**Gasanova Elmira,** PhD student
Moscow Pedagogical State University (MPSU)

# THE 3A MODEL AS A TOOL FOR INTEGRATING DIGITAL TECHNOLOGIES INTO ENGLISH LANGUAGE TEACHING: A CONCEPTUAL AND ANALYTICAL SUBSTANTIATION

**Abstract.** In the context of rapid digitalization, education faces the need to build new methodological frameworks that allow integrating technologies into the teaching of foreign languages. The article offers a conceptual and analytical justification for the "3A" model (Analysis → Adaptation → Argumentation), which is considered as a universal tool for organizing and understanding digital pedagogical practice. The model is built on three interrelated stages: analysis of educational needs and the potential of digital resources, adaptation of technologies to the specifics of teaching English, and argumentation of methodological decisions in pedagogical and scientific discourse.

Particular attention is paid to the functional significance of the model for the development of the teacher's digital competence, the formation of hybrid forms of learning and the expansion of students' discursive practices. It is shown that the use of the "3A" model allows to overcome the fragmentation in the use of digital tools, ensure a balance between innovation and tradition, and create conditions for the systematic development of multimodal and adaptive educational resources. In conclusion, it is concluded that the "3A" model can be considered not only as a methodological basis for teaching English, but also as a conceptual framework for further research in the field of digital pedagogy.

**Keywords:** Analysis, adaptation, English language, argumentation, digital technologies

**Introduction:** Modern education increasingly finds itself in a space where digital technologies cease to be an auxiliary tool and become a system-forming factor in the pedagogical process. Teaching English is particularly sensitive to this transformation, since the language is not only transmitted as an academic subject, but also functions as a means of global communication, inextricably linked with the digital environment [3, p. 17].

However, practice shows that the implementation of technologies is often fragmentary: individual platforms or services are used situationally, without a common methodological framework, which leads to superficial development of resources and loss of their potential [5, p. 90]. In these conditions, there is a need for a conceptual model that would allow systematization of the process of integration of digital technologies, providing its scientific and methodological justification.

The 3A model, based on the sequence Analysis → Adaptation → Argumentation, offers a solution to this problem. It is based on the diagnostics of educational needs, the adaptation of digital tools to the goals of teaching English and the justification of the choice of technologies in the pedagogical discourse. This structure ensures the continuity, flexibility and versatility of the approach, allowing not only to optimize the teaching methodology, but also to expand the research field of digital pedagogy. This is precisely where its relevance and significance for modern foreign language education lies.

**Theoretical and methodological foundations**

Understanding digital technologies in pedagogy and linguodidactics begins with understanding their status not as a “superstructure” tool, but as an educational environment that changes the ways of organizing knowledge, communication, and assessing the results of foreign language learning. The media ecology of a digital school and university sets a new logic for educational interaction: mixed formats, constant feedback, analysis of traces of educational activity, and construction of trajectories based on data [9, p. 24]. In linguodidactics, this shifts the emphasis from transmitting rules to designing situations of speech action in a multimodal environment, where text, audio, video, and interactive content complement each other and form a comprehensive language

practice [10, p. 41]. With this approach, technology does not replace methodology, but requires it to be more systematic: each digital solution must be integrated into the goal, content, methods of control, and reflection of English language teaching [7, p. 33; 6, p. 52].

Modern concepts of digital competence of a teacher and a student agree that it is multicomponent and includes technological, methodological, communicative and critical components. The technological part describes confident work with platforms, multimodal resources and educational analytics; the methodological part describes the ability to transform digital functions into didactic scenarios that develop all types of speech activity; the communicative part describes the design of educational discourse in a synchronous and asynchronous environment; the critical part consists of assessing the reliability of content and the ethics of digital interaction [3, p. 21; 7, p. 45]. For a student, competence is manifested as the ability to self-organize, navigate resources, collaborate and responsibly use linguistic and cultural codes on the network [8, p. 2; 9, p. 57]. Thus, digital competence is not the sum of skills, but an integral quality that links technology with the tasks of language education and cultural and linguistic socialization [6, p. 61; 4, p. 18].

Discursive changes with the introduction of digital tools are expressed in the hybridity of genres and forms of educational communication: forum discussions combine features of oral and written discourse, video seminars bring educational communication closer to authentic intercultural communication, and microformats (chats, short videos, podcasts) reformulate the pace and density of remarks, developing the skills of concise and situationally appropriate expression of thoughts [5, p. 92; 10, p. 63]. At the same time, the role of joint writing and commenting is enhanced, where editing, reformulation and reflection become part of the educational task, and not just a final check [9, p. 78]. These practices create conditions for cultivating the “linguistic personality” of the digital age – capable of switching codes, registers and mediums depending on the communicative task [10, p. 71].

Cognitive changes are manifested in the transition from linear reading to navigation through hypertext, in the growing importance of visual and auditory information, and in the need to manage cognitive load. Multimodality increases engagement and diversifies the methods of support for comprehension, but requires the teacher to dose stimuli, explicitly structure the material, and gradually complicate tasks (scaffolding) in order to support the depth of information processing, and not just its consumption [9, p. 101; 5, p. 95]. In teaching English, this means a well-thought-out balance between “quick” formats (vocabulary cards, micro-exercises) and tasks for expanded speech production (essays, debates, project presentations), where the digital environment supports planning, drafts, and feedback [4, p. 27; 6, p. 119].

To operationalize theoretical positions, it is advisable to record the links “aspect – support – pedagogical consequences”, which will guide the design of the course:

| **Aspect** | **Theoretical support** | **Pedagogical implications for EFL** |
|---|---|---|
| **Digital environment as an ecosystem** | Media ecology of education [9, p. 24] | Blended learning, continuous feedback, trajectory analytics |
| **Multimodality** | Electronic literacies [10, p. 41] | Text/audio/video integration, cross-channel coding tasks |
| **Digital Competence (Teacher)** | Multilevel models of competence [3, p. 21; 7, p. 45] | Didactic scenarios for platform functions, critical examination of content |
| **Digital Competence (Student)** | “Digital naturalization” and self-regulation [8, p. 2; 9, p. 57] | Resource navigation, collaboration, academic integrity |
| **Cognitive load** | Learning design and scaffolding [5, p. 95; 9, p. 101] | Dosing of stimuli, stages, support of deep types of information processing |
| **Discursive practices** | Hybrid Genres and Collaborative Writing [5, p. 92; 10, p. 63] | Forums, chats, co-editing, project presentations in video and podcast formats |

Thus, the theoretical and methodological foundation of the “3A” model is based on a holistic vision of the digital educational environment: technologies are considered as conditions for organizing speech activity; competence is considered as an integrator of technology and methodology; discursive and cognitive effects are considered as criteria for the quality of integration. This allows us to move from the disparate use of tools to systemic integration, where each digital element is correlated with the goals, content, and measurable results of English language teaching [7, p. 33; 3, p. 29; 10, p. 71].

**Structure of the "3A" model**

The 3A model is built on a sequence of interconnected stages – Analysis → Adaptation → Argumentation, each of which performs an independent, but at the same time integral function in the digital pedagogy system. This structure allows us to move from the spontaneous use of technology to a meaningful, systemic integration of digital tools in teaching English.

**Analysis** is the first and decisive stage, since it sets the framework for further work. Analysis is understood as identifying the educational needs of a specific audience, determining the level of English proficiency, and diagnosing students' digital literacy [3, p. 21]. In addition, the analysis includes studying the potential of digital resources: the teacher evaluates which platforms are available, which multimodal materials can be used, and what are the technical limitations of the educational environment [6, p. 54]. An important component is the assessment of the learning context: the level of institutional support, the readiness of teachers for digital changes, and the availability of infrastructure [5, p. 92]. Thus, the analysis stage allows us to build a realistic picture and determine a strategy for integrating technologies into the educational process.

**Adaptation** involves the transformation of technologies in accordance with the goals of teaching English. At this stage, digital tools are not used in their “pure form”, but are transformed to suit the tasks of a specific course: a video platform becomes a means for discussions in English, a chat becomes a tool for practicing written speech, and multimedia materials become support for listening [7, p. 33]. Particular attention is paid to the localization of materials: while maintaining the authenticity of texts and audio, the teacher adapts them to the cultural and national characteristics of the audience, avoiding excessive complexity and relying on contexts close to students [4, p. 18]. As a result, the adaptation stage ensures pedagogical flexibility and makes the digital environment a tool for the real formation of language competencies.

**Argumentation** completes the model and gives it conceptual completeness. It involves theoretical and methodological justification for the choice of technologies: the teacher not only uses the platform, but also explains why this particular tool was chosen, what didactic tasks it solves and how it contributes to the development of speech skills [9, p. 57]. Argumentation is important both for pedagogical practice, where the teacher must justify his decisions to colleagues and the administration, and for scientific discourse, where a systematic description of the approaches used is required [10, p. 71]. At this stage, a set of arguments is formed that allows not only to apply digital technologies, but also to integrate them into the logic of educational and research activities.

In total, the 3A model ensures the transition from the empirical and situational application of technologies to a conceptually constructed system. Analysis provides an understanding of needs and resources, adaptation turns technology into a tool for developing foreign language competence, and argumentation consolidates the result in the theoretical and methodological field, creating a basis for the further development of digital pedagogy.

**Application of the 3A model in teaching English**

The practical value of the "3A" model is revealed in its ability to streamline the process of selection, implementation and pedagogical justification of digital technologies in teaching English. It serves as a kind of filter through which digital tools pass, turning from external technical means into an organic element of the methodological system.

**Using a model to select digital platforms.** At the analysis stage, the teacher compares the capabilities of existing solutions with specific educational goals. Moodle, as a learning management system, allows you to build modular courses that include tests, written assignments, and forums, which makes it convenient for systematic control and gradual complication of the material [6, p. 54].

Google Classroom is valuable for its integration with Google services (Docs, Meet, Drive), which facilitates collective work on texts, conducting video seminars, and storing student portfolios [9, p. 59]. Duolingo demonstrates effectiveness at the stage of individual vocabulary and grammar training thanks to adaptive repetition algorithms that support regularity and motivation [8, p. 2]. Reactored provides tools for flexible exercise customization and integration of multimodal materials, which makes it convenient for blended learning and project work [10, p. 61]. Thus, the "3A" model guides the choice of platform not according to the principle of "convenience" or fashion, but according to its compliance with the didactic tasks and real conditions of the course.

**Impact on the development of language skills.** At the adaptation stage, the teacher builds a connection between the functions of the platforms and the four main types of speech activity. To develop listening, video lectures and podcasts built into Moodle or Reactored are used, allowing you to combine the perception of an authentic spoken text with comprehension tasks [4, p. 22]. Speaking is stimulated through online discussions in Google Meet built into Classroom, or through oral projects that are recorded in video and podcast format [7, p. 35]. Reading is developed through hypertext materials, as well as collaborative work with documents (Google Docs), where students analyze and comment on texts. Writing is improved through assignments in Moodle with step-by-step feedback, as well as thanks to collaborative editing tools that teach not only to express thoughts in writing, but also to correct them in collective discourse [5, p. 93]. Such an integrated approach forms a balanced language competence in students, where each skill is supported by a multimodal environment.

**Integration of multimodal formats into the methodological system.** The final stage – argumentation – involves the inclusion of multimedia resources not as random additions, but as substantiated components of the course. Video is used to model communication situations and analyze non-verbal aspects of speech; podcasts become a tool for developing perception skills and creating one's own media products; online discussions provide training in reasoned statements and critical analysis [9, p. 62]. The teacher explains to students why these formats are integrated into the course: they contribute to the development of communication strategies close to real language practice and form the ability to navigate in a polycode environment [3, p. 25]. Thus, multimodality ceases to be an external "attraction" and becomes a pedagogically justified part of the educational process.

The use of the 3A model allows us to organize the process in such a way that the choice of platform becomes conscious, the development of skills is targeted, and multimodal resources are organically integrated into the course. This ensures not only the effectiveness of English language teaching, but also the formation of a critical language personality in students, ready to interact in the context of global digital communication.

**Methodological advantages of the "3A" model**

The "3A" model is valuable primarily for its methodological integrity: it links individual stages of work with digital technologies into a single logical system, where each action is justified and integrated into the educational process. Unlike the practice of situational use of tools, this model sets a system that allows moving from analysis of needs to adaptation of technologies and then to argumentation of methodological decisions.

**Systematic approach** is manifested in the fact that the teacher is not limited to choosing a "convenient" platform, but begins with diagnosing real educational conditions: the level of language proficiency of students, technical equipment of the audience, the specifics of the course and its goals [6, p. 54]. This eliminates the risk of mismatch between the capabilities of the digital resource and the learning objectives. The next step is adaptation, which turns the selected technology into a tool for solving specific didactic problems: training vocabulary, developing communication skills, forming written or oral speech [4, p. 22]. The final stage is argumentation, which consolidates the result in pedagogical and scientific discourse: the teacher can explain why the selected technology is effective and justify its use in the professional community [9, p. 59]. Such consistency makes the "3A" model convenient for replication and academic discussion.

**Flexibility of the model** lies in its applicability in various educational contexts. In schools, the emphasis is on adapting technologies to the age characteristics of students: game mechanics and

multimedia formats Duolingo or Reactored help to form motivation and hold attention [8, p. 2]. In universities, the priority shifts to academic communication: Moodle or Google Classroom provide work with written texts, projects and scientific discourse [7, p. 35]. In online courses, the model is especially valuable, as it allows you to avoid overloading students with digital resources, building a clear trajectory from the analysis of goals to the argumentation of the methodology. Flexibility is also manifested in the ability to scale: the model is equally applicable both in small groups and in massive online courses, maintaining the transparency of pedagogical decisions [5, p. 93].

**Conceptual universality** makes the 3A model not only a working tool for practice, but also a research framework for digital pedagogy. It can serve as a methodological basis for analyzing the effectiveness of new educational platforms, developing comparative studies, or building intercultural projects in the field of English language teaching [3, p. 25]. Moreover, the universality of the model allows it to be extrapolated to other subject areas: it is applicable in teaching the humanities, where discourse, multimodality, and critical thinking are important, as well as in natural science courses, where digital tools are used for modeling and visualization [10, p. 71]. Thus, the 3A model becomes a conceptual bridge between practice and theory, connecting pedagogical experience with academic knowledge and setting the prospects for further research.

Thus, the methodological advantages of the 3A model are its systematicity, flexibility and universality. It allows moving from the chaotic application of technologies to their conceptually verified integration, ensuring a stable balance between innovation and tradition.

**Conclusion**

The 3A model allows us to consider the integration of digital technologies into English language teaching not as a set of separate solutions, but as a holistic process in which each stage logically follows from the previous one. Analysis records real educational needs and resources, adaptation turns technology into a tool for developing specific speech skills, and argumentation consolidates the result in methodological and scientific discourse. Such a structure ensures consistency, where random digital practices are replaced by a conceptually verified strategy.

The main advantage of the model is its ability to combine technology with culture and methodology. It not only organizes the teacher's work, but also forms the students' learning experience in a digital environment as part of a real communicative space. Due to its flexibility and versatility, the model can be applied in a school, university or online course, while maintaining its internal logic and effectiveness.

The final point is that the 3A model ceases to be just a methodological tool and becomes a conceptual framework that opens up prospects for further research in the field of digital pedagogy. Its practical implementation means not just an update of the form of teaching English, but a profound transformation of the educational process, where the digital environment is understood as a space for dialogue, critical thinking and intercultural interaction.

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