

Self-Studying Languages: Pros and Cons on the Example of Learning English

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Background. The world that we live in provides a great opportunity for easy communication with people from almost anywhere. The possibilities that knowledge of languages gives are almost endless, that is why almost everyone is interested in learning them and making it a skill that they can use in their personal and professional life. Nevertheless, there are quite different approaches to this matter: language learning is available through online language tutoring, traditional classroom setting, communicative approach and self-studying. The last one may seem the most unstructured and unserious, yet it allows one to create their own way of learning the language that will definitely be useful to them and can help in their professional environment.

Aim. The study aims to explore the pros and cons of self-studying languages, specifically English. By examining personal experience and comparing self-study with other approaches, the research will provide insights into how self-studying can be optimized for success. The analysis resulted in developing bingo cards called "Self-studying English".

Methods. Research methods include literature analysis, Internet searching and designing.

Results. Many people use textbooks and websites to learn languages as they offer a foundational base, however it is important to include technologies and modern forms of art and culture that allow a person to keep up with the times and get a hand of new idioms, slang and expressions. This means stepping beyond traditional study methods and embracing innovative ways to interact with the language, such as artificial intelligence tools, movies and TV shows, fanfiction, memes, etc.

Even though self-studying has challenges (lack of discipline, outdated information, difficulties with practicing speaking and listening), it can be a great way for some learners to enjoy the process. It is possible to overcome



Fig. 1. Bingo card



Fig. 2. Edition for Social Culture department students

these challenges by establishing a structured plan, using language learning communities for support and feedback and engaging in real-time conversations on various platforms.

Created bingo cards “Self-studying English” (Figure 1) can help to build an enjoyable, low-pressure environment, breaking the monotony of traditional study routines and sparking creativity in the learning process. These bingo cards provide an opportunity for learners to learn English in a playful and motivating way. Besides, the bingo cards also make it easier for learners to discover new ways to practise the language, such as using language apps, watching English movies, or reading books in English while having fun and staying motivated. These activities are designed to be engaging and varied, making self-study feel less as a chore and more as a series of exciting challenges.

One bingo card specifically includes activities that can be entertaining for a student of Social Culture department (Figure 2) such as “Watched a TED Talk about tourism”, “Joined an online forum discussion”, “Practised writing an email in formal English to a hypothetical international partner”, so that students can focus on the aspects of the language that are most relevant to their academic and professional goals.

Conclusions: Overall, self-studying English offers both exciting opportunities and challenges. It allows learners to adapt their language learning experience to their personal preferences and academic goals, making it a flexible and enjoyable way to improve proficiency. By using modern tools learners can be encouraged to learn while expanding their understanding of both formal and informal language use. The creation of bingo cards further enhances the process, offering a fun and engaging way to track progress and stay motivated.

Keywords: self-studying; learning languages; English; bingo card.

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