

## **ADAPTING AND MODERNIZING ENGLISH COURSE BOOK MATERIALS FOR A2 LEVEL LEARNERS**

**GULSHAN KURYOZOVA**

*Lecturer, Tashkent state university of oriental studies*

**Annotatsiya:** A2 darajasidagi o'quvchilar uchun ingliz tili darsliklari materiallarini moslashtirish va modernizatsiya qilish jalb qilish, dolzarblik va ta'lim natijalarini yaxshilash uchun juda muhimdir. Oraliq bosqichdan oldingi bosqichda joylashgan A2 ta'lim oluvchilar asosiy til ko'nikmalarini amaliy qo'llash bilan muvozanatlashtiradigan resurslarni talab qiladi. Ushbu maqolada an'anaviy materiallarni yangilash strategiyalari, masalan, personallashtirish, multimedia integratsiyasi, grammatikani kontekstualashtirish va zamonaviy mavzularni o'z ichiga oladi. Tarbiyachilar onlayn platformalar, autentik materiallar va mobil ilovalar kabi vositalardan foydalangan holda interaktiv va mazmunli ta'lim tajribalarini yaratishi mumkin. Ushbu moslashuvlar nafaqat an'anaviy darsliklardagi bo'shliqlarni to'ldiradi, balki o'quvchilarni ishonch va real hayotdagi muloqot qobiliyatlari bilan jihozlaydi.

**Kalit so'zlar:** A2 ta'lim oluvchilar, Ingliz tili darsligini moslashtirish, Til o'rganish strategiyalari, Interaktiv ta'lim, CEFR, Shaxsiylashtirilgan ta'lim,

**Abstract:** Adapting and modernizing English coursebook materials for A2 level learners is essential for enhancing engagement, relevance, and learning outcomes. A2 learners, positioned at the pre-intermediate stage, require resources that balance foundational language skills with practical application. This article explores strategies for updating traditional materials, such as personalization, integrating multimedia, contextualizing grammar, and incorporating modern topics. By leveraging tools like online platforms, authentic materials, and mobile apps, educators can create interactive and meaningful learning experiences. These adaptations not only bridge gaps in traditional coursebooks but also equip learners with confidence and real-world communication skills.

**Keywords:** A2 learners, English coursebook adaptation, Modernizing teaching materials, Interactive learning, CEFR, Personalized education.

**Introduction:** In the ever-changing field of language education, educators and curriculum developers must embrace contemporary teaching methods and tools while remaining sensitive to the requirements of their students. The difficulty for A2 level students, particularly those at the pre-intermediate level, is striking a balance between learning the language fundamentally and absorbing interesting, pertinent material. Therefore, in order to promote motivation and successful learning outcomes, it is imperative that coursebook materials be updated and modified.

The Common European Framework of Reference for Languages (CEFR) states that learners at the A2 level are able to comprehend and employ simple life-related statements and phrases. They can participate in basic conversations about well-known subjects, but they can find it difficult to understand abstract ideas, sophisticated syntax, or sophisticated terminology. It is crucial to employ resources that promote language development and confidence building because this stage serves as a bridge between beginner-level fluency and intermediate competence. In addition to this point, the task-component framework proposed by Nunan (2004) provides a practical approach to adapting language learning tasks, especially when integrating 21st-century skills into

the curriculum. This framework identifies four key elements that can be adjusted to enhance a task's relevance and effectiveness: input, procedure or activity, setting, and learner role. The input refers to the material or stimulus that forms the foundation of a task. Adapting input involves selecting resources that resonate with modern learners and incorporate real-world contexts. For example, instead of using traditional textbook dialogues, a teacher might introduce authentic materials such as news articles, videos, or social media content that not only teach language but also expose students to contemporary issues like technology, climate change, or global communication.

The procedure or activity component focuses on the way learners engage with the material. By modifying this aspect, teachers can create more interactive and collaborative experiences. For instance, replacing static exercises with dynamic tasks like group problem-solving, debates, or digital storytelling encourages learners to develop critical thinking, communication, and teamwork skills, which are essential in the 21st century. The setting of a task can also be adapted to reflect the changing nature of education. With the rise of digital tools, tasks can now be designed for online or blended learning environments. Incorporating virtual classrooms, discussion boards, or shared digital workspaces allows learners to practice language skills while becoming proficient in the use of technology—a vital modern competency.

Traditional coursebooks often fall short of addressing the dynamic needs of today's learners. Original material adaptation for language instruction is a very delicate procedure that is half science and half art (Darian). Many textbooks may rely on outdated scenarios, culturally irrelevant examples, or an overemphasis on rote learning. While they provide a structured framework, these materials frequently lack personalization, interactivity, and real-world relevance. Adapting these resources ensures that they align with the interests, goals, and learning contexts of A2 learners while keeping pace with contemporary teaching practices.

**Personalization:** Integrate elements from learners' lives, such as their hobbies, local culture, or aspirations. For instance, replace generic dialogues with scenarios relevant to their daily experiences, like discussing weekend plans or talking about local landmarks.

**Visual and Multimedia Integration:** Modern learners are accustomed to engaging with digital media. Supplement the coursebook with videos, infographics, and online quizzes that align with the lesson's objectives. For example, instead of a static listening exercise, use short video clips with subtitles to enhance both comprehension and cultural awareness.

**Simplifying and Scaffolding:** A2 learners benefit from materials that gradually increase in complexity. Simplify overly challenging texts by providing glossaries or breaking them into manageable chunks. Use scaffolding techniques, such as guided practice before independent tasks, to help learners gain confidence in using new language structures.

**Contextualized Grammar Practice:** Avoid presenting grammar as isolated rules. Instead, embed grammar points within real-world contexts. For instance, teach past simple tense through storytelling activities or by discussing personal experiences.

**Interactive and Communicative Tasks:** Emphasize pair work, group discussions, and role-playing to make lessons interactive. Modify coursebook activities to focus on communication rather than mechanical drills. For instance, instead of filling in blanks, learners can create short dialogues based on a given scenario.

**Incorporating Modern Topics:** Update coursebook content with current and relatable topics such as technology, social media, environmental issues, or global celebrations. This ensures learners are exposed to vocabulary and themes they are likely to encounter in real life. The comparison made by Uddin (2009)—that a coursebook is like a piano that does not play music—is a compelling and accurate analogy. It highlights the essential role of the teacher in bringing coursebook materials to life. While a coursebook provides structure and content, it is ultimately the teacher's responsibility to adapt and use it creatively to meet the diverse needs of their learners. In my view, this idea reinforces the need for flexibility in teaching. A static reliance on coursebooks can result in disengaged learners and missed opportunities for meaningful interaction. By selecting and modifying activities that are interesting, motivating, and relevant, teachers can transform the coursebook into a dynamic tool that not only facilitates learning but also inspires and engages students. This approach aligns with the broader goal of making language education an adaptable and learner-centered process.

**Conclusion:** For A2 level learners, well-adapted and modernized coursebook materials can bridge the gap between textbook learning and practical language use. By incorporating personalization, interactive tasks, and real-world contexts, teachers can create a dynamic and motivating learning environment that not only meets but exceeds the expectations of their students. This approach not only revitalizes traditional teaching methods but also equips learners with the skills they need to thrive in a globalized world.

## REFERENCE

1. Asraf, U. (2009). Adapting A Language Textbook. Retrieved November 23, 2009 from <http://www.slideshare.net/wilsdom/adapting-a-language-textbook>.
2. Darian, S. Adapting Authentic Materials for Language Teaching. In press. English for decision-makers: A course in modern management. Nunan, D. (2004). Task-based Language Teaching. Cambridge: Cambridge University Press.
3. Gulshan Akmalqizi Kuryozova, Nargiza Abdusamatovna Fuzaylova. TRANSLATING WORDS AND PHRASES TAKING INTO ACCOUNT CULTURAL CONTEXT. (2025). *International Journal of Artificial Intelligence*, 5(01), 39-43.
4. Курёзова, Г., & Рибинская, Е. (2022). Developing and upgrading listening comprehension of young learners with listening games . *Актуальные вопросы языковой подготовки в глобализирующемся мире*, 1(1), 153–156.
5. Hamidov, X., & Abdullayeva, M. (2024). Alternative Versions and Functional Characteristics of Phraseologists in Uzbek. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 4(3), 51-54.
6. Raxmonkulovna, A. M. (2023). Esp/eap o'quvchilarining maxsus lug' atga bo'lgan ehtiyojlari.“. *Maxsus va akademik maqsadlarda xorijiy tillarni oqitish: muammolar va istiqbollari*” *Mavzusidagi Respublika ilmiy-amaliy anjumani materiallari*, 6, 15.
7. Abdullayeva, Markhabo Raxmonkulovna. "CONVEY THE NATIONAL SPIRIT IN TRANSLATIONS. International Scientific and Practical Conference" Modern Psychology and Pedagogy: problems and solutions", ANGILYA." 2022,

8. Dilafruz Bozorovna Botirova., Markhabo Raxmonkulovna Abdullayeva., Ilkhom Yusupovich Khaydarov., Ra'no Anvarovna Khaydarova., Shaxnoza Sharofovna Sharofova. Social Psychological Features of the Process of Professional Stress in Pedagogical Activity. 2024/12 Journal Power System Technology ISSN: 1000-3673, Volume 48, Issue4, Pages 3325-3334. <https://powertechjournal.com/index.php/journal/article/view/1195>

9. Nasretdinova M. N. THE PROBLEM OF ELLIPSIS IN TRANSLATION FROM ENGLISH INTO RUSSIAN //SHOKH LIBRARY. – 2025.

10. Parkhadjanovna S. S. The importance of idioms in learning English language by Uzbek students in EFL classrooms //Журнал: Yangilanayotgan O'zbekiston yangi avlod kadrlari Umid jamg'armasi bitiruvchilari xalqaro anjumani. Homep ISBN. – C. 978-99435904.

11. Sobirova G. A., Topilova S. M. CULTURAL LAYER OF A WORD: CONNOTATION AND DENOTATION //PEDAGOGIK ISLOHOTLAR VA ULARNING YECHIMLARI. – 2024. – T. 6. – №. 2. – C. 420-423

