approach to learning that involves providing short, focused, and easily digestible learning modules or lessons (Rosenberg, 2001). People come across this technology daily, often without even realizing it. This happens when they search for new information using various search engines. With the increasing popularity of smartphones, individuals frequently come across small pieces of microcontent, which can result in information overload. Avoiding this overload is not practical. Instead, we need to adjust to new information and explore innovative ways to deliver it. For instance, corporate training should have a well-defined objective to avoid overwhelming the mind. To determine if a particular block of information is relevant, one should ask themselves, "Will I be able to use this information in the near future?". If the answer is "yes", then studying or viewing this information was not in vain.

While there is no precise definition of microlearning technology, researchers have presented their own interpretations. In this study, we will adopt the definition given by Kapp & Defelice (2019), which incorporates elements from other researchers.

To gain a deeper understanding of this technology, it is imperative to deconstruct and analyse each individual aspect. Educational unit: an independent training block that contains all the necessary information. Short, targeted activities: activities performed using microlearning technology should not exceed several minutes (however, there is no exact time

interval as researchers disagree). Activities: active participation is essential for effective microlearning. Participants must voluntarily engage in this type of training. Designed: all study blocks are thought out and designed with a purpose (otherwise, corporate training loses its significance). Specific learning outcomes: before designing a course, a clear goal must be defined. This ensures that the design aligns with the desired results (Figure 4).

Fig. 4: Core Definition of Microlearning
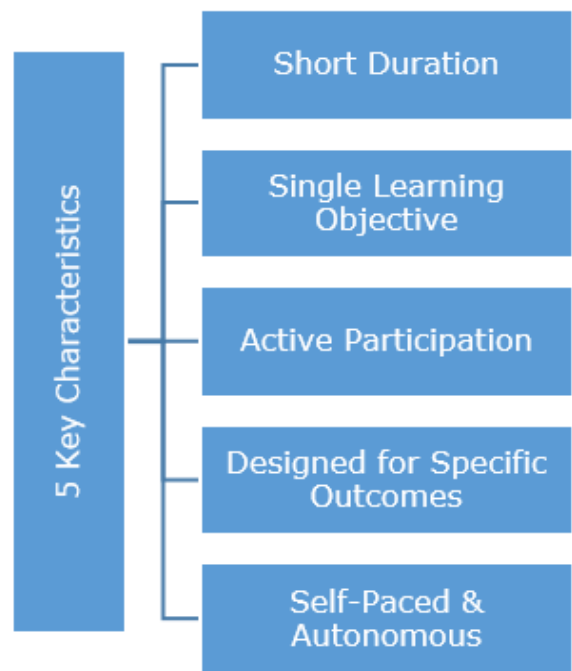
Source: Prepared by authors

It is worth noting that, like any other technology, microlearning has advantages and risks. Some advantages include: variety of digital resources (users can complete tasks and access theory on any convenient gadget); reducing information overload (microlearning consists of small blocks, enabling better absorption of information); self-study (participants can study whenever and wherever it is convenient for them); personalized training (microlearning allows for the creation of courses that adapt to different participants); time and cost savings (content creation takes less time, and the use of tools such as social networks does not require monetary investments); progress tracking (embedding microlearning in the Learning Management System (LMS) enables monitoring of participants' progress); feedback (teachers can answer participants' questions and share results); just-in-time learning (microlearning allows for immediate application of acquired skills in the workplace)

However, there are also risks such as lack of motivation (the success of microlearning heavily depends on participants' motivation); technical problems (lack of internet access or limited access to necessary electronic resources); fragmentation of content (microlearning is not suitable for explaining complex topics comprehensively. There is a risk that participants may struggle to connect different fragments into a cohesive understanding) (Table 2).

Table 2: Advantages vs. Risks of Microlearning

Advantages	Risks
Flexibility (any device)	Lack of motivation
Reduces information overload	Technical issues (e.g., Wi-Fi
Personalization	Content fragmentation
Cost/time savings	

Source: Prepared by authors

Microlearning technology delivers information in the form of microcontent, which consists of independent learning elements (Blinov et al., 2022). Microcontent has principles worth mentioning (Gerbaudo et al., 2021): form (information is organized into fragments for faster perception); focus (each block has a specific orientation, explaining only one

training unit at a time); autonomy (each training unit expresses an idea completely, eliminating the need for additional information); structure (each block should contain all the necessary information, such as the author's name); location (each block must be provided with direct and unique access) (Figure 5).

Fig. 5: Microcontent Principles.
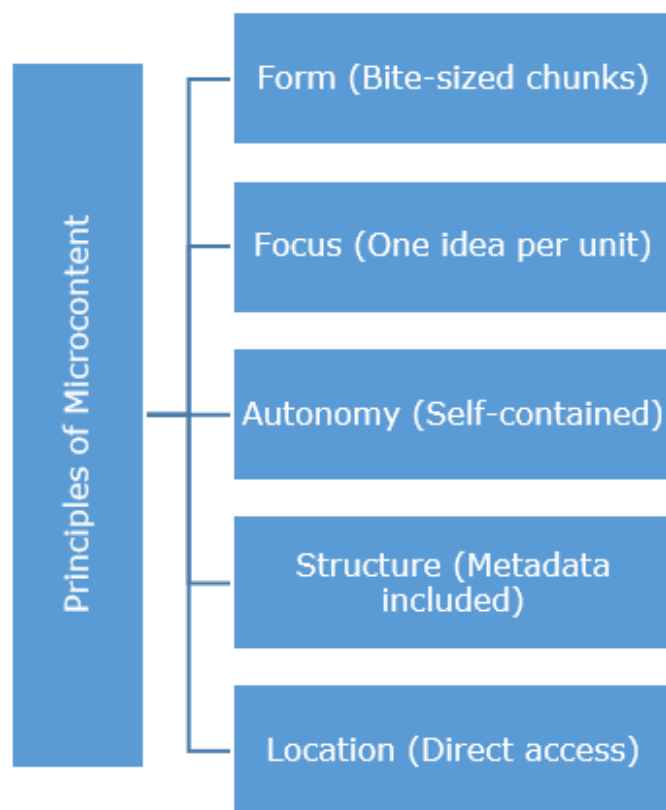
Source: Prepared by authors

To build a successful course using microlearning technology, we need a thorough understanding of what we intend to teach.

Microlearning technology is actively used for educational purposes both in Russia and abroad. In Russian pedagogy, the technology of microlearning is receiving more and more attention. It is being introduced into schools and higher education. However, most often it can be found in corporate training. Important elements are the active involvement of students in educational activities, interactive materials, and the creation of individual educational materials (Zizikova et al., 2023). Similarly, in foreign pedagogy, microlearning is also actively developing in various educational fields. Moreover, it is very often used in online education, including mass open courses and other forms of distance learning (Kovanovic et al., 2015).

Microlearning technology has promising prospects for development in the field of corporate training, particularly due to its ability to personalize training experiences (Mohammed et al., 2018). In the context of learning foreign languages, one important aspect is sociolinguistic competence.

MATERIALS AND METHODS

To thoroughly examine the research objectives, a mixed-methods approach was employed, combining both quantitative and qualitative techniques. The study was conducted at EMSI Ltd. and involved 35 trade workers, all of whom had a basic level of English proficiency. The research consisted of the following key stages:

Theoretical framework. The study was grounded in sociolinguistic competence theories, particularly those relevant to adult language acquisition in business contexts. Key concepts included communicative competence models and

microlearning principles, which emphasize short, focused learning modules for skill retention and application in workplace settings.

1. **Course design methodology**. The microlearning-based course "Mastering Global Tongues" was developed using an iterative design model. The framework prioritized practical application, integrating interactive lessons, scenario-based exercises, and real-world business email writing tasks. Learning outcomes were aligned with measurable assessments, including pre- and post-tests to evaluate sociolinguistic competence development.

2. **Data collection and analysis**

- Quantitative data: Placement tests were administered before the course to assess initial proficiency, and post-tests measured improvement in sociolinguistic skills. Learning management system (LMS) engagement metrics (e.g., completion rates, quiz scores) were analysed to evaluate participation and knowledge retention.

- Qualitative data: Participant feedback and reflective writings were thematically analysed to explore perceptions of the course's effectiveness, challenges faced, and improvements in business communication confidence.

3. **Digital platform and tools.** The course was hosted on the Moodle platform and utilized a blended learning approach, incorporating:

- **Interactive e-learning modules:** Short, scenario-based exercises simulating real trade-related communication;

- **Business email tasks:** participants drafted professional emails, which were assessed for clarity, tone, and adherence to business correspondence standards;

- **LMS tracking:** progress and engagement were monitored through an online learning platform.

This methodology ensured that both the course structure and evaluation tools were directly aligned with the research objectives, focusing on enhancing sociolinguistic competence in a corporate setting through microlearning.

RESULTS AND DISCUSSION

The conducted theoretical analysis confirms the feasibility and necessity of using microlearning technology for the development of sociolinguistic competence among trade professionals. The study of key models of language acquisition and sociolinguistics demonstrated that the formation of business communication skills is a complex process requiring not only linguistic knowledge but also pragmatic awareness, cultural sensitivity, and real-world application.

Microlearning principles were identified as effective tools for meeting the needs of adult learners, including flexibility, immediate applicability, and cognitive load management. The literature review also revealed that short, scenario-based learning modules enhance practical communication skills, professional email writing, and intercultural business interactions.

Thus, theoretical findings support the hypothesis that a microlearning-based corporate training course can contribute meaningfully to the development of sociolinguistic competence in workplace settings.

Theoretical analysis of the literature allowed us to develop a conceptual framework (see Figure 6) that demonstrates the correlation between microlearning design principles and the key components of sociolinguistic competence. Specifically:

- *Bite-sized content* was aligned with *cognitive load theory*, ensuring efficient knowledge retention and avoiding information overload;

- *Scenario-based exercises* mapped to *pragmatic competence*, providing realistic business communication contexts for practice;

- *Interactive email-writing tasks* supported *professional communication skills*, helping learners apply formal and informal registers appropriately;

- *Immediate feedback* enabled *self-correction and refinement of language use*, reinforcing proper sociolinguistic norms;

- *Progress tracking* fostered *motivation and engagement*, encouraging consistent participation and skill development.

This framework guided the design of the corporate training course and served as the foundation for assessment and evaluation.

Fig. 6: Conceptual Model: Microlearning Design Principles and Sociolinguistic Competence Development.
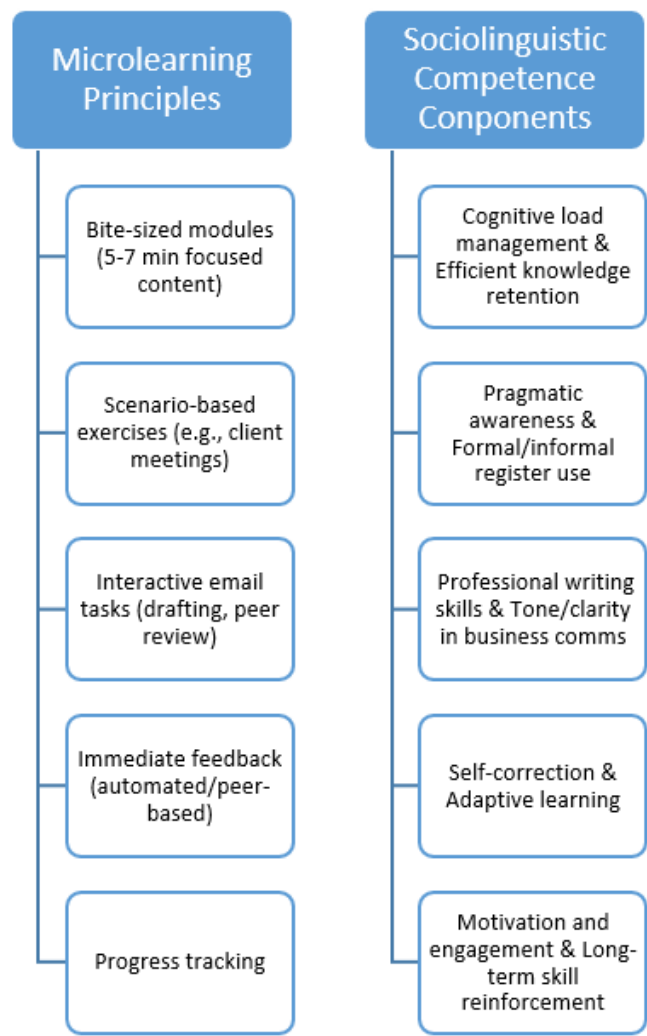
Source: Prepared by authors

Practical Results: Course "Mastering Global Tongues"

The course trial was conducted to assess the effectiveness of the training program in a realistic setting. The study included 35 trade workers from EMSI Ltd., chosen to ensure a diverse representation across gender, with both male and female participants.

Of the total number of eligible candidates, 21 formally registered for the course. Out of these, 17 completed the entire program, resulting in an 81% completion rate. The training was provided through Canvas Instructure, a LMS that facilitated content delivery, progress tracking, and engagement with learners.

The course lasted 36 hours and was designed to fit around the participants' work schedules, while ensuring enough time for learning and skill development. To learn more about the course, follow the link: https://canvas.instructure.com/enroll/RBNT9G.

The training sessions are divided into guided hands-on sessions and free practice sessions that allow students to gradually build their confidence and independence in applying sociolinguistic skills in various business settings.

For example, the following learning activities have been developed.

Firstly, a discussion from the first module, which gives the teacher an understanding of what learners already know, and they already show their knowledge about a particular culture, which affects their communication with representatives of these countries and cultures at work.

Dear learners, let's talk about different cultures. In the discussion, tell us about two different cultures that you like, in terms of the information that you have studied in this module. Comment on the work of three peers, do you agree with what they wrote, maybe you think differently.

For example:

The first culture I'd like to discuss is Japanese culture. Japan has a rich history and a unique blend of traditional and modern elements. Some key aspects I find fascinating are the importance of respect, honour, and harmony in social interactions, as well as the country's deep appreciation for nature, art, and aesthetics. The Japanese tea ceremony, for example, is a beautiful and refined cultural practice that showcases the attention to detail and appreciation for the moment.

Another culture I'm intrigued by is that of Indigenous Australians. These diverse Aboriginal and Torres Strait Islander peoples have a profound connection to the land and a rich oral tradition that has been passed down for thousands of years. Their intricate art forms, such as dreamtime paintings and didgeridoo music, reflect their deep spiritual beliefs and relationship with the natural world. I'm particularly impressed by their sustainable practices and holistic approach to living in harmony with the environment.

And, for example, a created discussion in which learners are invited to consider the situation and express their opinion using the knowledge they have gained (Figure 7). Dear learners, below is an example of the situation at the exhibition.

Fig. 7: Comic.

Source: Prepared by authors

Do you think it's right to communicate like this? Tell us about your situations when people were rude to you, and why do you think this happened? Is it acceptable to communicate with people at work in this way?

There were also assignments in which students had to analyze two examples and understand what was wrong with them, how to do it, and how not to do it.

Dear learners, watch two videos.

Which one of them, in your opinion, shows a good way of networking and why? What's wrong with the other option? How can it be fixed?Add your answer and comment on three of your colleagues' work (Figure 8).

Fig. 8: Videos for Assignment.
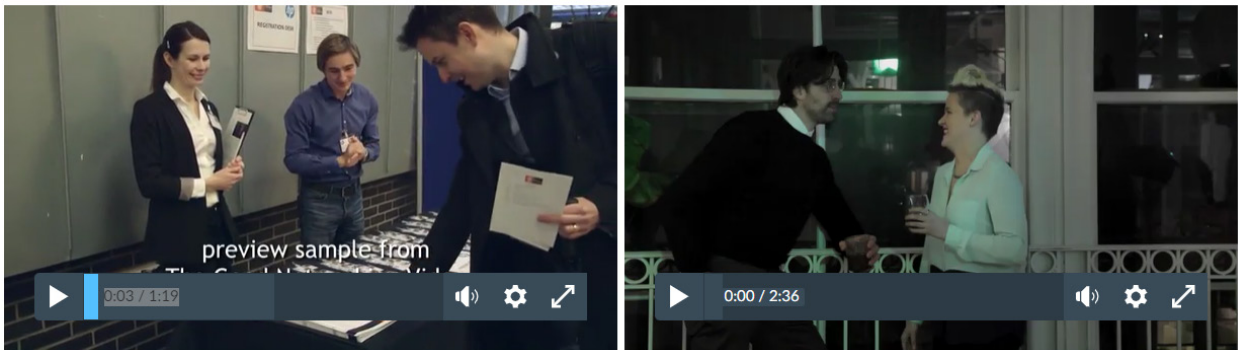
Source: Prepared by authors

Overall, the learning activities offered provide a comprehensive and structured approach to the development of trade workers' sociolinguistic skills, considering different learning styles and providing a progressive and practical learning experience.

The microlearning course "Mastering Global Tongues" has significantly improved the sociolinguistic skills of trade workers at EMSI Ltd, particularly in writing business letters. Quantitative assessments show an increase in average writing proficiency from 62.8 to 76.6, indicating a statistically significant improvement (Table 3 and Figure 9).

Table 3: Descriptive statistics of pre-test and post-test scores.

|	PreTestScore	PostTestScore
Valid	17	17
Missing	0	0
Mean	62.800	76.600
Std. Deviation	3.615	3.204
Minimum	58.000	72.000
Maximum	70.000	82.000

Source: Prepared by authors

Fig. 9: Descriptive statistics of pre-test and post-test scores.
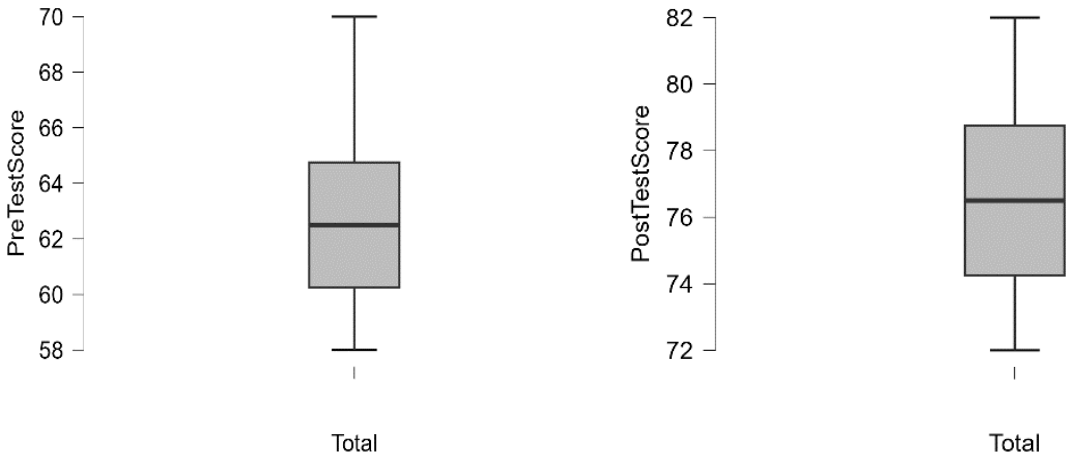
Source: Prepared by authors

A paired T-Test assessed knowledge improvement, with normality checked using the Kolmogorov-Smirnov test. As the data was not normally distributed ($p = 1.000$ for pre-test and $p = 0.999$ for post-test), a nonparametric T-Test was employed. The Wilcoxon signed-rank test revealed a significant difference between pre-test and post-test scores ($Z = -2.803$, $p = 0.05$) (see Figure 10).

Fig. 10: Paired t-test results.
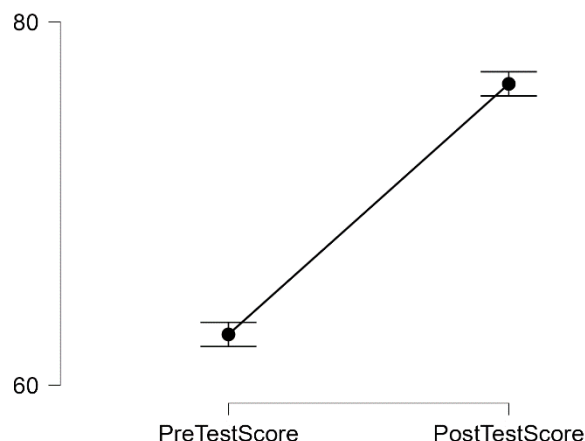
Source: Prepared by authors

Qualitative feedback indicated increased confidence in writing and a better understanding of cultural nuances in business communication. Participants valued practical templates and examples, especially in the "Negotiations and Meetings" and "Presentations and Networking" modules. On average, participants spent 4.5 hours per week on the course, achieving an 85% completion rate. This engagement, combined with improved writing skills and sociolinguistic awareness, highlights the effectiveness of microlearning in enhancing trade professionals' communicative competencies.

The microlearning course "Mastering Global Tongues" was designed to enhance the sociolinguistic competence of trade specialists at EMSI Ltd. with an emphasis on writing business letters in an intercultural context. The subsequent assessment confirmed the effectiveness of the course: the average test scores increased significantly from 62.8 to 76.6, which highlights the potential of microlearning for targeted skill development. The feedback from the participants confirmed these results, noting that they became more confident and mastered the skills of business writing.

However, the study revealed problems related to nuances. While the majority of students showed marked progress, some had difficulty communicating culturally, suggesting that microlearning, while effective in acquiring individual skills, may require additional strategies to promote deeper intercultural adaptation. This is consistent with broader findings in the field of gamified education, where sustained competence depends on reinforcement mechanisms (e.g., remote reflection, progressive scenarios) and personalized feedback, none of which has been fully integrated into this iteration.

Limitations and directions for the future:

1. Representativeness of the sample: the limited number of study participants may not fully reflect the diverse needs of EMSI Ltd employees;

2. Self-report bias: dependence on self-reported confidence measures requires triangulation with behaviour-based or performance-based data in future research;

3. Long-term use: the lack of long-term observation leaves open questions about maintaining skills and moving into the real world - this gap is reflected in gamification research.

Questions for further study:

To clarify the role of microlearning in corporate sociolinguistic learning, future research should consider:

RQ1: How effectively does microlearning technology facilitate the acquisition of sociolinguistic competence among adult employees in sales?

RQ2: In what ways do the key characteristics and advantages of microlearning make it an effective tool for teaching sociolinguistic competence to adult learners in corporate training settings?

These questions echo the broader discussion of interaction optimization, where hybrid models combining the effectiveness of microlearning with the depth of gamification reflection can offer a path to long-term and applicable learning outcomes.

CONCLUSIONS

This study demonstrates the potential of microlearning as an innovative and effective approach to developing sociolinguistic competence among corporate professionals. Both the theoretical analysis and the practical implementation of the "Mastering Global Tongues" course have shown that microlearning can significantly improve business-writing skills, awareness of intercultural communication, and professional confidence by creating an accessible, engaging, and practice-oriented learning environment.

The theoretical basis of our research allowed us to establish the importance of the key characteristics of microlearning – flexibility and timeliness of learning – to meet the psychological and practical needs of adult learners. Our results confirmed that the participants who completed the microlearning course demonstrated a significant improvement in business writing skills (on average, test scores increased by 13.8 points) and reported higher confidence in completing professional communication tasks.

The "Mastering Global Tongues" course model provides a reproducible framework for the introduction of microlearning in corporate educational institutions. Its main

components – scenario-based modules, interactive exercises, and independent work – provide an optimal balance between effective skill acquisition and practical application. This model can be easily adapted to different industries, professional roles, and language contexts to enhance the effectiveness of workplace communication training.

Our results point to several important areas for future research and development: conducting longitudinal studies to assess the preservation and practical application of sociolinguistic skills acquired during microlearning; expanding the microlearning model to include more comprehensive training in intercultural communication; development of adaptive teaching methods, taking into account different levels of language proficiency and learning styles; integration of feedback mechanisms based on artificial intelligence to provide more personalized help in writing texts.

This research contributes to the expansion of knowledge in the field of corporate language teaching and digital pedagogy. It shows that, if properly designed and implemented, microlearning can serve not only as a convenient learning tool, but also as a powerful foundation for the development of specific communicative competencies needed in today's globalized business environment. The success of the "Mastering Global Tongues" course indicates that microlearning deserves closer attention as the main methodology for language training programs in the workplace.

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