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INTRODUCTION

Learning a new language can be an exhilarating yet daunting endeavour, with the approaches required varying significantly depending on the age and developmental stage of the learners. When it comes to teaching a foreign language, there are notable differences between instructing children versus teenagers or adults. One stark contrast is that young learners tend to be more enthusiastic and livelier, driven by a desire to please their teachers rather than their peers. They eagerly attempt to showcase their skills, even without fully grasping the rules. However, children's interest and motivation can wane more quickly compared to older students.

In recent decades, the field of teaching foreign languages to young learners has expanded tremendously, prompting extensive research into effective pedagogical methods tailored to this unique age group. Numerous studies have highlighted the potential benefits of introducing children to new languages at an early age, such as enhanced cognitive development, improved problem-solving abilities, and increased cultural awareness.

This study delves into the works of prominent theorists like Jean Piaget, Lev Vygotsky, and Jerome Bruner, highlighting their insights on how children acquire language and construct knowledge. Piaget's theory of cognitive development posits that children progress through distinct stages, each with its own set of capabilities and limitations. Vygotsky's sociocultural theory emphasizes the crucial role of social interaction and cultural context in shaping language development. Bruner's work, on the other hand, focuses on the concept of scaffolding, where teachers provide temporary support to facilitate learning before gradually removing the assistance as the child becomes more proficient.

Vocabulary acquisition emerges as a pivotal aspect of language learning, regardless of the learner's age. As linguist David Wilkins aptly stated, "*Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed*". This is how the linguist David Wilkins summed up the importance of vocabulary learning. *If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost everything with words* (Dellar & Hocking (2000)).

Vocabulary can be defined in three ways: total number of words, range of words known to a person, and containing a list of words with definition or translation.

Vocabulary acquisition is an important part of language learning, but it has not always been responsive to specific problems and teachers have not fully recognised the large communicative advantage in developing an extensive vocabulary. For a long time, teaching approaches such as the

direct method and audiolingualism gave greater priority to teaching the grammatical structures. However, the advent of the communicative approach in the 1970s set stage of a major re-think of the role of vocabulary.

For English language learners (ELLs), vocabulary development is especially crucial. Native English speakers typically enter kindergarten knowing at least 5,000 words, while ELLs may have a substantial vocabulary in their native tongue but minimal English proficiency. ELLs face the dual challenge of building a foundation and closing the gap, as research suggests that an educated native English speaker may have a vocabulary of around 20,000-word families by adulthood.

Vocabulary knowledge, however, is not an all-or-nothing phenomenon. It encompasses various aspects, such as productive and receptive knowledge, spelling and pronunciation, derivative forms, and different shades of meaning.

Harmer (2003, p. 38) states that young learners respond to meaning even if they do not understand individual words. They often learn indirectly rather than directly, and their understanding is not only from explanation but also from what they see and hear.

Supeniati (2007, p. 1) states that young learners are children who will be enthusiastic if they are taught using fun activities or being involved in activities.

Lafever (2007, p. 27) states that young learners at transition level (ages 5-8) generally have characteristics like keen and enthusiastic, curious, and inquisitive, outspoken, imaginative, and creative, active, and like to move around, interested in exploration, learning by doing hands-on experience and holistic, and natural learners searching for meaningful messages.

This introduction aims to explore effective strategies for teaching vocabulary to young learners in foreign language classrooms, with a particular focus on the context of English as a second language (ESL). It will examine the unique characteristics of this age group, the importance of vocabulary acquisition, and the potential benefits of tailored instructional approaches that foster engagement and long-term retention.

Through a comprehensive review of relevant literature and empirical studies, this study seeks to identify best practices and innovative techniques that can be employed by educators to enhance vocabulary instruction for young learners. Factors such as the use of multimedia resources, gamification, and the integration of cultural elements will be explored, as well as the role of parental involvement and individualized learning plans.

Ultimately, this research aims to contribute to the ongoing discourse on effective language pedagogy, particularly in the realm of vocabulary instruction for young learners. By synthesizing theoretical frameworks and practical strategies, the goal is to provide educators with a

comprehensive understanding of how to design and implement vocabulary lessons that cater to the unique needs and learning styles of this age group, thereby fostering a solid foundation for lifelong language proficiency and cultural competence.

PART I
LITERATURE REVIEW

1.1. JEAN PIAGET. HIS THEORIES AND OUTCOMES.

Piaget (1896 —1980,) was a Swiss psychologist, believed that children take an active role in the learning process, acting much like little scientists as they perform experiments, make observations, and learn about the world.

Up until this point in history, children were largely treated simply as smaller versions of adults. Piaget was one of the first to identify that the way that children think is different from the way adults think.

Piaget differentiates two ways in which development can take place as a result of activity : assimilation and accommodation.

Assimilation happens when action take place without any change to the child; accommodation involves the child adjusting to features of the environment in some way. (Cameron, L. (2001). These two adaptive processes are different from each other, happen together, they both processes of thinking.

From a Piagetian viewpoint a child's thinking develops as gradual growth of knowledge and intellectual skills towards the final stage of formal, logical thinking. However gradual growth is punctuated with certain fundamental changes, which cause the child to pass through a series of stages.

STAGES OF COGNITIVE DEVELOPMENT

Piaget's theory identifies four stages:

1. The sensorimotor stage: The first stage of development lasts from birth to approximately age 2. At this point in development, children know the world primarily through their senses and motor movements.
2. The preoperational stage: The second stage of development lasts from the ages of 2 to 7 and is characterized by the development of language and the emergence of symbolic play.
3. The concrete operational stage: The third stage of cognitive development lasts from the age of 7 to approximately age 11. At this point, logical thought emerges but children still struggle with abstract and theoretical thinking.
4. The formal operational stage: In the fourth and final stage of cognitive development, lasting from age 12 and into adulthood, children become much more adept at abstract thought and deductive reasoning.

Some stages can be passed through by the child, some not.

The Piagetian endpoint of development was thinking that can manipulate formal abstract categories using rules of logic – is held to be unavailable to children under 11+.

These experiments have been criticised for being not being child-friendly, and underestimating what children are capable of.

1.1.1 THE PIAGETIAN THEORY FOR LANGUAGE LEARNING

Piaget's theory is that children are active learners and thinkers. They seek out intentions and purposes from what they see other people doing, and trying to understand others people's actions and language. Children are active or 'sense-makers', but their sense-making is limited.

Piaget thought that children adapt through experience with objects in their environment, which means the environment around the child provides the settings for development through the opportunities it offers . By this, we can think of the classroom and classroom activities as offering opportunities for learners and learning (Cameron, (2001).

Piaget's theories continue to be studied in the areas of psychology, sociology, education, and genetics. His work contributed to our understanding of the cognitive development of children.

He provided support for the idea that children think differently than adults and his research identified several important milestones in the mental development of children. His work also generated interest in cognitive and developmental psychology.

1.2 LEV VYGOTSKY. COGNITIVE DEVELOPMENT THEORY

The work of Lev Vygotsky (1896 – 1934) was a Russian and Soviet psychologist, has become the foundation of much research and theory in cognitive development over the past several decades.

Vygotsky emphasizes on how children learn through social interactions and their ability to communicate with their peers to acquire the cultural values in society.

While both Piaget and Vygotsky agreed that children actively construct knowledge. Vygotsky claimed that most of what children learn comes from the culture in which they live in. This indicates that language is the primary tool for social mentoring, as it provides the building blocks for thinking and, as the child grows older, it comes to serve as the most important tool of learning. (Huang, (2021).

However, he did not neglect the individual development. The development of the child's first language in the second year of life is held to generate a fundamental shift in cognitive development.

Vygotsky divides the early speech of infants and its development into outward talk and the talk that happens in the child's mind. They may use only words, but those words can convey whole messages.

Young children are often heard talking to themselves as they carry out tasks or play, which is called private speech. Vygotsky thinks that this private speech as a major transition point between social and inner speech. Private speech is a type of speech addressed to the self (not others) for the purpose of self-regulation. Thus, Vygotsky understood the significance of self-directed speech, while Piaget may view the private speech as egocentric or immature.

Vygotsky's theory is that children are active learners in a world full of people. These people play an important role in helping children to learn, read, talk while playing, asking questions. With the help of adults, children can do and understand much more than on their own .

Vygotsky explained the idea of Zone of Proximal Development (ZPD) by an example in which the adult helps the child with something the child is unable to do by themselves, in this case , putting the spoon in the food.

Vygotsky used the idea of the ZPD to give a new meaning to 'intelligence', rather than measuring the child's intelligence by what can they do alone, Vygotsky suggested, it was a better idea to measure by what a child can do with skilled help. Different children at the same point in development will make different uses of the same help from an adult. (Cameron, (2001).

In foreign language learning, we can imagine children listening to the teacher ask a simple question and being encouraged to ask something similar to the original example. One child may be able to use other phrases they have learnt previously. Another may be able to only repeat to original question, and another would have trouble repeating it accurately. In each case, the ZPD, or what the child can do with the help of the adult is different, this, Vygotsky suggested, is a more useful way to measure intelligence or ability.

1.3 JEROME BRUNER. LEARNING THEORY IN EDUCATION

Bruner (1915 - 2016,) was an American psychologist and educator, in his research on the cognitive development of children, he proposed three modes of representation:

- o Enactive representation (action-based) (0 - 1 year)
- o Iconic representation (image-based) (1 - 6 years)

o Symbolic representation (language-based) (7 years onwards)

Enactive (actions) – this appears first. It involves encoding action-based information and storing it in our memory.

Iconic (pictures) – where information is stored visually, in the form of images. This may explain why, when we are learning something new, it is often helpful to have diagrams or illustrations to accompany verbal information.

Symbolic (words and numbers) – this develops last. It is where information is stored in the form of a code or symbol, such as language.

THE IMPORTANCE OF LANGUAGE

Language is important for the increased ability to deal with abstract concepts. Bruner argues that language can code stimuli and free an individual from the constraints of dealing only with appearances, to provide a more complex yet flexible cognition. The use of words can aid the development of the concepts they represent and can remove the constraints of the “here & now” concept. Bruner views the infant as an intelligent & active problem solver from birth, with intellectual abilities basically similar to those of the mature adult.

READINESS

Bruner (1960) opposed Piaget's notion of readiness. He argued that schools waste time trying to match the complexity of subject material to a child's cognitive stage of development.

This means students are held back by teachers as certain topics are deemed too difficult to understand and must be taught when the teacher believes the child has reached the appropriate stage of cognitive maturity.

THE SPIRAL CURRICULUM

Bruner (1960) adopts a different view and believes a child (of any age) is capable of understanding complex information:

'We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development.' (p. 33)

Bruner (1960) explained how this was possible through the concept of the spiral curriculum. This involved information being structured so that complex ideas can be taught at a simplified level first, and then re-visited at more complex levels later on.

Therefore, subjects would be taught at levels of gradually increasing difficulty (hence the spiral analogy). Ideally, teaching his way should lead to children being able to solve problems by themselves.

1.4 BRUNER, VYGOTSKY, PIAGET

Both Bruner and Vygotsky emphasize a child's environment, especially the social environment, more than Piaget did. Both agree that adults should play an active role in assisting the child's learning.

Bruner, like Vygotsky, emphasized the social nature of learning, citing that other people should help a child develop skills through the process of scaffolding.

'Scaffolding' refers to the steps taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring' (Bruner, 1978, p. 19).

The term scaffolding first appeared in the literature when Wood, Bruner, and Ross described how tutors interacted with a preschooler to help them solve a block reconstruction problem (Wood et al., 1976).

The concept of scaffolding is very similar to Vygotsky's notion of the zone of proximal development, and it's not uncommon for the terms to be used interchangeably.

Scaffolding involves helpful, structured interaction between an adult and a child with the aim of helping the child achieve a specific goal.

The purpose of the support is to allow the child to achieve higher levels of development by:

- Simplifying the task or idea
- Motivating and encouraging the child.
- Highlighting important task elements or errors.
- Giving models that can be imitated.

Obviously, there are similarities between Piaget and Bruner, but an important difference is that Bruner's modes are not related in terms of which presuppose the one that precedes it. While sometimes one mode may dominate in usage, they coexist. Instead, he sees a gradual development of cognitive skills and techniques into more integrated "adult" cognitive techniques.

Bruner views symbolic representation as crucial for cognitive development, and since language is our primary means of symbolizing the world, he attaches great importance to language in determining cognitive development.

1.5 WHAT IS VOCABULARY?

According to Hornby (1974: 959), vocabulary can be defined in three ways: total number of words (with rules for combining them) which make up language, range of words known to a person and containing a list of words with definition or translation.

Similarly, Nunan (2003, p. 130-132) defines vocabulary in three ways: multi-word unit, word families and core meanings.

While Gardner in Adger (2002) states that vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured. It means that it relates to how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases. (Putra, (2022).

1.5.1. HOW IMPORTANT IS VOCABULARY?

Most learners, too, acknowledge the significance of vocabulary acquisition. However, vocabulary teaching has not always been responsive to specific problems, and teachers have not fully recognised the large communicative advantage in developing an extensive vocabulary.

For a long time, teaching approaches such as the Direct Method and audiolingualism gave greater priority to teaching the grammatical structures. The number of words introduced in such courses was kept fairly low. Those words which were taught were often chosen either because they were easily presented, or because they fitted neatly into the 'structure of the day'

The advent of the communicative approach in the 1970s set stage of a major re-think of the role of vocabulary. The communicative value of a core vocabulary has always been recognised, particularly by tourists.

Nevertheless, most language courses were (and still are) organised around grammar syllabuses. While vocabulary is a collection of items, grammar is a system of rules. Since one rule can generate a great many sentences, the teaching of grammar is considered to be more productive.

However, two key developments were to change things. One was the lexical syllabus, that is, a syllabus based on those words that appear with high degree of frequency in spoken and written English. The other was recognition of the role of lexical chunks in the acquisition of language and in achieving fluency. Both these developments were fuelled by discoveries arising from the new science of corpus linguistics. (Thornbury, (2002).

1.5.2. WHY LANGUAGE LEARNERS NEED VOCABULARY?

Academic comprehension will improve if the learners know the meaning of words. Words are building blocks of communication. When the learners have a great vocabulary, they can improve all areas of communication, namely: listening, speaking, reading, and writing. When students have a higher academic vocabulary development, they can digest a small proportion of unknown words in a text without taking their eyes off the text and can even derive the meaning of those words from rich contexts.

Besides, without some knowledge of vocabulary, neither language production nor language comprehension would be possible.

It is declared that there is importance of vocabulary: first, to be successful in learning acquisition, the learners should have much vocabulary. Second, vocabulary plays importance role in the four English skills. In listening ability, it gives ease for the learners to understand what the other persons speak. In speaking and writing, it gives chance to the learners to expand their ideas. In reading, it also helps the learners to comprehend the text easily. Third, the creation of words is a tool for increasing learning. It means that vocabulary is very important to improve the four language skills: listening, speaking, reading, and writing.

Thus, the teacher's approaches should be maximized in vocabulary learning in order to enrich the learners' achievement. At last, vocabulary instruction is not only as an excellent advance organizer but also must be taught in context. It means that the teacher cannot even begin to design techniques in the classroom without considering the contexts of learning. (Putra, (2022).

1.5.3. CHARACTERISTICS OF YOUNG LEARNERS

According to Harmer (2003, p. 38), there are some characteristics of young learner. First, the children respond to meaning even if they do not understand individual words. This means that they do not focus on the meaning of word per word, but they will catch the meaning of the whole sentence. Second, they often learn indirectly rather than directly. They will learn everything around them rather than only focusing on what are being taught. Third, their understanding is not only from explanation but also from what they see and hear.

Supeniati (2007, p. 1) states that young learners are children who will be enthusiastic if they are taught using fun activities or being involved in activities. It means that the learners will enjoy learning English if they are faced with fun condition which make them interested and enthusiastic. In addition, Lafever (2007, p. 27) states that young learners at transition level (ages 5-8) generally have characteristics like keen and enthusiastic, curious, and inquisitive, outspoken, imaginative and creative, active and like to move around, interested in exploration, learning by doing hands-on experience and holistic, and natural learners searching for meaningful messages. It means that they will learn well if they are involved in the process of learning. (Putra, (2022).

1.5.4 HOW MANY WORDS DOES A LEARNER NEED TO KNOW?

For English language learners (ELLs), vocabulary development is especially important. The average native English speaker enters kindergarten knowing at least 5,000 words. The average ELL may know 5,000 words in his or her native language, but very few words in English. While native

speakers continue to learn new words, ELLs face the double challenge of building that foundation and then closing the gap.

You may be surprised at how quickly a new ELL student can communicate verbally with peers but remember that there is a big difference between social English and academic English. Reading, writing, speaking, and understanding academic English happen in the classroom. Using a combination of the following strategies will help ELLs to close the gap.

A further major difference between first and second language vocabulary learning is in the potential size of the lexicon in each case. An educated native speaker will probably have a vocabulary of around 20,000 words, or word families. This is the result of adding about a thousand words a year to the 5,000 they acquired by the age of five. Most adult second language learners, however, will be lucky to have acquired 5,000 word families even after several years of study. (Thornbury, (2002).

This slow progress has less to do with aptitude than with exposure. The average classroom L2 learner will experience nothing like the quantity or the quality of exposure than the L1 child receives. It has been calculated that a classroom learner would need more than eighteen years of classroom exposure to sustain the same amount of vocabulary input that occurs in just one year in natural setting.

Moreover, the input that infants receive is tailored to their needs – it is interactive, and it is often highly repetitive and patterned – all qualities that provide the best conditions for learning.

1.5.5 NUMBER OF WORD FAMILIES

Let's next look at the scope of language knowledge among native speakers. According to Dr. Sebastian Wren, an expert in expert reading and literacy, the number of word families known by a typical American depends on several socio-economic factors. These include education, age and the amount of time spent reading per day. A regular reader spends about one hour per day reading.

Dr. Wren suggests these numbers:

- Low education and not a regular reader: 5,000-to-10,000-word families.
- University education, white-collar job and regular reader: 15,000 – 20,000-word families.
- Advanced university degree, professional, reads 2-4 hours a day: 25,000-to-30,000-word families.

1.5.6 NUMBER OF ENGLISH WORDS

How many words (not word families) are in the English language? Some people say the English language has about one million words. Does every native speaker know all of those words? No way. The total includes scientific terms and phrases that most people would never use or read.

Another Opinion: Dr. Sebastian's work seems to focus on reading skills. But what about speaking skills? Do ESL students need to know 5,000-to-10,000-word families to speak smartly?

Maybe not. Some sources suggest these ranges:

- 800 – 1000 words (not word families) is enough to have a basic conversation.
- 2000 words to survive the day in an English setting.
- 8000 words to have an intelligent conversation with a European.

But preoccupation with vocabulary size, however, overlook the importance of vocabulary depth. Vocabulary knowledge is not an all-or-nothing phenomenon, that is, a case of either knowing a word or not knowing it. Vocabulary size must consider productive and receptive knowledge. Then there is knowledge of spelling and pronunciation, of derivative forms and of different shades of meaning. Also, there is the degree of control over word knowledge: is the word readily accessible, or does it require prompting? Again, these different aspects of knowing suggests that the task of acquiring a functional lexicon is more complicated than simply memorising words from lists.

In the end, however, exactly which words a learner needs to know is a very personal matter. It is not easy either to predict learners' needs nor ensure that the words that have been selected for teaching will be learned. A good part of vocabulary acquisition must be incidental. Incidental learning is facilitated through exposure to language input, for example, in the form of extensive reading. Input from the teacher and from other learners is also an important resource for incidental learning.

PART II

VOCABULARY TEACHING TO YOUNG LEARNERS

2.1 EFFECTIVE STRATEGIES FOR TEACHING VOCABULARY TO YOUNG LEARNERS

There many strategies can be used by a teacher in teaching vocabulary to young learners. Here, there writer will show some of the strategies proposed by some experts. For example:

1. Using Picture

Picture relates to the object that cannot be brought easily into the classroom, so unavailable object in the locality can be represented by using picture.

2. Using Synonyms

Synonyms mean words that refer to more or less the same meaning of thing.

3. Using Antonyms

Antonyms refer to the opposite meaning of a specific object or thing. Mastering it will help learners to know new vocabulary.

4. Using Definition

Some words especially in advanced level can be taught by giving their meanings.

5. Using Demonstration

Demonstration refers to the actions done by a teacher.

6. Using Games

Games help to avoid the monotonous learning process. There are many games can be applied by a teacher such as cross word puzzle, guessing, and so on.

7. Using Audio/Visual

Many words can be more easily presented by a tape recording or video rather than the above-mentioned ways.

These strategies were presented by Manandhar (2009: 1).

Furthermore, Herrel in Henriksen (1999) proposes several effective strategies for teaching vocabulary to young learners. They are in the following.

1. Guessing meaning from context

To employ this strategy, there are many strategies that can be applied by a teacher in a classroom, namely:

a. Definition

A definition gives the meaning of words. A writer may use phrases or statements to define something. The key words used to provide a definition are:” are/is knows as,”” are/is described as,” and “are/is defined as.”

b. Restatement

The writer may use other words, phrases, or sentences to provide meaning of difficult words. The key words used in restating something: “in other words”, “that is”, “that is to say,” and so on.

c. Punctuation marks

The writer usually uses punctuation marks to describe the meaning of unfamiliar words. The writer will write unfamiliar words and then use punctuations, words, phrases or sentences to explain new words. Punctuation marks are- commas, “” inverted commas, () parentheses, ; semicolon and: colon. For example, Family members (siblings) should always stick together.

d. Examples

Examples help learners to understand the meaning of new words. The key words are “such as,” “like,” “for example,” “for instance,” and “is/are” are used by an author.

e. Contrast

Contrast shows the opposite meaning of new words. The key words are such as “but,” “instead of,” “even though,” “in contrast to,” “yet,” and “in spite of” are used by an author.

f. Similarity

The writer may also use signal words of similarity such as “like,” “similarly,” “in the same way,” “as,” and “just as”. g. Surrounding words, Words surrounding the new vocabulary might provide clues to the meaning of the new words. For example, “Children are too young to understand that swallowing gum can be dangerous”.

h. Background Knowledge

Experience and background knowledge about the text plays an important role in vocabulary comprehension. For that reason, it is important for teachers to do schema-building before learners read a text.

2. Teaching collocations

Vocabulary knowledge does not involve just knowing the meaning of a word in isolation but includes knowing the word that usually co- occurs with it. These words that co- occur with high frequency are called collocation, e.g., heavy rain, strong coffee but not powerful coffee, a brief discussion but a short man. Collocations help learners to define the semantic area of a word such as antonym, synonym, hyponym, and word formation.

3. Teaching word family

Development in lexical semantics and the mental lexicon have prompted the development of semantic field theory, semantic networks or semantic grid strategies which present and organize words in term of interrelated lexical meanings. A simple example of a semantic field is the set of kinship term such as father, mother, brother, sister, son, daughter, uncle, and aunt or the various body parts learned as a subset.

4. Recycling content

It means that if the learners are actively involved in processing the lexical item (intentional meaning), they are likely to remember it. It is therefore the teachers' responsibility to create meaningful contexts in which learners have the opportunity to recycle and reuse the vocabulary they have learned.

5. Keeping a vocabulary journal It is important for language learners to record the words they learn or encounter. Vocabulary journals can serve as a reference source in and out of the class. Once learners record the target vocabulary, it becomes easy for them to remember or use it.

6. Eliciting

Through this, the learners can call out or write the target word. This can be in the form of definition, antonyms, or synonyms. This activity enables the learners to express meaning and explore knowledge of the target vocabulary deeply.

7. Contextualization

The learners can learn to use the word in sentences through gap filling activity, story-building or role- playing activity.

8. Labelling

Here, the learners can label various parts or objects in class. This activity can be extended at home or immediate environment.

9. Personalization

This process is also known as deep- processing. The learners can visualize themselves doing a specific activity relating to the target vocabulary, e.g., Learners imagine themselves rowing a boat. So, the target vocabulary is the word 'row'.

10. Learning vocabulary by identifying productive pre-fixes and post-fixes Learning the most common productive pre-fixes and post-fixes can enable learners to understand a thousand other academic words, which use one or more of those word parts. Word part clues are highly memorable because they are simple to understand, e.g., the word bi means 2 and anti means against.

11. Association

Learners can learn to associate the new vocabulary or target word with something they already know or something that is meaningful to them.

12. Semantic mapping

This strategy can be used to motivate and involve students in thinking, reading and writing. It enhances vocabulary development by helping them to link new information with previous experience. This is done by making an arrangement of words in a picture, which has a key concept at the centre and related words and concepts linked with it.

13. Categorizing words

It can be done by asking the learners to categorize words. Categories can include action verb-to run, run on gasoline; nouns-knight, night; auxiliary verb-will- future tense, a will, be, bee; adjectives-round, round of applause; and prepositions-in, to, two, too.

2.2. LEARNING THEORIES FOR ONLINE EDUCATION

Distance education as a generic term used to define the field or distance learning is a mode of delivering education and instruction, often on an individual basis, to students who are not physically present in a traditional setting such as a classroom. Distance learning provides "access to learning when the source of information and the learners are separated by time and distance, or both.

Digital learning platforms such as Zoom, Teams, Google Classroom and others have emerged as a way out from the blockade forced by pandemic. New learning opportunities has completely changed the nature of learning in all educational levels by providing necessary resources for students and educators all over the world with its advantages and disadvantages.

The same is true for online education as it is for teaching in general, where no single learning theory has developed. Many theories have developed, the most of them are derived from the main theories of learning that were previously covered. Several theories will be looked at in this section to see if they make sense in an online setting. (Picciano, (2017).

If they are designed correctly and managed with updated equipment and technology, and a supportive administration and tech team, online courses can benefit students, professors, and institutions.

- They help students in the United States and other countries who may not normally obtain a degree or remain in school complete schooling. Students can also “travel” virtually around visa, cost, and other difficulties.
- Online courses allow persons with mobility, hearing, sight in some cases, and other physical challenges to continue their education from comfortable locales and using the Internet at their own pace and in ways that address their needs.
- Distance Education benefits students who work full time or more than forty hours a week, especially those who must travel for a living and/or are serving the military.
- Online education also creates bridges between communities and cultures. Persons of several generations, ethnicities, linguistic abilities, and educational to occupational backgrounds can be in a class discussion together and share a discussion around a study question.

As for the disadvantages of distance learning, currently it overwhelmingly exceeds the advantages:

- Many sources inform about improved student attendance as classes can be attended from any location if equipped with required technology. Accordingly, there are slight chances for students to miss lessons. However, internet connectivity remains one of the key challenges of online teaching and remote areas are difficult to fully reach due to breaks in internet connection and attendance is not regular in those areas.
- Staying focused on the lesson through the screen is another factor affecting online learning. There are many opportunities for students to be distracted by social media and criticizing teachers for not teaching interesting and attracting enough would be unfair and ineffective. Another problem with staying connected and focusing on the screen is potential health problems both for students and teachers, particularly for schoolchildren.

But what does online learning or distance learning mean for elementary school students?

Elementary school students who still need guidance from both parents and teachers, as well at their young age, are considered not mature enough with their mental age if they are allowed to use their online learning tools, in addition, their learning ability is not enough to be able to learn all fields of study. While the learning objectives themselves are one aspect that needs to be considered in planning learning.

Online Learning has the following advantages:

- E-moderating facility where teachers and students can communicate easily through internet facilities on a regular basis or whenever the communication activity is carried out without being limited by distance, place, and time.
- Teachers and students can use structured and scheduled teaching materials via the internet.
- Students can learn to review teaching materials at anytime and anywhere if needed considering that teaching materials are stored on the computer.
- If students need additional information related to the material they are studying, they can access it on the internet.
- Both teachers and students can conduct discussions via the internet which can be followed by a large number of participants.

Disadvantages of online learning

Online learning is also inseparable from various shortcomings, here are the shortcomings of online according to Nur Hayati (2016), namely:

- Lack of interaction between teachers and students or even between students themselves, can slow down the formation of values in the teaching and learning process.
- The tendency to ignore academic or social aspects and instead encourage business or commercial aspects.

- The process of learning and teaching tends towards training rather than education.
- The changing role of the teacher from previously mastering conventional learning techniques, is now required to master learning techniques using ICT (Information Communication Technology).
- Students who do not have high learning motivation tend to fail.
- Not all places have internet facilities (related to problems with the availability of electricity, telephones, and computers).

There are 4 keys so that distance learning (online) can be meaningful and fun learning for students (John Enggar Mustusilo, 2020), namely:

1. The teacher's ability to use technology

Technology as a medium of learning technology with presentations via Zoom, assignments via Google Classroom, pre-test or post-test with Quiz, project assignments using Google Drive, interactive presentations with Peardeck and others. This must be mastered and done to transfer knowledge to students in an interesting and effective manner.

2. Planned and effective learning

Presenting planned and effective learning within time constraints. This can be done by preparing a quality lesson plan and arranging detailed learning steps. Teachers and students can set learning goals according to the availability of time and choose the material to be delivered with precise and accurate steps, teachers are also required to manage time well.

3. Unite students' perception and concentration.

This is about how teachers can unite the perception and concentration of students who are far apart. This can only be done by a teacher who has a clear vision of learning and is able to form an inner bond with students by carrying out their roles as motivators, facilitators, mediators, and communicators.

4. Strengthening student character

The strengthening character can be done by conveying a message to be a tough child considering that the community is being tested physically and mentally due to the spread of Covid-19 which has an impact on student learning to be completely limited in communicating, interacting, and being creative. (Ramadhani, (2022).

2.2.1 DISTANCE EDUCATION AND VIDEOCONFERENCING CLASS

The videoconferencing class consists of a 'presenting site' with a lead/course teacher and a 'receiving site' with a teaching partner or a teacher assistant as well as students (Mason & Davis, 2000).

Synchronous and Asynchronous Instruction

As it is known, there are two types of distance learning delivery system: synchronous instruction and asynchronous instruction. The synchronous instruction requires real-time communication between a teacher and students, whereas the asynchronous instruction does not. Students can study their lessons anywhere and anytime at their own pace.

Student Interaction during their Videoconferencing Class

According to Mason and Davis (2000), when videoconferencing is broadcast live, it is possible that student interaction could happen among their classmates on site, their classmates at the other receiving sites, their course teacher, and their teacher assistant.

Student Interaction during their Videoconferencing Class

According to Mason and Davis (2000), when videoconferencing is broadcast live, it is possible that student interaction could happen among their classmates on site, their classmates at the other receiving sites, their course teacher, and their teacher assistant. (Chaturongakul, (2018).

2.2.2 HOW TO TEACH VOCABULARY ONLINE

The use of technology in education has grown crucial in the current digital era. Young learners can learn vocabulary through the use of well-designed educational applications and online resources. These online tools frequently use interactive games, tests, and multimedia components to keep kids interested while teaching them new words.

To enable students to learn English vocabulary in an innovative way, teachers must find the most effective method to teach it, such as teaching through digital tools (Alamr, 2019).

While teaching vocabulary online, the trick is to strike the right balance between technology usage and offline teaching methods. Teachers must make sure that their students don't get too overwhelmed by the technology aspect. The lessons should be fun, interactive, and creatively stimulating for the students.

The online medium is great for teaching vocabulary. You can motivate students to keep practising and exploring various digital tools to expand their vocabulary.

Since students these days spend a lot of time online anyways, it's an added incentive.

2.2.3 USE GOOGLE SLIDES

Using Google Slides is a great way to make your online vocabulary lessons engaging.

Students can be made to learn visually by having the visual representation of the word incorporated into slides. For example, the word and its definition along with a photo representing the word could be included as the background. A storyboard around a few words (that students must learn) could also be created and the story depicted using Google Slides. The use of background narration and perhaps some music will add dramatic effect, helping the words to be remembered by students without even noticing that they are studying.

Google Slides is considered a great strategy for asynchronous online learning to be encouraged among students. It would be easier for new words to be remembered and used in real-life contexts by them since the words are being explained through visuals and narrative. The vocabulary won't have to be memorized by them.

Students could also be taught to create simple Google Slides and be given the task of creating one to represent a word. This will enable the words to be better understood by them through the contexts and visualization being created themselves.

2.2.4 TEACHING THROUGH ONLINE VOCABULARY GAMES

Students can be allowed to have fun with digital learning by being given access to online vocabulary games.

Making new quizzes does not even necessarily need to be done because ones that have been pre-made can often be found online and are hosted on certain vocabulary websites. Games such as picture-word matches, word scrambles, crossword puzzles, and word-creation challenges (to create as many words as possible from a certain number of letters) can be chosen from. A good idea is for students to be informed about these sites in live teaching sessions and for these to be bookmarked for their independent practice.

Vocabulary games can also be created, and the students can be made to play those in online teaching sessions through Zoom or Google Hangouts. These would be the same games that would be used in a classroom setting. Having students learn this way in an online setting would make them feel like they are in a vibrant offline environment.

These games can easily be played by having your screen shared with the students. For example, a game where students are given instructions to grab an object can be played. They can be given specific instructions like being asked to grab something solid and opaque. This would make students have a lot of fun as they get away from the screen and go around their homes grabbing objects! In the process, new vocabulary gets to be learned by them. It's a good idea for this game to be scheduled at the end of the class, or else students may be too distracted to do anything else.

2.2.5 TESTING WITH GOOGLE FORM QUIZZES

One of the advantages of using technology for vocabulary teaching is the ability to monitor and assess students' progress easily. Many digital platforms provide detailed reports on each student's performance, including their strengths and areas that need improvement.

Both instructors and parents may find value in these progress reports. They allow teachers to modify their lesson plans in accordance with each student's needs, and parents may monitor their child's progress and provide assistance as needed by staying informed about it.

Simple quizzes created using Google Forms can be a great resource for teaching vocabulary online. Google Forms, which is free to use, can be considered a great online resource for educators.

Students could be given a short quiz to complete at the end of each live teaching session. Quizzes are a great strategy for the vocabulary level of students to be assessed and for them to be made to apply whatever they've learned conceptually.

One of the perks of Google Forms being used is that they are easy to grade. In fact, grading is basically automated. If there are many students using the same form, it can even be seen what questions were most difficult.

Students could also be taught to create their own self-grading quizzes using Google Forms and test each other in their spare time. (Wills, (2023).

One significant advantage of technology in vocabulary teaching is the ability to personalize the learning experience. Many apps and platforms adapt to individual learners, providing customized content and pacing. This personalization ensures that each child receives the appropriate level of challenge, preventing frustration and boredom.

Additionally, technology allows for the integration of multimedia elements, such as audio pronunciations and interactive visuals. These features can enhance the understanding and retention of vocabulary words, making the learning process more engaging and effective.

PART III

EMPIRICAL RESEARCH ON TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS ONLINE

3.1 EMPIRICAL RESEARCH ON TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS

A questionnaire with 14 questions for teachers was created for this work. It was filled out by people who teach or have taught elementary school students-

The questions included were the following:

1. How do your elementary school students approach vocabulary learning?

Varied responses were obtained for the first question. It was frequently mentioned that students in the lower grade levels are initially perplexed as they do not comprehend the circumstances and are uncertain how to approach unfamiliar words presented before them. The instructors of these pupils attempted to resolve this issue by devising engaging ideas, such as incorporating songs and games containing these new words, or utilizing cards and pictures, enabling the children to both hear and visually perceive the words.

Some respondents indicated that the pupils are rather enthused and motivated upon seeing/hearing the new words and are prepared to learn them.

2. How do you check that your students have definitely learned the words practiced in the previous lesson?

For the second question, the majority of respondents favoured the use of mini-tests and worksheets to assess whether the pupils had genuinely acquired the new vocabulary, stating that this approach proves remarkably effective.

3. What number of words do you teach your elementary school students to learn?

Regarding the third question, the number of words varied. It truly depended on the specific class being taught at the time, but generally, the respondents aimed to teach at least 4 to 10 words per class session.

4. How many words can the students reliably learn from one lesson to the next? Are your students struggling to learn a lot of new words?

As for the fourth question, the responses were consistent. Pupils exhibited no difficulty in learning between 4 and 8 words.

One response was obtained wherein the respondent lamented the effects of online learning, which had caused their students to experience difficulties with word acquisition. Consequently, the number of words their pupils could now learn had diminished to 2 or 3.

5. What methods help your students to pass on and understand new words?

For the fifth question, instructors predominantly chose Total Physical Response (TPR), games, flashcards, memory games, and rhymes as their methods for word instruction. They further elaborated that as teachers, we must always communicate in a manner that enables pupils to comprehend us and grasp what is being conveyed, and not in some complex technical language, which is, evidently, a criterion for vocabulary teaching in elementary school.

6. How effective are these methods?

Regarding the sixth question pertaining to their chosen method's effectiveness, the responses were predominantly "*Quite effective*," "*Highly effective*," "*Mostly effective*," and "*For me, 9 out of 10*."

7. Which method was the one that didn't work? Did it not work in one or more classes, or even for some students?

For the seventh question, a variety of answers were obtained. Some teachers did not recollect the method that had failed them. Others stated that simply reading the words or writing them down had proven ineffective, as the pupils found this method tedious.

Some respondents specified their answer, stating: "*Sight words, since it does not teach the meaning of the words, only their recognition and pronunciation (yet it is effective if pronunciation development is the objective)*."

"The blank word cards were disliked by students because they could not associate them with something."

8. Is writing their own dictionary mandatory for the students? 9.If so, how often do the children take their dictionaries out in class?

Surprisingly, the use of dictionaries for pupils was not mandatory for every teacher. Some affirmed that it is preferable for pupils to write their own dictionaries and bring them to school for every class, while other teachers did not make it compulsory, allowing pupils to choose whether to write one or not.

In some teachers' classes, pupils were free to use their dictionaries as they pleased, while others used notebooks.

However, there were, of course, teachers who mandated the writing of a dictionary and required pupils to use them in each of their classes.

10. How do you deal with students who have difficulty memorizing words?

For pupils who experienced difficulty memorizing words, as per the tenth question, different teachers had various remedies for the problem.

The majority found that time was the best solution. They stated that revisiting the same words repeatedly helps students memorize the words they struggle with. Some added care and paying special attention alongside time and advised the same, but also cautioned against excessive concern.

Some suggested incorporating word games or songs containing the difficult words.

11. How do you get your students to use the new words in later lessons?

For the eleventh question, the most helpful things that assist them and the pupils during word learning were answered, such as:

"I give them different tasks in which they should use the words."

"I create situations related to the lessons."

"Maybe I ask a question, and they can only answer with this kind of word or phrase. It's similar with the yes/no answered questions. "

"I bring to the class exercises with new words. "

"They create sentences orally during the conversation."

12. What percentage of the learnt words do your students use later?

Regarding the percentage of words that pupils will remember, as per the twelfth question, the answers varied greatly. 20-25% was stated, with one respondent being assured that their students would recollect these words in the future. On a scale of 1 to 10, it was said by a respondent to be at least a 4 or 5. A few stated all of them, as the teachers endeavoured to revive the words studied in every lesson.

13. Do you use any tools or games with the students when learning words?

Agreement can be reached that teachers tend to think alike. In the thirteenth question, when inquired about the tools they employ to aid pupils in learning new words, numerous similar answers were received.

14. How do you think it could be achieved that students learn new words more effectively?

For the fourteenth question, concerning how to achieve pupils learning new words more effectively, many different answers were obtained. One respondent stated that opening an English language classroom in their school would help motivate the pupils, as it could be decorated with various items connected to the English language, which might pique the interest of the young ones.

It was said by some that motivation could be maintained through enjoyable games and activities while expanding the pupils' vocabulary, since children love to play.

One mentioned that introducing new tools and teaching aids might prove effective.

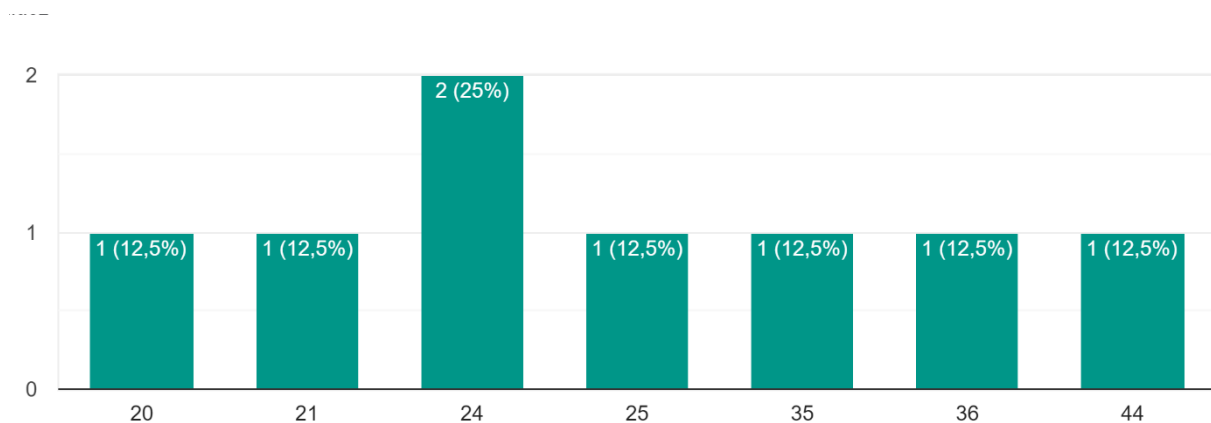
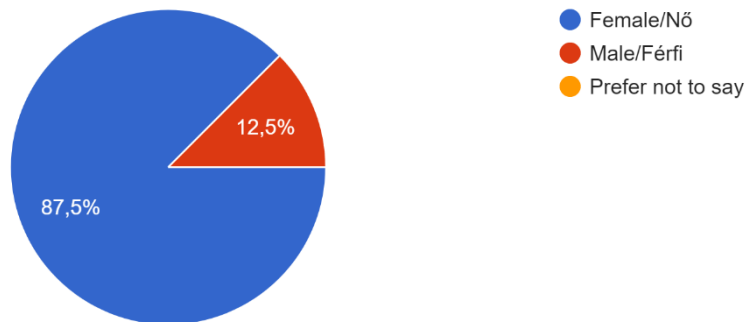
3.2. EMPIRICAL RESEARCH ON TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS ONLINE

The research questionnaire consisting of 14 questions was completed by educators who carried out their teaching activities within classroom settings. However, the focus of this work is the research that was completed by educators who conducted their lessons online. The questionnaire was anonymous and was sent online.

The questionnaire consisted of 24 questions that were the following:

The research was initiated with the questionnaire being compiled, after which it was distributed through an online platform.

1 – 2. – Inquires about the person’s Age and Gender.

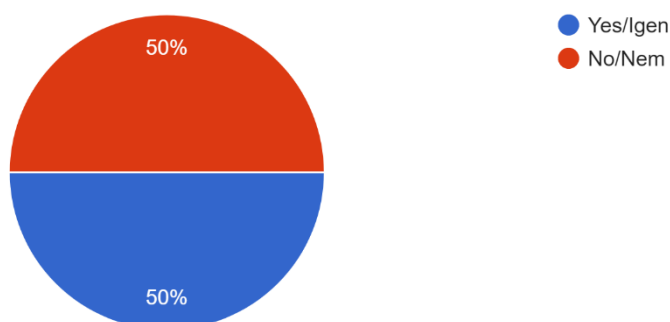


As can be observed from the graphical representations, differences in age and gender among the participants will be evidenced by variations in their responses to the subsequent questions.

3. At which educational institution did you receive your degree?

The degrees were obtained by the participants from different educational institutions, although some institutions were attended by multiple participants. The Answers included: Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education, Uzhhorod National University, and one participant have not yet got their degree.

4. Was teaching English your desired career path? If your response to the previous question was NO, what factors influenced your decision to become an English teacher?



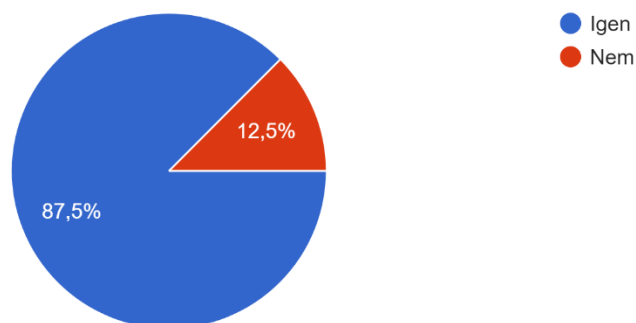
While enjoyment in the profession of educating was expressed by half of the participants, the other half did not share this sentiment, as evidenced by their respective responses.

"I was asked to teach English for some months because of an illness of the main English teacher at school.....and I liked it very much"

"When I started my degree, I did not want to become a teacher since I don't have a lot of patience towards children/other people, so I knew from the start that I will 100% not become a teacher in the future. My goal with my degree was to learn English on a higher level and overall, just acquire the language so I can use it in the near future because nowadays English is basically spoken in every country around the world. I also thought about becoming an interpreter".

"Although the English language is becoming more and more important these days, there are still not enough English teachers in educational institutions. This situation created the situation for me to teach in high school."

5. Do/Did you like your role as an English teacher, particularly in instructing elementary school students? If your response to the previous question was NO, elaborate on that.

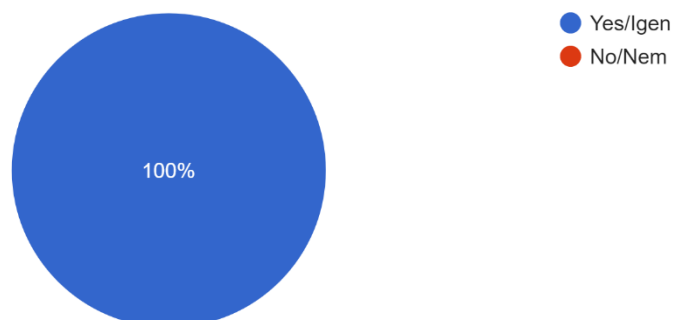


Educating elementary school students was an enjoyable experience for the majority of the participants. However, a lack of patience toward the pupils was cited as the reason by a few for whom this was not the case.

6. How many years of experience do you have in the field of teaching English?

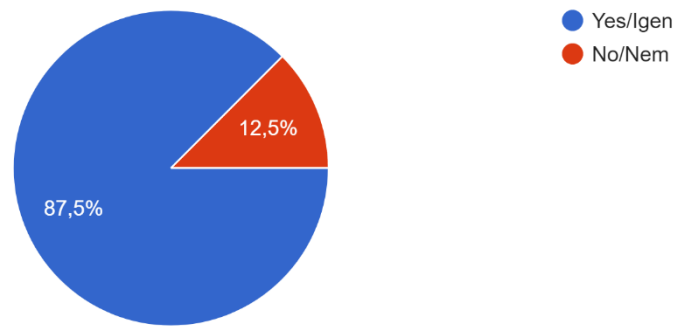
The length of experience among the participants varied, ranging from half a year to 1.5, 2, 3, 10, and 22 years. It was stated by one of the participants that they did not have any prior experience apart from the mandatory teaching practicum they had to complete.

7. Did you teach English vocabulary to elementary school students?



The organization of most language courses has traditionally been centered around syllabuses focused on grammar. Whereas vocabulary is a compilation of individual items, grammar constitutes a system of rules. Since a single rule can generate numerous sentences, the teaching of grammar has been viewed as more productive. However, time was still dedicated by the participants to teaching vocabulary to elementary school students, as it is shown on the graphical icon.

8. During the pandemic, were you teaching English through online platforms?



As depicted in the graphical representation, online platforms were utilized for teaching purposes by the majority of participants during the pandemic period.

9. How did students in lower grades approached vocabulary learning before the pandemic/transitioning online?

Varying answers were provided by each participant to this question. Some of the responses included:

"They preferred online learning to classroom classes."

"They liked learning new words, I tried to make it interesting for them."

"It is not an easy thing to teach vocabulary in lower grades, but if you use different interesting methods and tools, it will work successfully. "

"I think they enjoyed it, especially if the teaching was interactive and not just the boring vocabulary learning."

"They were enthusiastic and motivated."

"Unfortunately, I cannot give an exact answer to this question, because when I first started teaching, a few of us were involved in the pandemic. But in my experience, they were distracted and difficult to engage, which only made the situation worse. Especially for smaller ones."

10. How did your young learners adjust to the transition to online learning?

Transitioning to online teaching requires careful planning, flexibility, and adaptability. As anticipated, the transition from classroom-based learning to online learning was found to be quite challenging. Without direct supervision, pupils may struggle to stay on task and manage their time effectively, especially for young learners, a sentiment that was reflected in the responses provided by the participants.

"Mostly positively"

"Sufficiently"

"At first it was not easy for them, but after a while they started to enjoy online lessons as well. "

"It was very difficult at the beginning; they needed a lot of time to understand how they should work in the future. "

"It was quite hard, but because the online lessons continued to be as interesting as the offline lessons, there was no problem. "

"They joined regularly as their parents supervised them. Although their activity visibly decreased and they mostly followed the class silently. They spoke more than once when, for example, reading was discussed. "

"It was a bit difficult for them to join in for online lessons as they were not familiar with platforms like Google meet, but they could use websites like liveworksheets.com and YouTube so they could easily complete homework in online form, if they had the appropriate equipments at home (internet connection, laptop etc.)"

11. What instructional strategies did you first employ to effectively teach English vocabulary to elementary school students in an online environment?

When teaching elementary school students online, educators should incorporate a variety of instructional strategies to engage students, promote active learning, and address diverse learning needs.

"I used flashcards, and we also watched some short cartoons and movies. "

"Since we are talking about small children, we recorded them in writing and then practiced the words using games (even online) "

"It was very important for us that we could see each other through the camera and of course games helped a lot in learning vocabulary. "

"I used the pictures from their textbooks, games, short videos, some cards. "

"YouTube videos, interactive tools (ex. jamboard), pot's, music, flashcards"

"I tried to make it more interesting with videos, games and pictures. "

"Learn the words that you could see in the video. "

"Do the worksheets connected to the material. "

By integrating these instructional strategies into online teaching practices, the participants tried to create meaningful and engaging learning experiences that promote and support the academic growth of elementary school students.

12. Which of these instructional strategies did not produce effective results?

Some educators may resist or struggle to adapt to the demands of online teaching, clinging to traditional teaching methods and practices, and some educators may struggle to effectively utilize online platforms and digital tool, hindering their ability to create engaging learning environment. Educators transitioning to online teaching encounter various challenges and make mistakes as they navigate this new learning environment. The participants listed a few strategies which did not produce positive effects:

"Only learning words by dictating them and writing them to their copybooks. "

"The coercion. "

"I only used what I knew would interest them and keep them engaged in vocabulary development."

"Pictures from their textbooks, cards. "

"Everything was effective. "

"Some games caused difficulties for the students and did not bring the expected interest. "

"It was hard to determine as children were basically learning alone at home and used internet resources for writing homework and tests. "

13. Would you please provide a detailed description of the strategies that proved to be effective?

By recognizing the common mistakes and proactively addressing them, educators can enhance the quality of online teaching. In addition to encountering these challenges, efforts were made by the participants to address and rectify them in order to achieve the most effective results possible.

"Children learn better with visualization. "

"Little ones like the most colourful and playful way possible. We should not specifically aim for teaching, but rather for development, dare to put together sentences of 2-3 words, word cards, repetition and practice of words are very good for this. Online games are very suitable for attracting their attention, as I wrote, they should be colourful, interesting, and usable. "

"I used different online games. "

"I used some games where pupils should repeat the new words several times, I looked for some short videos where they could see and hear the new words in context. "

"Using jamboard was really effective. with the help of it you can create different exercises for the students and together they can solve the exercises. it is interactive and easy to use. "

"I asked questions about the picture I saw, which we slowly described. I tried to lead them to the word to be learned, which we then tried to repeat in English. The videos were effective as we could

listen to and sing the words together several times. Of course, related to the topic. Then we analyzed what we saw together and repeated the words in chorus. "

"It's hard to determine because many times it was the mom or dad who did the homework instead of them. "

14. What measures do/did you take to accommodate different learning styles and abilities when teaching English vocabulary to elementary students online?

Accommodating different learning styles and abilities when teaching elementary students online requires intentional planning and the usage of various strategies. Differentiating tasks by giving options for different levels of difficulty or allowing choice in activities can meet the needs of students with diverse abilities.

Using a multimedia approach with visual, auditory, and interactive elements, combined with differentiation strategies, can help engage elementary students with different learning preferences and skills when teaching vocabulary online. The online format provides opportunities for innovative instructional methods if leveraged effectively.

"Elementary students learn better with the help of pictures. They memorize what they see. "

"If I want to teach children according to their own abilities, I give number tasks individually or in small groups. Since they are small, the tasks should not be too complicated. The online form can also vary. There are times when we hold the class via video call, but we also call it an online form if I send some material to the children, which they have to transcribe and practice using, for example, a game. If the class is held via video call, they should be encouraged to be active. "

"You should set the rules first. Interaction is very important even when learning online. Seeing each other is also important. And thanks to the internet you can use online games, show presentations, pictures, videos. "

"I had to pay attention to the usage of colourful materials, interesting way of presenting the new vocabulary. "

"I try to find something related to both the topic and their interests. Also, sometimes I tried to include 1-2 games for relaxation or also for learning purposes. "

"I had to rely on Internet resources such as liveworksheets, learnenglish kids, English sing sing, wordwall, simple English etc. "

15. How did you manage to create a supportive and interactive online learning environment for teaching English vocabulary to elementary students?

Varied approaches towards fostering a supportive and interactive online learning environment were proposed by the respective participants, as evidenced by the following results:

"I asked their opinion, also used some Wordwall games."

"The supportive and interactive environment is the teacher themselves, especially if they are creative."

"I think parents are as much important as elementary students when we speak about online learning, and as for me, online games helped a lot."

"Using some video lessons helped me a lot, what the pupils could see not only once but a lot of times."

"We always started the class with a short conversation to make everyone feel comfortable. For example: How are you? how is the morning Do you like today's weather? Did you have to do a lot of homework today? Are you expecting something exciting today? Of course, you have to be careful with these, because the little ones tend to tell long stories and repeat what they said several times."

16. Can you share any examples of interactive activities or games that you use/used to engage elementary students in learning English vocabulary online?

"Many games are useful on the Wordwall platform."

"Nowadays, the Internet provides many options for choosing games, one of the most used options is wordwall. However, let's not forget that they are still small children, who also need parental supervision, as they still really know how to use computers or how to use the phone, which enables the successful use of certain apps."

"Wordwall, online crosswords"

"British council games: school run, animal band quiz, story maker, fantasy run, magic monkey"

"jamboard, youtube videos, songs, interactive online games, flashcards, ppts"

"As I already mentioned, the videos were like that. Once or twice, we practiced vocabulary and concluded a topic with the help of the jamboard. The student who signed up and correctly said the name of the given picture in Hungarian and then in English could color that given picture, sometimes I tried to come up with rewards, but it was significantly more difficult in online conditions."

"Online hangman, activity, listing game."

17. Have you experimented with any technology tools or applications specifically designed for teaching English vocabulary online, and if so, what has been your experience with them?

In response to this question, the participants reiterated examples previously provided. While some had not explored the utilization of technological tools or applications purposefully designed for teaching online English vocabulary instruction, others had implemented such resources and proceeded to recommend them.

"Wordwall, Kahoot, YouTube"

"Doulingo"

"They're very useful, younger learners enjoy using them. "

"No, I have not. "

"no"

"Yes, with some, but you have to experience which class is more prone to it."

"Yes, and they are typically of good quality. I would recommend liveworksheets, english worksheets, wordwall, Kahoot! (but this is for primary learners). "

18. How do/did you provide feedback on students' progress in learning English vocabulary in the online environment?

Teachers may struggle to assess student learning effectively in an online environment, leading to insufficient feedback and assessment practices. Implementing formative assessment strategies and providing timely feedback are essential for supporting student progress. The online setting enables innovative feedback methods like embedded comments on digital work, video screencast feedback, or even projected future learning pathways based on current mastery levels using educational software. Here are the methods, the participants used to assess the students' progress:

"We gave students grades."

"E mail - ben"

"I asked for a screenshot of the given games, maybe if it was done orally, I could see how well they were able to memorize and use the words. "

"It was something new that we tried during the online learning, but it was interesting for everyone that we could try different learning /teaching methods."

"I have just prepared some tests for them or some games. "

"For example, if 2-3 words were hit and memorized, then. "

"Comments like brilliant, well done, not bad, try harder."

19. Have you encountered any challenges specific to teaching English vocabulary online to elementary students, and how have you addressed them?

Teaching English vocabulary online to elementary students presents unique challenges that educators must address to ensure effective learning outcomes. Some unique challenges were also encountered by the participants.

"Lack of attention"

"If the Internet was of lower quality for someone, the sound may have been stuttering and they could not hear something clearly."

"Their camera/microphone didn't work-they typed their answers."

"There are a lot of challenges, not all the pupils have got the appropriate gadget, no internet access, not using the teaching platform correctly, the lack of motivation.... I have tried to do my best, but it was difficult to reach the desirable result."

"It was harder to keep every student disciplined in the online environment."

"Pronunciation was a challenge. That's why we used videos, sang, and repeated in chorus."

"They had difficulties with using the technology."

20. In what ways did you adapt your teaching methods to address the unique challenges of teaching English vocabulary to elementary students in an online format?

Resistance or difficulty in adapting to the requirements of online instruction may be exhibited by certain educators, as they cling to conventional teaching methodologies and practices. It is essential that flexibility, experimentation, and continuous professional development be embraced.

"I tried to think as elementary students and what is interesting for them. But with the help of the curriculum."

"We switched to deep.le translate"

"I relied on creativity, you shouldn't get stuck on anything."

"I started to use the internet during the lessons, search online resources that I could use during the lessons."

"The usage of games, looking for interesting teaching materials, watching some videos, cartoons."

"I didn't just focus on the textbook. My mentor teacher taught me that the curriculum is important, but the mood of the students and a safe environment are also important. Also, it is interesting to put the topic in context."

"Digitalisation mostly"

22. Can you share any approaches or practices you've developed for teaching English vocabulary to elementary students in an online classroom?

"I didn't develop any, we adapted to the current situation."

"Playing word games, challenge pupils to use new words."

"Don't let the students memorize several pages of new words, 5 new words a day at a time is enough. We always put the new word learned into context, because it is much easier for children to remember it if there is something to connect it to. For example, on the topic of clothes, I shared this game. <https://www.gamestolearnenglish.com/clothes-game/>"

It is not inherently bad if existing approaches are reused and modified by instructors for implementation within the online environment, as opposed to the development of entirely new methodologies. The critical factors are the demonstration of flexibility and responsiveness, coupled with the skilful utilization of effective strategies - whether newly formulated or tailored from preexisting techniques.

The online modality presents some unique challenges and opportunities that differ from traditional in-person instruction. Approaches would need to be adapted or created anew to effectively engage young learners and facilitate vocabulary acquisition remotely.

CONCLUSION

Elementary school pupils are unique, demanding, and fascinating. There are numerous ways to teach kids words and have them remember and use them in the future, not just in class or school. And each teacher has their own method for doing so.

This study's investigation into effective strategies for teaching English vocabulary to elementary school students in online settings yielded valuable insights grounded in established learning theories. Frameworks such as those proposed by Picciano (2017) and Ramadhani (2022) shed light on the unique challenges and opportunities that arise when transitioning language instruction to virtual environments, particularly for young learners. Additionally, the work of Mason & Davis (2000) and Chaturongakul (2018) provided relevant context on distance education and videoconferencing pedagogies.

The survey data collected from educators with varying levels of experience revealed several notable themes. While the initial transition to online platforms during the pandemic proved daunting for both teachers and students, creative approaches ultimately helped facilitate vocabulary teaching. Popular strategies included incorporating multimedia resources like YouTube videos, utilizing interactive tools like Jamboard and online word games, and leveraging child-friendly websites designed for English language learning. Specific techniques highlighted were using Google Slides for vocabulary presentations (Alamr, 2019), gamifying practice through online platforms like Wordwall and Quizlet, and reinforcing meanings with audio/visual aids. These tools not only made lessons more enjoyable but also provided much-needed support for developing reading, pronunciation, and spelling skills.

Testing and assessment also emerged as a key component, with educators leveraging Google Forms for administering vocabulary quizzes and tracking student progress (Wills, 2023). These methods align with best practices for engaging distance learners, capitalizing on technology's capabilities, and continuous evaluation in virtual classrooms.

Despite the positive impacts of these approaches, participants acknowledged persistent obstacles. Limited attention spans, poor internet connectivity hampering pronunciation practice, and difficulties maintaining discipline were common hurdles. Nonetheless, open communication with students and fostering a supportive virtual environment helped mitigate some of these challenges.

Notably, the findings highlighted the importance of catering to diverse learning styles and abilities when teaching vocabulary online. Participants described using a range of multimodal activities, providing differentiated feedback, and adapting their pedagogical approaches to accommodate individual needs effectively. Such practices align with theoretical frameworks that emphasize the value of personalized, student-centered learning experiences in virtual contexts, as well as strategies for maximizing engagement in videoconferencing classes.

In conclusion, this research contributes to the growing body of knowledge on effective language pedagogy in virtual contexts. By synthesizing theoretical frameworks with practical educator experiences, it provides a roadmap for designing engaging, multimodal vocabulary lessons that leverage technology's potential while accounting for the unique developmental characteristics of young learners. Such insights are invaluable for ensuring continued language proficiency development despite the challenges posed by remote instruction scenarios. As the educational landscape continues to shift, embracing innovative, research-backed approaches to online vocabulary teaching will be crucial for nurturing the language skills of the next generation of learners and fostering their successful participation in an increasingly globalized world.

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РЕЗЮМЕ

Учні початкових класів унікальні, вимогливі, захоплюючі. Є багато способів навчити дітей словам, щоб вони запам'ятали та використовували їх у майбутньому, не лише в класі чи школі. І у кожного вчителя для цього є своя методика.

Дослідження ефективних стратегій навчання англійської лексики для учнів початкової школи в онлайн-режимі в рамках цього дослідження дало цінну інформацію, що ґрунтується на усталених теоріях навчання. Такі рамки, як запропоновані Picciano (2017) і Ramadhani (2022), проливають світло на унікальні проблеми та можливості, які виникають під час переходу навчання мови у віртуальне середовище, особливо для молодих учнів. Крім того, робота Mason & Davis (2000) і Chaturongakul (2018) надала відповідний контекст дистанційної освіти та педагогіки відеоконференцій.

Дані опитування, зібрані серед педагогів із різним рівнем досвіду, виявили кілька помітних тем. Хоча початковий перехід на онлайн-платформи під час пандемії виявився складним як для вчителів, так і для учнів, креативні підходи зрештою допомогли полегшити викладання лексики. Популярні стратегії включали включення мультимедійних ресурсів, таких як відео YouTube, використання інтерактивних інструментів, таких як Jamboard та онлайн-ігри зі словами, а також використання дружніх до дітей веб-сайтів, розроблених для вивчення англійської мови. Зокрема, були виділені такі методи, як використання Google Slides для словникових презентацій (Alamr, 2019), практика гейміфікації через онлайн-платформи, такі як Wordwall і Quizlet, і посилення значень за допомогою аудіо/візуальних засобів. Ці інструменти не тільки зробили уроки приємнішими, але й надали таку необхідну підтримку для розвитку навичок читання, вимови та правопису.

Тестування та оцінювання також стали ключовим компонентом, коли викладачі використовували Google Forms для проведення тестів на словниковий запас і відстеження прогресу учнів (Wills, 2023). Ці методи узгоджуються з найкращими практиками залучення дистанційних учнів, використання можливостей технологій і постійного оцінювання у віртуальних класах.

Незважаючи на позитивний вплив цих підходів, учасники визнали наявність постійних перешкод. Звичайними перешкодами були обмежена концентрація уваги, погане підключення до Інтернету, що перешкоджало вивченню вимови, і труднощі з підтриманням дисципліни. Тим не менш, відкрите спілкування зі студентами та створення сприятливого віртуального середовища допомогли пом'якшити деякі з цих проблем.

Примітно, що результати підкреслили важливість врахування різноманітних стилів навчання та здібностей під час викладання лексики онлайн. Учасники описали використання ряду мультимодальних заходів, надання диференційованого зворотного зв'язку та адаптацію своїх педагогічних підходів для ефективного задоволення індивідуальних потреб. Така практика узгоджується з теоретичними рамками, які наголошують на цінності персоналізованого,

орієнтованого на студента досвіду навчання у віртуальних контекстах, а також стратегії для максимального залучення до уроків відеоконференцій.

Підсумовуючи, це дослідження сприяє зростанню обсягу знань про ефективну педагогіку мови у віртуальних контекстах. Синтезуючи теоретичні основи з практичним досвідом викладачів, він надає дорожню карту для розробки захоплюючих мультимодальних уроків лексики, які використовують потенціал технологій, враховуючи при цьому унікальні особливості розвитку молодих учнів. Такі знання є безцінними для забезпечення безперервного розвитку володіння мовою, незважаючи на труднощі, пов'язані зі сценаріями дистанційного навчання. Оскільки освітній ландшафт продовжує змінюватися, застосування інноваційних підходів до онлайн-навчання лексики, що базується на дослідженнях, матиме вирішальне значення для виховання мовних навичок наступного покоління учнів і сприяння їх успішній участі у все більш глобалізованому світі.

Appendix 1

1. How do your elementary school students approach vocabulary learning?
2. How do you check that your students have definitely learned the words practiced in the previous lesson?
3. What number of words do you teach your elementary school students to learn?

4. How many words can the students reliably learn from one lesson to the next? Are your students struggling to learn a lot of new words?
5. What methods help your students to pass on and understand new words?
6. How effective are these methods?
7. Which method was the one that didn't work? Did it not work in one or more classes, or even for some students?
8. Is writing their own dictionary mandatory for the students?
9. If so, how often do the children take their dictionaries out in class?
10. How do you deal with students who have difficulty memorizing words?
11. How do you get your students to use the new words in later lessons?
12. What percentage of words do your students use later?
13. Do you use any tools or games with the students when learning words?
14. How do you think it could be achieved that students learn new words more effectively?

Appendix 2

1-2 – inquiries about the person's gender and age.

3. At which educational institution did you receive your degree?
4. Was teaching English your desired career path?

If your response to the previous question was NO, what factors influenced your decision to become an English teacher?

5. Do/Did you like your role as an English teacher, particularly in instructing elementary school students?

If your response to the previous question was NO, elaborate on that.

6. How many years of experience do you have in the field of teaching English?

7. Did you teach English vocabulary to elementary school students?

8. During the pandemic, were you teaching English through online platforms?

9. How do students in lower grades approached vocabulary learning before the pandemic/transitioning online?

10. How did your young learners adjust to the transition to online learning?

11. What instructional strategies did you first employ to effectively teach English vocabulary to elementary school students in an online environment?

12. Which of these instructional strategies did not produce effective results?

13. Would you please provide a detailed description of the strategies that proved to be effective?

14. What measures do/did you take to accommodate different learning styles and abilities when teaching English vocabulary to elementary students online?

15. How did you manage to create a supportive and interactive online learning environment for teaching English vocabulary to elementary students?

16. Can you share any examples of interactive activities or games that you use/used to engage elementary students in learning English vocabulary online?

17. Have you experimented with any technology tools or applications specifically designed for teaching English vocabulary online, and if so, what has been your experience with them?

18. Were there any digital resources or tools that you found particularly effective for teaching English vocabulary to elementary students online?

19. How do/did you provide feedback on students' progress in learning English vocabulary in the online environment?

20. Have you encountered any challenges specific to teaching English vocabulary online to elementary students, and how have you addressed them?

21. In what ways did you adapt your teaching methods to address the unique challenges of teaching English vocabulary to elementary students in an online format?

22. Can you share any approaches or practices you've developed for teaching English vocabulary to elementary students in an online classroom?

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Питання 0%	Замінені символи: 0	346 Інший сценарій: 4 слова