AUTONOMOUS VOCABULARY LEARNING IN A GLOBAL DIGITAL AGE

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Statement of the problem. In the 21st century, the effect of globalization had an enormous social, political, and economical impact on foreign language learning. As becoming one global community where the boundaries are being gradually eliminated, where the cost of exchanging information has been reduced due to the rapid development of technology, communication continues to intensify, quicken, and become simpler among different nations.

In this modern world, as another influence of globalization, a lot of people started to develop more interest in familiarizing themselves with other cultures. This global age does not just mean to increase the demand of speaking a dominant foreign language (e.g. English), it also means a significant and sustained increase in knowing other languages too. The participants in the interaction not just speak different languages but they also belong to different cultures, have different general knowledge, different social and historical background.

Students require a lot of effort to gain the amount of knowledge they must have in order to be able to fulfil the requirements and formulate communicative efficiency. Most of the students aim at promoting and developing all the skills and competences that are needed to become professional speakers of the target language as quickly as possible. Outside the context of any classroom, all students who are repeatedly exposed to the language, in normal circumstances can "pick it up" unconsciously. But learners who lack the target language environment have less possibilities and they should grab all the opportunities to improve their knowledge outside the school setting. An essential step for reaching their goal is to take control and responsibility for their own learning. Students should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that occur in each communication situation.

Newness of the study. Vocabulary has been given pride of place in studying a foreign language for a long time. Recognizing the communicative power of this knowledge students might reasonably try to acquire a working knowledge of a large number of words [16, p. 73]. Allen [2, p. 5] emphasized the significance of vocabulary in learning a language, as without vocabulary, it is difficult to communicate. She claimed that lexical problems frequently interfere with communication; as a result, the interaction breaks down when people do not use the right words.

In the field of foreign language learning, there is an increasing awareness of the importance of becoming autonomous learners. In higher education, students are expected to become autonomous and independent and make conscious effort to learn

vocabulary outside of the classroom, since exposure to the target language is limited in university classes and they cannot learn all language vocabulary there. However, a lot of undergraduates "struggle to cope with the independent and self directed style of learning expected by higher education tutors" [18, p. 2].

The aim of this article is to focus on this very actual issue involving the reasons to promote and develop autonomous learning in the context of enriching and improving vocabulary through technology, mainly through the opportunities given by modern digital tools, as an innovative use of modern technologies in the process of learning a foreign language.

The task of the present research is to define the influence of digital applications on autonomous vocabulary learning and outline strategies as well as techniques to be in incorporated into students' independent vocabulary learning.

The subject of research. In order to carry out the present investigation numerous studies dealing with relationship between independent learning and vocabulary knowledge were considered.

To fulfil the set tasks, the inductive method which served as a guideline to study the research topic and the comparative method to demonstrate relationship between autonomous learning and vocabulary knowledge were applied.

Findings and discussion. The generally accepted definition of learner autonomy is given by Holec which is "the capacity or ability to take charge of one's learning" [8, p. 3]. This can be recognised in a wide variety of behaviours as a capacity for detachment, critical reflection, decision-making, and independent action [10, p. 8]. Benson highlights that, when we talk about autonomy in language learning, we usually "refer more to a certain kind of relationship between the student and the learning process." [5, p. 79]. According to Nunan [13, p.193], "fully autonomous learner operates independently of classroom, teacher or textbooks". Nation's [12, p. 16] point of view is in contrast with this; he states that learner autonomy does not mean avoiding any instructions and claims that it is possible to be an autonomous learner with a supportive attitude of the teacher. Teachers can design activities and create a language context where students want to learn and know how to learn. They can teach relevant vocabulary, judge and give instruction in strategies of how to learn vocabulary autonomously.

Learner autonomy has a long lasting influence since it provides the learner with many privileges: it helps to enhance motivation, it provides more opportunities for communication in a non-native environment. In addition, it enhances the learner's willingness towards active learning and it caters to the individual needs of learners at all levels.

To become autonomous learners, students need a desire to take control and responsibility for their learning, to be conscious of what approaches are being taken to reflect on their affects, and to consider other approaches and also to posses the skills and knowledge to be autonomous. The first principles to follow in autonomous vocabulary learning is to set goals, never stop enriching vocabulary size and depth and seek the chances to apply receptive and productive uses of lexical items. Learners

should know what vocabulary to learn, how to learn and use it, and most importantly when can they say that a word has been learnt and be aware of how well it has been learnt [12, p. 9-10]. Word knowledge can be thought of as encompassing three elements: the word's form, meaning and use [17, p. 15]. Knowledge of form might include phonological and orthographical form as well as any recognizable word parts. Beyond the word's definition as given in a dictionary, meaning also encompasses connotation and synonyms. Using the word fluently requires an understanding of appropriate grammatical function, common collocations, appropriacy in different contexts and frequency of use [7, p. 127].

Diverse vocabulary learning strategies and techniques provide ways for students to improve and enrich vocabulary knowledge: [1; *16, p. 89-90;* 9, p. 94]

- Extensive reading and guessing unknown words from context are the most effective and natural ways to improve vocabulary.
- Alternative word list provides more information than a simple word list (e.g. translation, grammar, some bright idea to help remember the word). Specific word list helps to prepare for the type of vocabulary one needs. Learning from word cards can also be efficient. Students should know how to apply these direct, decontextualized learning procedures the most affectively. These kinds of learning are a very useful starting points for reflection on their progress.
- Graphic organizers provide students with more exposures to words they are acquiring and will help them solidify the knowledge they have gained.
- Vocabulary trees help to provide context.
- Word spider (or memory map), where connections in meaning or use between different words are visually indicated in the structure of the diagram. Concept of definition map shows the elements of a typical dictionary definition. Word part Web in content areas such as science, are useful to memorize roots that recur. Semantic maps can be used to develop understanding of a particular concept or group of thematically related words.
- Semantic feature analysis is another good way to share content.
- Venn Diagram is useful to compare and contrast related concepts.
- Grid helps to see not only one word but also its relations with the others.
- Word formation chart provides the concept noun, personal noun, adjective and verb forms of key vocabulary.
- Learning a group of synonyms, antonyms, collocations enhance fluency.
- Using a Corpus. By using corpora, a student can find which words are often used together with target vocabulary words. Combining corpora use with vocabulary trees is a great way to learn key vocabulary for specific vocabulary target areas.

On of the hardest aim for learners to achieve is to be able to monitor their progress and use it mostly when they feel the lack of encouragement. Students need to accept that vocabulary learning is a long-term task. Nation [12, p. 16-17] suggests the following ways to control their vocabulary learning progress: to keep a record of how many words have been learnt and how quickly did it happen, make a list of situations

and topics where the target language is used and success is achieved and keep examples of language use at regular intervals.

The emergence of new technical gadgets greatly contributed to provide new creative ways to acquire and develop a language. Moreover, the booming of using the internet, inside and outside school settings also suggests numerous possibilities for enhancing vocabulary. To present all the alternatives are impossible; therefore, to promote autonomous behaviour in foreign language learners, the current study focuses on the applications of web-enabled devices (e.g. smartphones, tablets, iPads, netbooks), which include most of the vocabulary techniques and strategies mentioned above.

Among various applications there are several where vocabulary is just a part of the program, and numerous where the whole application is built on learning vocabulary:

Duolingo offers innovative and addictive exercises having a balance between grammar and vocabulary; *Busu* downloads exercises in advance, and it alternates grammar and vocabulary lessons with listening-comprehension tests and short writing assignments that are corrected by native speakers using Busuu; *Livemocha* is an extremely comprehensive language learning community and program; *Lingorami* has a game format and uses visual learning with images, *Mango* offers intuitive language construction including all the four key conversational components such as vocabulary, pronunciation, grammar, and culture; *Mosalingua* is a spaced repetition program that schedules the review system just before the learner is likely to forget what has been learnt previously; *Anki and Memrize* is a flashcard-style program and largely focuses on memorization [4, p. 228-33].

PowerVocab: Vocab Word Game presents different meanings of a word from which the appropriate one should be chosen. Word Challenges not only test the understanding of a word but unlock more words. The review section guides to check the pronunciation of a word, its definition, and a number of sentences showing its usage. *uVocab – Vocabulary Trainer* helps to see the brief meaning of a word, listen its pronunciation, search for more definitions and view the word's page for its forms, synonyms and usage examples. In playing *Miss Spell's Class*, the learner needs to indicate that the given word is correctly or incorrectly spelled. *Dictionary.com Flashcards* offers a set of cards from which students can choose depending on what they would like to study, such as Twelve absolutely ridiculous words, Essential Latin roots or Don't be an oxymoron! The quiz option helps to test how much a word has been learnt. *Test Your English Vocabulary* goes for testing on words that appear on tests. *Vocab Builder* is an effective, and fun way to review for tests [3; 11; 14].

Electronic dictionary is also a great tool to guide learners towards further independent study and enables language learners to check their own knowledge, and to eliminate weaknesses in spelling, pronunciation, grammar and meaning just clicking a button. It provides quick access, interactivity and hypertextuality, multimedia affect and some extra features (video, audio material, corpus examples, games) which all increase the potential of learning and motivate students to learn more. [15, p. 68]. Different types (e.g. monolingual, bilingual dictionaries, bundles, thesauri, etc.) of dictionaries are available to support autonomous vocabulary learning:

Oxford Dictionaries Quick Search is the world's most trusted dictionary available access for free; with *Wordflex Touch Dictionary* to manipulate word trees is quick and easy; *Concise Oxford English dictionary & Thesaurus, Oxford Concise Thesaurus* help to pinpoint exactly the right word, *Advanced English & Thesaurus* show how each word is linked to other words in terms of synonyms, antonyms, hyponyms, and more [3; 11; 14].

A paper of this length cannot completely cover the whole topic but it made an attempt to confirm that globalization and the application of digital artefacts greatly affected foreign language learning. As an ultimate goal of education is to produce lifelong learners who are able to learn autonomously, it is vital to promote autonomous learning and train students to realise its benefits. Having a rich vocabulary is crucial in communication; autonomous learners in learning vocabulary should have a continuous desire to improve it and develop their strategic ways of learning. It is not the teachers responsibility to teach all vocabulary but they should support their students by teaching them different strategies and help them to find the necessary resources to carry on their learning outside the classroom.

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Резюме

В епоху глобалізації, попит на вивчення мови зріс, і формування автономії учня стало ключовим фактором у цьому процесі. Технологічне розмаїття і нововведення в сфері комунікації забезпечують захоплюючі можливості для полегшення автономного навчання. Роль знання лексики в оволодінні мовою неймовірно велика. Ця стаття пропонує з'ясувати причини, що сприяють автономному навчанню лексики за допомогою цифрових носіїв інформації. Поява нових засобів пропонує величезну кількість ресурсів для самостійного навчання у процесі збагачення словникового запасу.

УДК 811.111'36251

OVERCOMING CHALLENGES IN WRITING

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Introduction. One cannot but agree to the fact that the invention of alphabetic writing was a pivotal development not only in the history of writing but also humanity. It allows us to share information, opinions, feelings, etc. We would not be able to find out anything about our past and the antecedent generations.

Writing is one of language skills. Much attention has been paid to speaking and listening, but not writing. Issues related to students' writing skills have been studied by such researchers as Evans, Kellog, Laflamme, Graham, Harris, Zimmerman, Malouff, Rooke, Schutte, etc. I concur with Geiser and Studley that effective writing skills are essential in higher education as well as in the world of work. Notwithstanding the