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**LEARNING VOCABULARY THROUGH CROSS PLATFORM
APPLICATION «LINGUA LEO»**

Abstract. Up to now the effectiveness of such cross platform application as «Linguo Leo» has not been scientifically considered and investigated in terms of Kazakhstani learners at A2level. It is known to most foreign language learners that the acquisition of the vocabulary is a fundamental and important component in the course of their learning. Therefore, vocabulary instruction should be effective in order for learners to use the instructed words meaningfully. One reason for this fact is that students learn more when they are actively involved. Nowadays there are lots of different tools to expand one's vocabulary. The most commonplace one is dictionary. However, dictionary is not very popular among students as it sometimes takes too much time to look up for just one word. New time offers new technologies for new generation, like online dictionaries. However there is a need in supplementary tools to fulfill one's lexicon, And this research includes the implementation of innovative technologies into learning.

Key words: vocabulary, mobile learning, autonomous learning, Lingua Leo.

Аңдатпа. Осы уақытқа дейін «Лингво Лео» сияқты кросс-платформалық бағдарламаның тиімділігі Қазақстанда зерттелмеген. Лексикалық қор - шет тілін үйрену процесінде іргелі және маңызды компонент. Сондықтан, лексиканы зерттеу студенттердің күнделікті өмірде қолданылған сөздерді пайдаға асыру үшін тиімді болуы керек. Қазіргі уақытта сөздік қорын кеңейтуге арналған көптеген құралдар бар. Ең жиі кездесетін сөздік. Алайда, сөздік оқушылар арасында өте танымал емес, өйткені кейде бір сөзді табу өте ұзақ уақытқа созылады. Көптеген онлайн - сөздіктер, лексиканы оқып үйренуге арналған қосымшалар бар, олар оқу процесін қызықты етеді және тиімдірек болады.

Кіліт сөздер: лексика, мобильді оқыту, автономдык оқыту, Lingua Leo.

Аннотация. До сих пор эффективность такого кросс-платформенного приложения, как «Linguo Leo», научно не рассматривалась и не изучалась в Казахстане. Лексический запас является фундаментальным и важным компонентом в процессе изучения иностранного языка. Поэтому изучение лексики должно быть эффективным, чтобы ученики могли использовать изученные слова в повседневной жизни. В настоящее время существует множество различных инструментов для расширения словарного запаса. Самым обычным является словарь. Однако словарь не очень популярен среди студентов, поскольку иногда требуется слишком много времени, чтобы найти только одно слово. Существует множество онлайн словарей, приложений для изучения лексики, которые не только делают процесс обучения интересным, но и более эффективным.

Ключевые слова: лексика, мобильное обучение, автономное обучение, Lingua Leo.

Many authors have corresponding definitions concerning vocabulary. According to P. Hubbard [1] vocabulary can be determined as a powerful carrier of meaning. Furthermore, Diamond & Gutlohn [2] propose, that vocabulary is the knowledge of words and their meanings. This means that without establishing a strong vocabulary base initially, comprehension and employment of a language will not be obtained. In addition, the student should be able to recognize words, and know their meanings as well. Thereby, when a student is effectively able to distinguish and use a word in different situations, speak, write, pronounce the word well, she/he has the knowledge and meaning of that word.

However, some authors suggest more complex definitions about vocabulary. Nation [3] states, that vocabulary learning intimates knowing a word in the spoken form of the word and the spoken form can be recognized and understood it in and out of context rather than guessed at.

Additionally, B. Henriksen [4] states, that vocabulary learning is often determined as accurate conception which is operationalized as the capability to interpret the lexical items into L1, the capability to detect the right definition in a multiple-choice task, or the ability to give a target language rehearse. This means that vocabulary learning requires the capability to respond to words that students do not need to think about. The words just come into students' minds to be used in an effective and natural way. Even in a multiple choice task students respond to the multiple definitions of words and they know exactly the meaning of the words to be translated. So, when students have knowledge of a

word they do not take much time to think about the word, they just have to use the word naturally and appropriately.

In short, what the definitions above about vocabulary have in common is the fact that vocabulary learning requires not only word meanings knowledge, but it requires the practice of the words in the suitable context and in a natural way and also includes the relationship between new words acquired and the ones already acquired. Therefore, teachers should use strategies that teach the meaning of words in context and help students associate the new vocabulary learned and what they already knew and help students memorize the words and their meanings.

The influences of using pictures in teaching English vocabulary

Now lets look at some advantages of using pictures in teaching and learning vocabulary.

To improvement of the students' motivation

The improvement of the students' vocabulary is quite significant. The students' motivation to learn English is getting better when they are shown the pictures. The students are very enthusiastic to join the lesson, including answering the question and responding the teacher' explanation. Then, high motivation makes the improvement of students' vocabulary.

The attraction the Students' attention

Pictures are useful to focus the attention of the students on what the text says by helping him to imagine it. When using pictures, the students depend on the pictures and neglect to understand the context. When the students are attracted to the pictures, they will pay attention more to learning English. Pictures have an important function as aids to learning simply because they attract students' attention and help encourage them to focus on the subject in hand.

The memorization of new vocabulary

It is important to make sure that the pictures are not ambiguous; they should contain only what the word means. Using picture is an effort to help students to understand and comprehend something clearly and easily. However, teaching using pictures have an important role in the understanding of meaning. It means that using picture has an impact on the memorization of the vocabulary learning.

To make the teaching learning activity more interesting

Teaching English vocabularies by using picture is the process of making the students more active and interested in English class. The use of pictures could give an enjoyable situation in teaching and learning activity, as the students do not get bored in having English class. It could make the teaching learning activities run well. The explanation above shows that using pictures in the teaching English vocabularies is a good technique to improve the students' vocabularies. As the result, the score of English is increasing

well. It can make a conclusion that using pictures is necessary and effective in the teaching English vocabulary.

Autonomous learning of foreign language

As cited in DilekCakici's [5] article Henry Holec sees autonomous learning as a double process. On the one hand, it entails learning the foreign language; on the other, learning how to learn. Holec's definition entails that autonomous learners can freely apply their knowledge and skills outside the immediate context of learning. Thus autonomous learning extends beyond a school context: it is a life-long process of constantly developing awareness. Learning a foreign language is an interactive, social process. This aspect of learning is not taken into account in Holec's definition. The social aspect of learning entails a capacity and willingness to act independently and in cooperation with others, as a socially responsible person. This belief in the value of interdependent learning in classrooms and beyond led leading practitioners to view learner autonomy as "a capacity and willingness to act independently and in cooperation with others as a social, responsible person.

As cited in DilekCakici's [5] according to Phil Benson, «the key idea that autonomy in language learning has borrowed from constructivism is the idea that effective learning is active learning».

The term autonomy has been used in five ways as follows: 1. situations in which learners study entirely on their own, 2. an inborn capacity which is suppressed by institutional education, 3. a set of skills which can be learned and applied in self-directed learning, 4. the right of learners to determine the direction of their own learning, 5. the exercise of learners' responsibility for their own learning.

Three pedagogical principles may be suggested to express the characterization of an autonomous learner in language classroom: 1. learner empowerment, 2. reflectivity, and 3. appropriate target language use.

The use of technology in language learning

There are many different technologies that are successfully used in English learning courses from the traditional tape recorder or CD player, to interactive whiteboards, ICT, Web tools, mobile technologies and 3D virtual environments. It is impossible to list them all.

Mobile learning

Mobile technologies have not been integrated in any of the case studies explicitly, although they might have been used by the students to access online course materials, the internet and podcasts, but they are worth mentioning briefly here as they are more and more widespread and very relevant for many students, who often need as much flexibility as possible in their courses. The technology is readily available for no extra cost and ESP learners use them daily in their professional lives, mostly in the form of mobile or smartphones and iPods, but also in the form of tablet PCs such as the iPad, which means they do not need much training in how to use the technology itself. Many

students are frequent travelers with modern smart phones, they can use downtime, such as time at the airport, to go through learning material, listen to a podcast, leave a comment on a forum discussion, or reply to an email from their tutor (for example, with feedback on a task). There are more and more specific language tools available for learners, who can use these tools to practice grammar, note down and review vocabulary, look up words, etc. However, particularly for learners, the more interesting uses of mobile technology will be, as above:

1) For simulations of real work situations and

2) for accessing learning material, podcasts, and internet resources, wherever students happen to be and whenever they want to. As with any other technology, mobile technologies are most effective when they are integrated into a course rather than used haphazardly, so that students understand their value and see the relevance to their course.

Cross platform application *Lingua Leo*

Mobile devices, as well as tablets are often used in everyday life. This greatly simplifies learning a foreign language with the help of these devices, since there is a huge number of programs for these purposes. And all these programs can be used anywhere and anytime, since mobile phones and tablets are compact in size, which facilitates the use of them.

In October 2009 AynurAbdulnasurov, a young entrepreneur with a team of five developers, traveled to Koh Chang, Thailand to work on a personalized online service for studying English. In March 2010 the team came back to Moscow and launched a beta version of *LinguaLeo*. By May they had expended the initial investment of \$120,000, so development was put on ice for six months.

In November 2010 the team received \$200,000 from a group of private investors, and by May 2011 the service had grown to 90,000 registered users. In May 2010 the *LinguaLeo* team was listed among the top 10 Russian web development teams. In July 2010 the team won the BEAT-2011 contest. The service then reached a break-even point. By November 2011 it had 500,000 users.

In January 2012 *LinguaLeo* released its iPhone app. In March, two years after the launch, *LinguaLeo* had one million users. In May, the team released an application for Windows Phone. At that time the number of users reached 1.5 million, and *LinguaLeo* announced that it had raised \$3 million from the venture capital firm *RunaCapital*. In October 2012 it launched a mobile application for Android. In December 2012 *LinguaLeo* took first place in the Russian Startup Rating.

In February 2013 *LinguaLeo* launched its service in Brazil, and in the first half of that year the team released new versions of its iPad and Android tablet apps. In November 2013 the service announced that it had reached seven million users.

General description of the application

LinguaLeo - is a unique world where we have the opportunity to learn, improve, and also play and compete in learning of a foreign language. This app helps to solve the main problem in language learning — lack of motivation. The service uses the principle of playing games to gain the interest of learners, maximize enjoyment and pleasure, and inspire them to continue learning. To use this site, we can use the applications for iOS, Android and Windows Phone, as a web application for browsers Google Chrome, Internet Explorer, Mozilla Firefox. The educational site of LinguaLeo can be presented in two languages: Russian and English. At the first stage of work we must register. It should be noted that even a junior students can easily register by themselves. To enter the site, you can use your account from social networks, such as Vkontakte, Odnoklassniki, Facebook. After registration, Leo meets us. Leo is a lion (animated hero), who will accompany us during classes on the site. Every day it must be "fed ". The more tasks are performed, the faster the lion will be fed. This creates a certain incentive - caring for a lion. Training on this site can be paid and free of charge. If we still do not plan to spend significant sums, for English lessons, we will earn "meatballs". According to the definition given by the authors of the site «Meatballs» - a special game currency. One learned word in English is equal to one meatball. Thus, a free education process is being built at the expense of «meatballs». At the initial stage, Leo offers to talk about yourself, share your interests. The next stage, which the lion suggests, is the vocabulary definition. The learner is given a certain number of words, different levels of complexity, and he notes known and unfamiliar units. When the level of proficiency in vocabulary is determined, it is necessary to determine the level of grammar. The student is given a sentence in which both a noun and an auxiliary verb can be omitted. The task is presented in the test form, where you have to select 1 response from the 4 options.

Based on the definition of the level of knowledge, Leo defines an individual learning plan. Next is the definition of the goal. For example, I want to know a foreign language in order to be able to write, speak and understand English-speaking speech, films, songs. The process of learning on the site is accompanied by colorful design. Students can listen to music and watch their favorite movies using subtitles. Reading interesting material that are interesting for the student, you can select unfamiliar words, and then learn their meaning. The second section of the site is called courses. Courses - this is part of the site, where the material on grammar is offered. Here you can practice or study times, articles, modal verbs and much more. It should be noted that most of the lessons of the site are paid. Any course can be bought for meatballs or for money. The third section of the site - "Words and Phrases." Here you can find hundreds of English words on a certain topic and add them to the dictionary. The pictures serve for quicker memorization, because children are interested when the material is presented graphically. For example, we learn the word

"mom" and see a portrait of mother. The fourth section of the course is training. This is the central part of the LinguaLeo, where students practice the use of new words. The fifth section of the course - the dictionary. The Dictionary presents new and learned words from the passed course. Here you can measure the level of mastery of the topic in percentage terms. Just recently a new section of the Grammar appeared. Students learn English time, and their use in speech. Training takes place in a test mode. The seventh section of the site is communication. The section is intended for viewing the latest events in the news feed, as well as for dating and searching for new friends. For the convenience of training on the site LinguaLeo invented a system of pet satiety. When you train and add new words to the dictionary, you spend meatballs, which mean that the pet eats and grows. Accordingly, the level of knowledge rises, and we are one step closer to achieving the goal.

Vocabulary activities in the application

Since the activity on the site is mainly aimed at expanding the vocabulary, you have your own vocabulary, where you can enter words for repetition, after highlighting in the text (the translation is given immediately). Each word is given a picture (which, of course, helps memorizing) and pronunciation. In this dictionary, you can also group vocabulary by degree of study / unexplained. Very convenient for self-testing. The words that you remember are considered mastered and no longer appear in training, and those in which you were mistaken will be repeated again and again until you learn them.

There is a section "Courses", which consists of "Grammar courses" and «Video courses». The first courses are divided into sections on grammatical times (Present Simple, Past Perfect Tenses). There is an explanation of the use of this time with examples that you then practice on exercises. For every correct answer you get points.

The «Training» section allows you to choose the way to train the vocabulary of the vocabulary during the training. There are several ways, just choose a convenient one for yourself.

There are variety of vocabulary training tasks: translation-word; word-translation; savannah; listening; flashcards; word constructor; phrase constructor.

Translation-word: learner should find the right word from the answers.

Word-translation: one word is given in English and several answers in learner's L1. Learner should choose the correct translation of the word.

Savannah: it is similar to «word-translation» task, but it is time and life limited. There is a word coming down and 4 translations of the word, so learner has to show the correct answer before the word reaches bottom of the screen. If learner points to the wrong answer then he/she loses one life.

Listening: the word is pronounced, learner should write the correct word.

Flash cards: pictures and words.

There are a lot of other materials that are very useful and interesting. For example there are different songs with their lyrics, learner can press to the word in the lyrics and it shows the meaning. The same with the movies and other videos. You can watch the video and read the text written next to it. If there are unknown words, you can press on it and see the translation. Also learner can add unknown words from these materials into his vocabulary in order to train them after.

Conclusion

The modern educational process of teaching is characterized by the basic position of information and the functional use of well-known sources of the Internet network. Internet sources offer students a variety of electronic sites and training aids. The use of technology in education helps learners get the most from training by providing anywhere access to content. This makes training more relevant and self-directed than ever. It's a trend that reflects user preference, saves time, and engages the learner. The LinguaLeo is an excellent resource for beginners and continuing in learning English. Free registration is enough to fully engage in the study, using the numerous materials of the site. With its variety of means and receptions for learning foreign language gives a child the opportunity to become open to a different culture.

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