

The author emphasizes the evolution of reading tastes and changes in the social structure of Great Britain while defending the importance of cultural values in the modern world.

1. Bennett, Uncommon Reader / A. Bennett, 2008.

THE ROLE OF ON-LINE VOCABULARY BUILDING IN LANGUAGE ACQUISITION

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To acquire a good skill of communication in a foreign language it is necessary to be familiar with vocabulary, i.e. single words and their meanings, collocations, phrases and phrasal verbs. There exists a wide array of vocabulary teaching techniques that can be used in the classroom. However, self-study of foreign languages does not only exclude their use but also contributes to constant upgrading of on-line tools for vocabulary acquisition. Dozens of video courses deal with vocabulary building, which makes learners' choice more complicated and hampers the process of quick and efficient mastering the language.

The purpose of the present article is to compare most frequently used on-line vocabulary building courses in order to ascertain which are likely to be more helpful in vocabulary acquisition and outline some advantages of the given tools.

Material and methods. As the research material we used the analysis of online training programs. The methods of comparison, description, sorting and questioning were used.

Findings and their discussion. The results of the survey carried out among the students of our college turned out to be unexpectedly surprising. Only 12% use on-line vocabulary building tools while the others find them time-consuming, requiring enhanced attention and concentration. It proves the necessity to outline the advantages of on-line courses as their effectiveness is undeniable both in self-study and teaching English.

1. Teaching process is performed by native speakers. It enables learners to develop their listening comprehension skills and master correct authentic pronunciation of English sounds.

2. The stage of meaning interpretation includes several ways of facilitating word understanding used simultaneously: context, descriptions, gestures, synonyms and pictures (schemes). Thus, both visual and auditory learners can find on-line courses equally helpful for vocabulary building.

3. The target language is used and the learning is contextualised. Words are best remembered in their situational context [1, p.96]. Contextual elements help

memory, which consequently leads to better retention of vocabulary. Moreover, learners develop such skills as concentration, perseverance and reasoning.

4. Listening to native speakers helps learners to express themselves appropriately in a wide range of situations and keep update with the latest upgrades in current vocabulary stock. They can be aware of commonly used informal lexemes and neologisms.

5. Using on-line vocabulary building tools is a pleasurable and less time-consuming activity. Students can quickly guess vaguely known words. They don't need to look up the word's meaning and eventually speed up their learning of other lexical units.

6. Personal factors, such as self-esteem, inhibition, anxiety, empathy, extroversion or introversion, do not interfere with the process of vocabulary building, which can bring out a more rapid improvement of vocabulary skills.

The popular on-line vocabulary building tools used by the students of our college were thoroughly analyzed.

“DuoLingo” [2] and “LinguaLeo” [3] provide sets of well-developed tasks that help students to remember words through constant repetition and fulfilling various exercises: choosing a translation, collecting a word, writing down an uttered phrase or a word (“LinguaLeo”); translating a written sentence or a word, translating an uttered word or a phrase; pronouncing a word or a phrase, collecting a sentence, matching a word with a picture (“DuoLingo”). Meaning interpretation is done through translation into Russian. “DuoLingo” provides steady sets of words: a new set can be started as soon as the preceding one is finished. Words are not contextualised. “LinguaLeo” uses both contextualised methods of meaning interpretation (lyrics of songs, articles, videos etc.), and ordinary translation of words in isolation.

“BBC Learning English” [4] and “engVid” [5] assume learning new words by watching videos or tapes on different topics. The sites enable students to choose a suitable video according to a learner's level, a topic or a teacher. The duration of videos provided on “BBC Learning English” is mostly short that makes them easier to perceive and saves your time. A variety of formats can be found there: podcasts, small discussions, videos with pictures accompanied by a voiceover. Moreover, the site suggests syllabuses in order to ease and systematize the process of learning.

Videos introduced on “engVid” are usually long and require patience and perseverance from a viewer. The process of meaning interpretation on both sites includes a wide variety of methods: explanation a meaning, giving synonyms and antonyms, context, showing pictures (more typical for “BBC”), gestures and schemes (typical of “engVid”). “BBC Learning English” uses contextualised introduction of vocabulary while “engVid” teachers give the description of a word providing contexts afterwards. The stage of word reinforcement is represented by small quizzes that include completion exercises and multiple choice tests for checking meaning comprehension. Nevertheless, such quizzes can't help to retain words in a long term memory.

“Oxford online English” [6] provides three-part videos or tapes: contextualised word introduction (a small monologue or dialogue), meaning description, topical collocations or question-reaction activities. Full scripts following each video facilitate the process of listening comprehension and vocabulary acquisition which can be hampered by absence of word reinforcement exercises and aiming mostly at intermediate-level target audience.

“Learn English with TV series” [7] enriches learners’ word stock through a well-worked out scheme: watching a scene with subtitles (new words are highlighted), watching again with unfamiliar words being introduced and eventually enjoying a video without subtitles. Nevertheless, the videos are too complicated for beginners and lack the word reinforcement stage.

“Learning English Online Ucan.vn ” [8] offers small videos consisting of five stages: listening to an animated story, interpretation of words (giving meanings and contexts), listening and repeating sentences, doing different exercises and listening again with subtitles. Videos are intended for learners of different levels. American English can present an obstacle for mastering correct British English.

Conclusion. Although the Internet resources offer a seemingly unlimited array of vocabulary building sites, there is no ideal one. Despite undeniable drawbacks all the sites mentioned above can be extremely helpful and effective in vocabulary acquisition.

Traditional techniques of enriching learners’ vocabulary stock should be accompanied by watching suitable and enjoyable on-line vocabulary building tools.

1. Milrud, R. English Teaching Methodology / R. Milrud. – Moscow: Drofa, 2005. – 253 p.
2. DuoLingo [Electronic resource]. – Mode of access: <https://www.duolingo.com/>. – Date of access: 22.10.2019
3. LinguaLeo [Electronic resource]. – Mode of access: <https://lingualeo.com/ru>. – Date of access: 20.10.2019
4. BBC Learning English [Electronic resource]. – Mode of access: <http://www.bbc.co.uk/learningenglish>. – Date of access: 23.10.2019
5. engVid [Electronic resource]. – Mode of access: <https://www.engvid.com/>. – Date of access: 22.10.2019
6. Oxford online English [Electronic resource]. – Mode of access: <https://www.oxfordonlineenglish.com/free-english-lessons> . – Date of access: 24.10.2019
7. Learn English with TV series [Electronic resource]. – Mode of access: <https://www.youtube.com/channel/UCKgpmMIm872zkGDcBJHYDg>. – Date of access: 20.10.2019
8. Learning English Online Ucan.Vn [Electronic resource]. – Mode of access: <https://www.youtube.com/channel/UC9lwM9eNa5yncs9W7ZTZHXQ/featured>. – Date of access: 24.10.2019