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THESIS:

**E-LEARNING VOCABULARY STRATEGIES FOR ENHANCING READING
AND WRITING SKILLS**

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Abstract

We live in a society that is packed up with miscellaneous information. This information is accessible everywhere thanks to the development of technology. Technology has brought with itself cultural and social challenges that have led mankind to dig deeper to overcome them, or simply to adapt to these challenges. The educational sphere is of no exception. Online teaching and learning have made an immense breakthrough in the education field.

This research aims at examining the effectiveness of learning vocabulary through the use of the online platform Google Classroom. In particular, the purpose of the research is to analyze vocabulary learning using this platform as a strategy for enhancing two of the four basic English Language Skills – reading and writing. The method which will be used in the research will be experimental and the research design that will be implemented in the research will be one-group pretest-posttest research design. The research will be implemented with 32 students from the English Language School at International Balkan University in Skopje, North Macedonia. The research will try to prove two hypotheses as well as answer three research questions related to the topic.

Keywords: Online platform, e-learning, vocabulary learning, reading, writing skills

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Contents

1. INTRODUCTION

There is an interrelationship between the English language and technology. Nowadays, almost everything technological has roots in the English language. English has become the most prominent foreign language and it "is spoken by a quarter of the world's population" (The English Effect, p. 3, 2020). This fact has introduced our technology tools, applications, educational and informational technologies. Teaching has become subjected to this social, educational and cultural transformation. The advent of technology has shaped learning opportunities and has advanced teaching methods. There exist myriad opportunities to develop the proficiency of the English language through e-learning. Learning grammar, reading, writing, listening has become more fun due to the expansive opportunities that technology offers.

We are cognizant that grammar plays a utilitarian role in the English language as individuals need to utilize grammatical structure so as to make communication have a flow. Most students, as well, recognize the significance of vocabulary acquisition. As far as I can tell as an educator, I saw the way that students normally think that it is hard to communicate in English effectively without vocabulary. They consider speaking and writing activities boring due to the lack of ample vocabulary and soon enough the interactions are soon hindered as a result.

This chapter is an introduction to the present investigation. It provides both background and a context for the research work. The motivation behind conducting the research is the need to assess the plausibility of students' increasing vocabulary skills through online learning. Despite the fact that students at ELS are subject to vocabulary within the framework of the four English language core skills, nevertheless; ample attention to the vocabulary acquisition is not given, which is something vital when it comes to the language learning as well as enhancement of other skills, in particular the reading and writing skills. Students need to know a wide range of vocabulary in order for them to be able to understand the language and be able to communicate their underlying ideas whether it is done orally or in the written form

The setting of the research will be thoroughly online, where students will be subject to five different texts, which they have to read them, and do exercises based on the texts. During the pre-test phase, the students will not be given any explanation of the new words and they are supposed to do the exercises without any beforehand information. During the treatment phase, the students, 30 of them, will daily for 5 days be given information and detailed explanation about each text and new words. Google Forms will be used as assistance to pre and post-test

phase, whereas Google Classroom will use used during the treatment of the research. And like every research, this research has its limitations. The research is solely done with students at International Balkan University.

The drive behind this study is to examine the effectiveness of vocabulary learning through the use of the online platform Google Classroom and Zoom application. Moreover, the study aims at using the platform as a strategy for enhancing two of the four basic English Language skills – reading and writing. Since vocabulary learning, reading and writing are interrelated, the nodal focus of the study is specifically on learning new words, understand their meanings, the way these words are used within the context so that the students' reading and writing comprehension skills are boosted.

Moreover, the research aims at answering three research questions:

1. How effective will the implementation of this vocabulary e-learning strategy for enhancing the reading skills be?

2. Will the teacher and the students witness vocabulary improvement through online teaching?

3. Will the students be able to write their own authentic short text by using the newly learned words?

As a part of this study, the research includes two hypotheses.

1. The more students are exposed to e-learning through the help of technology, the more they are able to communicate their ideas.

2. The more students are exposed to learning new words through online tools, the more their reading and writing skills are enhanced.

Due to the great spreading of internet and online teaching/learning opportunities, the students have the opportunity to adjust their learning needs accordingly. It is of importance to measure the great length of online teaching and learning. Thirdly, it is important to understand whether the new vocabulary and reading – with a little bit greater difficulty in the level – will contribute to the students' increase reading as well as writing skills. The importance also lies in the fact that many students at International Balkan University come from abroad, and in case they are absent and they cannot attend traditional ways of teaching/learning, they have the opportunity to catch up when it comes to this aspect.

This study shed lights into e-learning vocabulary strategies for enhancing students reading and writing skills through the online platform Google Classroom and Google Form as

parts of the research. The dissertation comprises of five chapters. Chapter one, Introduction, deals with the nature of the research, setting, the purpose and the drive behind the research. Chapter two, Literature Review, provides details on the knowledge society, followed by the way technology is being widely used in universities and its uncompromised role in today's society, especially in teaching. Furthermore, this chapter gives information on the challenges to university teaching; e-learning and e-teaching; online vs. in class teaching differences. Various, well-known and very adaptable platforms will be given brief explanation about, whereas Google Classroom and Google form will be given more attention. The chapter goes into explaining the importance of vocabulary n enhancing reading and writing skills as well as some vocabulary learning strategies.

2. THEORETICAL BACKGROUND

2. Rethinking Teaching for the Knowledge Society

Becoming a teacher includes more than a vocation title. One turns into an instructor teacher when one does teacher training, however, a facilitator expert is built after some time. Building up a personality and practices in teacher training is best comprehended as a procedure of becoming. Even though the work of teaching shares much just the same as the work of an educator, the two positions are fundamentally dissimilar in imperative ways. According to Smith (2004), **"**learning to teach is complex and requires the acquisition of specialized knowledge and professional methods through formal study and apprenticeship" (cited in Kosnik, 2013, p. 335). Moreover, **"**learning to teach is a decision-making process that demands the constant reinvention of practice to responsively meet needs presented by ever-changing contexts and diverse learners" (Kosnik, 2013, p. 335).

Indeed, teachers play a utilitarian role in the society where they teach, because they shape the minds of the people. They set up our youngsters to be dynamic subjects and free deep-rooted learners, and this is highly crucial for their employment. Instructors support the potential in each learner and solicit them to meet the difficulties of expanding multiculturalism in the classroom. In the meantime, we anticipate that they will adjust to new technological advancements (Figel, 2005). However, by any definition, teachers are knowledge workers, as Livingston et al. (2012, p. 1) put it in this way:

> Teachers' work is among the most demanding and complicated of jobs focused on knowledge. To do their job well, teachers have to master the changing content and pedagogy of formal fields of specialized knowledge, develop empathic understanding with diverse groups of students and perform a multiplicity of other complex roles. But teaching is also among the most underappreciated jobs and the complexity of teachers' learning has been virtually ignored, for reasons that this book will examine, in comparison with other professions.

2.1 The Knowledge Society

We are subject to the so-called *knowledge age.* Tapscott (1998) claims that "the Knowledge Age, as it is coming to be called, has many aspects, some favorable and some threatening. Optimists foresee young people "growing up digital," with vastly enhanced access to

knowledge and ideas and a level of worldly sophistication that enables them to be effective activists rather than couch potatoes" (cited in Bereiter & Scardamalia, 2005, p. 21). "In the past twenty to thirty years, visionary terms which have been incorporated into public speeches, academic writings, and day-to-day journalism such as knowledge society, information society, and knowledge-based economy announced a future in which social and economic development is increasingly based on knowledge" (Hornidge, 2011, p. 1).

In 1973, the American sociologist Daniel Bell stated that "post-industrial society, it is clear, is a knowledge society" (Hornidge, 2011, p. 6). Within the Knowledge Society, it is important to know that information enhances in a fast pace. As Alam (2016, p. 101) states, "the knowledge society is a learning society in which information expands rapidly and circulates continuously around the globe. Economic success and a culture of continuous innovation depend on the capacity of workers to keep learning themselves and from each other." Educating for this ubiquitous society includes growing profound subjective learning, inventiveness, and resourcefulness among understudies, seeking after constant expert learning as educators; and advancing critical thinking, hazard taking, confide in the cooperative procedure, capacity to adapt to change and respond to persistent change. Educators today in this way have themselves got in a triangle of contending interests and objectives.

All through humankind's history, the learning structure has been shaped prompting the arrangement of its division into the particular branches dedicated to individual elements. With the advancement of data innovation in programming structure, another open door was opened for the further systematization and association of accessible learning. The learning turns into a mighty device for the organization of knowledge and for making its potential for financial, social, and mechanical improvement accessible. The knowledge society depends on the requirement for information dispersion, access to data, and the ability to move data into new knowledge. Knowledge conveyance is one of the fundamental necessities of the information society. The volume for data change into knowledge is explicated by the capacity of the social framework to metamorphose over accessible data into logical and innovative qualities utilized as a part of regular day to day existence. It firmly relies on the social and social framework. The main reason to comprehend the significance of the Knowledge Society is "not to drown in the alphabet soup" (Bertucci, 2005, p. 3). Bertucci furthers his statement by saying, "the word "knowledge" or "k-" in its abbreviated form has become a prefix and is widely used in modern

parlance regarding developmental challenges and transformations" (Bertucci, 2005, p. 3). In this context, many other innumerable prefixes such as "e-", which stands for electronic; "i" for information; "d" for digital; or networked truncated in "n", have joined this trend too. To Bertucci (2005, p. 3) "all these terms relate to some aspects of the introduction of modern information and communication technology (ICT) into our lives. They qualify important terms: society, community, government, citizens, business, economy, etc." The second reason being is to recognize the emphasis on knowledge, as Bertucci (2005, p. 3) puts it:

The choice of "knowledge" has not been accidental or at random. The term is rooted in the firm conviction that it is knowledge, not information per se or modern ICT alone that will redefine and enrich our lives. It is rooted in experience with the quickening pace of change in the entire environment in which people live and work. Finally, and perhaps most importantly, it is rooted in the recent realization that the end of the 20th century has brought us much more than modern ICT. Humanity has acquired a new, very powerful skill: we have learned how to mass-produce knowledge. We have acquired this new ability in a generic way. The method is not limited in its application to a specific area of human activities.

It has been the theory of the knowledge society that data is a commodity that ought to be open to everybody without distinction which has achieved the fast improvement of information technologies in late decades (Bures, 2001, p. 1). Bures furthers believes that "The emergence of a knowledge society together with continuing globalization and innovations in the technological field substantially changes the way businesses must be administered to be successful in the new business environment, which is becoming increasingly complex and dynamic" (Bures, 2001, p. 2).

Every day new skills are in demand and the new reality has become the new fashion. "The knowledge society is a human structured organization based on contemporary developed knowledge and representing new quality of life support systems. It implies the need to fully understand the distribution of knowledge, access to information and capability to transfer information into knowledge" (Afgan & Carvalho, 2010, p. 29). According to the director of Department of Economic and Social Affairs of the United Nations (2005), the term knowledge "tends to carry positive message" (Bertucci, 2005, p. 6). What he explained is that the term is highly associated with the term progress; hence getting the full appreciation of the term itself is significant. The term progress, in turn, translates into advancement. The meaning of it can be

twofold. The first meaning correlates to the material aspect as wealth, no matter how this wealth is shared, whereas the second one is relatable to the progress of knowledge, no matter the way this knowledge is being utilized.

Showing strategies have not developed adequately and transmission with lectures, books, and assignments prevail in the vast majority of the educational establishments. Advanced innovations (digital technologies) are utilized to additionally support this model (Bose, 2006). This kind of transmission model is perfunctory for passing on knowledge. Bereiter (cited in Bose, 2006) believes that:

> Teaching aims to fill minds with information and test reproductive learning. But in the knowledge age, education needs to overcome such 'mind-as-container' metaphor and acknowledge the capability of mind of sustaining knowledgeable, intelligent behavior without amassing information and the need for knowledge building along with learning.

We expect that teachers should immerse themselves in teaching rather than merely teaching for the sake of education. Scott (cited in Bose, 2006), on the other hand, affirms that didactic practices are prevailing in the teaching area with teachers being educators rather than just facilitating the educational process. Hence, esteeming of speech abilities and the most established model of communication - Aristotle's rhetoric are in vogue. Carnoy & Castells (2001, cited in Gurung, 2013), believe that:

> The networked society is "compressing" global diversity into one space in unprecedented ways. For instance, people coming from all over the world with diverse socioeconomic, cultural, and political backgrounds are involved in digitally mediated economic activities, collaborations, and interactions by transcending time and space boundaries (p. 106).

2.3 Technology, Administration, and Pedagogy in University

University as a social foundation has experienced critical changes amid the most recent decades due of the effect of the Information Society otherwise called the Knowledge Society or the Network Society. These new types of social connections have affected all parts of society and, especially, the dynamics of communication, interaction and social associations. Teaching and learning process have likewise experienced changes since the presentation and the rapid usage of technology and, specifically, of the web. Learning with the intensive utilization of technology advancement (e-learning) has changed the connections amongst professors and students, proving the significance of outline and planning during the time spent learning (Josep & Santiago, 2014,

p. 2). The emergence of Information Communication Technologies (ICT) has metamorphosed the way teaching methods are delivered. "The advent of new media has drastically changed the mode of communication and information dissemination among people" (Chai, Chen & Lin, 2015, p. 1).

We have to merge ourselves with the society's demands. It was affirmed by Orey and Barreto (2013, p. 3) that "the influence of digital technologies in people's daily lives has become unquestionable." Devices, such as computers and smartphones, are now part of individuals' interpersonal communication, work, entertainment, and even learning." Teachers have started to be accustomed to using technologies. "As we advance through the second decade of the 21st century, we find instructors in all areas are embracing new technologies in their teaching" (Wankel, 2011 p. 3). It ought not to astonish that huge numbers of our professors are experimenting with the utilization of web-based social networking in their courses. New media are, according to some, so fundamentally different from old media that they require different methods of analysis, different theoretical and conceptual frameworks and different forms of intellectual and political engagement.

Generally, innovation and the web specifically, have been the engines of progress in the realm of advanced education. Changes have happened quickly and regularly with small planning. Similarly, developments in innovation are steady and the growth in openness to the system has been expanding exponentially in a manner that we have adjusted the idea of computerized gap from whether you have admittance to the system, to whether you have the skill to utilize it.

2.4 Internet at the University: New Models of Higher Education

In this globalized world, where communication, media, and miscellaneous interexchange take place, the flow of information streams rapidly through various communication means. Today's colleges, after the joining and utilization of the web in the instructive and institutional dynamic, must maintain a versatile and incorporated instructive model that takes into account the obtaining and practice of substantive abilities for the present network society. Therefore, it is important to beat traditional structures, additionally learn from them. Noteworthy experiences as of now exist inside numerous colleges and it is imperative to know how to channel them and give them the vital push to add to institutional change.

Those who are incorporated in teaching in the so-called digital era need to face with the idea that the knowledge industries are more and more creating and recreating tools that the

individuals can acquire the beneficial and immediate skills by. Therefore, many individuals are truly questioning the benefits of a University degree. Hence, the latter wanting to answer these new demands to give some responses to the following questions. According to Laurillard (2002), the questions are: How should the curriculum balance expert knowledge and practitioner knowledge? The next question follows: To what extent is a degree course a long-term grounding for an individual? The Universities are full of experts who are paragon at teaching specialist knowledge. Nevertheless, what is naturally missing in the curriculum of the Universities in the provision for practitioner knowledge and the ability to develop and enhance it, which is what most of the universities lack of.

I believe that Universities should enforce the idea of practitioner knowledge and not to leave for post-graduate times. We are all aware that a degree indicates the knowledge and a completion of three to four years of study. There are a growing number of students who do not utilize this acquired knowledge from the University to their post-graduate careers. Universities are still focused on subject knowledge rather than on the general skills that would be in interest of the student. In 1977 the Lord Dearing's National Committee of Inquiry into Higher Education checked the role of the universities in "a learning society" (Laurillard, 2002, p. 18) and defined four nodal purposes which include inspiring and enabling students in order to develop higher level of capabilities; to enhance comprehending and as well as knowledge; to serve the needs of the economy and looking forward to shaping a very democratic society. Long-term individual improvements rather short-term employment needs; the spread of the knowledge, research and teaching all three forming the core of the second point. Third and fourth purposes point out the economic and cultural value of the research.

Hence, what universities can offer are long-term needs and miscellaneous research which impact echoes on cultural and economic values (Laurillird, 2002). The Committee furthered the importance of the Universities as being "to enable society to maintain an independent understanding of itself and its world" (Laurillard, 2002, p. 18). The words incorporated in the definition were meticulously scrutinized. For example, the word society in itself nowadays it's not confined to nation-states level, but it crosses any national boundaries. A learning society is what society in this context is used. It is not limited to only a part of the society, for example only for the elite people, but it's a society where the public interest is involved. The word independent used in the aforementioned sentence, refers to the peculiar position of universities

seen as creators of understanding. Understanding, on the other hand, is acknowledging acquired knowledge and the goal of facilitating increased action (Laurillard, 2002).

2.5 Challenges to University Teaching

An unmistakable illustration is the late development in the production of logical records got from e-journaling and the archives of open get to logical data. In this regard new advances have tested the organization of Higher Education around the globe, constraining them to reexamine their instructive models, as well as their motivation as specialists of scientific scattering and social obligation (Josep, 2014).

On the other hand, our Universities have not come to that level where they can keep up with the requirement of the knowledge society. The prevailing method is still the traditional transmission model with the same learning methodologies such as the lecture, the book, and the required assignment. Teachers have not been able enough to exceed the new technologies and thus have been under constant pressure. Nevertheless, the academy lacks being a reflective practicum, because if the academicians cling to the idea of only what they know, then no progress is made. The way of learning has to be quite reflective, and for that universities have to renew and establish brand other new models of teaching and go beyond what traditional transmission model offers (Laurillard, 2002, p. 21). Teachers today in this way got themselves in a triangle of contending interests and imperatives, as Alan (2016, p. 102) states:

> A catalyst of all the knowledge society and all the opportunity and
> prosperity it promises to bring; to be counterpoints for the knowledge
> society and its threats to inclusiveness, security and public life; to be
> casualties of the knowledge society in a world where escalating
> expectations for education are being met with standardized solutions,
> provided at minimum cost.

A well-trained teacher has to have basic skills and to be professionalized to meet the challenges of knowledge society. Many skills that need to be into account or that will be expected to apply are management of the student in his learning personal and professional enhancement, facing up with heterogeneous groups in classrooms, using new advanced technologies on daily basis.

For quite time now, University academics have been discussing for a radical shift from the standard model of teaching in a university. Donald Shohn, for instance, he offered the need for the so-called "reflective practicum" (cited in Laurillard, 2002, p. 18). Practitioners have to get

the full appreciation of the uncertain and conflicted situation through "reflection-in-action" (Laurillard, 2002, p. 19). They can go beyond limits, such as be able to go beyond various rules, invent random and novel methods of reasoning, different strategies, and ways to frame a particular issue. This reflective practicum "demands intensity and duration far beyond the normal requirement of a course…a studio, supervision, an apprenticeship. A design-like practice is learnable"(Laurillard, 2002, p. 20).

2.6 The 21st Century Teaching and the Learning Environment

The idea of learning environments has been focused principally on spots and spaces. It is pretty normal to relate the nature of learning to the nature of our learning environments, but fancy materials incorporated in the learning environment may not be a 21st century school at all. Classrooms today look uniquely in contrast to those of past times. Nowadays technology can considerably advocate a 21st-century learning environment. This is feasible by merging digital and physical arrangements. Lots of universities are looking for creativity to enhance time for learning.

As the society changes, new ideas and concepts emerge every day. "Over thirty years ago, the growth of a new 'primary information sector' was predicted by and Rubin, who saw the key workers in this sector typified by scientists and writers, creating and disseminating new ideas" (Williams, 2014, p. 257). Williams furthers that "these roles require particular skills in the location and processing of information in digital formats, solving problems, and creating and disseminating new knowledge across networks" (2014, p. 257). Traditional learning and education has been metamorphosing to keep up with the ever increasing developments in the society and with the emergence of digital technologies that are pervasive. Students, as well as teachers, feel the necessity to cope with a miscellaneous set of abilities, various attitudes, and actions that they need in order for them to elicit satisfying results and be more successful in their own pathways might as well meet the ever-growing digital era. To be a compelling instructor in the 21st century, educators should have the capacity to connect and cooperate with a wide assortment of information from a continually expanding scope of sources (Spink, 2017).

Whether teachers might be keeping themselves updated with these matters, teachers have to establish strategies for expanding knowledge, working with students on many leaning levels, or as Welsh (Spink, 2017) describes, "moving from being just knowledgeable to knowledge-

able." In a constantly changing society, teachers must be available for constant changes in their behaviors, attitudes, and actions. They have to be hyper-connected to changes that occur every day. Flexibility and pro-activeness should be their new trends. Teachers need to develop their creative thinking and are subject to these challenges. What teachers must seek is the effectiveness that is conveyed to students and preparing them as competent citizens in a society where knowledge is prevailing on so many layers.

Key abilities for the Knowledge Society that teachers should possess and considered as highly significant such as collaborative problem solving and learning in digital networks are identified by "The Assessment & Teaching of 21st Century Skills (ATC21S), an international organization headquartered at the University of Melbourne" (Williams, 2014, p. 258). Reinhardt et al, (2001), giving a more complex taxonomy of abilities and skills, he identified 10 knowledge society teacher roles: "Helper, controller, learner, linker, networker, organizer, retriever, sharer, solver and tracker" (cited in, Williams, 2014, p. 258). He further writes that these roles are grouped in 3 categories: "Collecting, Processing and Transmitting Knowledge" (Williams, 2014, p. 258).

2.7 An Information-Age Theory of Instruction

We are inclined to inquire the possibilities to incorporate various learning theories in Universities so they parallel the phase of increasing the development of technology. "One of the few things that practically everyone agrees on in both education and training is that people learn at different rates and have different learning needs. Yet our schools and training programs typically teach a predetermined, fixed amount of content in a set amount of time" (Reigeluth, 2011, p. 1). Haynes and Cho cited in Reigeluth (2013, p. 28) have described the Information-Age paradigm of education as "being based principally on active learning, intrinsic motivation, customization, attainment-based student progress, collaborative learning, and self-directed learning." Reigeluth cites M. David Miller (2007) by displaying 5 "prescriptive instructional principles" (2011, p. 2). The so-called First Principles assist on amplifying instruction's quality across all possible encounters. Main principles of these tasks incorporate "task-centeredness, activation, demonstration, application, and integration" (Reigeluth, 2011, p. 2) as shown below:

> Instructional theory may sound, at first, like a dense and difficult topic, but
> it is easier to understand than you might think. Furthermore, this knowledge
> is central to helping you improve the quality of your teaching and training.

Taking the time to understand the nature of instructional theory will help you to understand individual instructional theories and even help you make contributions to this growing knowledge base. Therefore, an understanding of the nature of instructional theory is important to both your growth and the growth of our field.

For us to understand a better common knowledge base there is a need to fully get the full appreciation of its nature. For this, Reigeluth provides us with significant elements about instruction, its design, its implementation and its evaluation and how its effect on learning should be assessed.

2.7.1 The Conversational Framework

Laurillard talked a lot about this effective Conversational Framework. To her, it's a more progressive method than traditional transmission model of learning. Additionally, it is more in connection with the aforementioned term reflective practicum. Its quintessence resides in the recidivist dialogue between the teacher and the student which is taken on two levels: the theoretical part or discursive and the practical part, experimental part – two levels which are "bridged by each participant engaging in the processes of adaptation (practice in relation to theory) and reflection (theory in the light of practice)" (Laurillard, 2002, p. 22).

Various technological models of learning cover different combinations of actions within the Framework. Something more than lecture notes on the Web is possible. The examples below will show that the adaptive abilities of the technology alleviate various ilk of iterative interconnection between teachers and students.
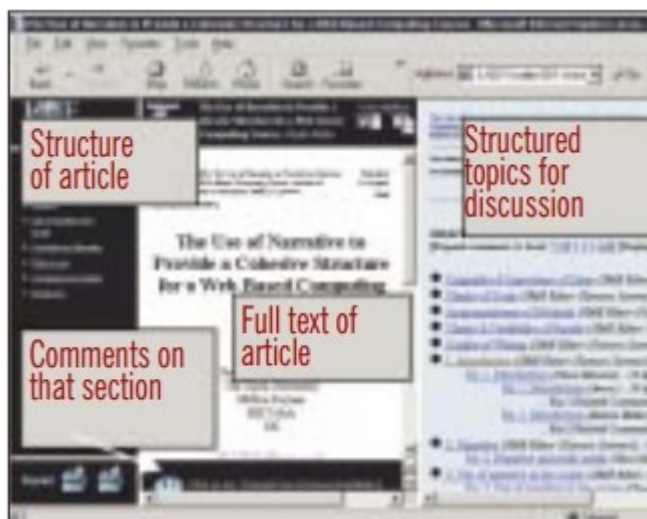
Figure 1: The Online Asynchronous Reading Group (Laurillard, 2002)

Figure 1 shows the form of an online asynchronous reading group. "Students can read the article supplied and may comment on it using comment button to link to a discussion threaded around the structure of the article and around some keys questions defined by the tutor. The teacher must supply the text, define key questions and contribute to the discussion" (Laurillard, 2002, p. 23).
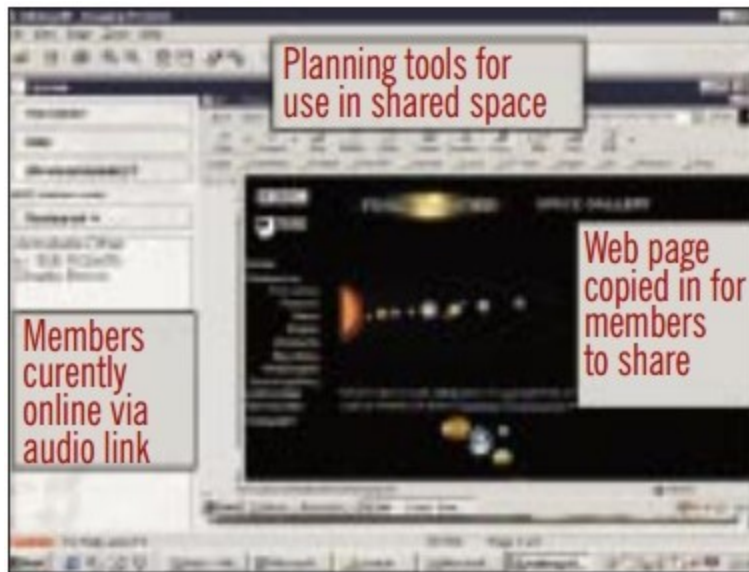

Figure 2: Discussion Environment (Laurillard, 2002)

Figure 2 shows a synchronous discussion environment around a shared visual space. Students use a headset and both audio and data are transmitted via a single modem, using audio on the Web. Students or tutors may submit anything including a text, diagram, or picture (in this case, a Web site), to the shared space and may use the tools on offer for collaborative design – for example, a concept mapping tool. The teacher may specify the form of the group, the task and the visuals (Laurillard, 2002, p. 23). Essentially, any of these cognitive high-level skills can be found in the Conversational Framework and advocated a more intricate learning experience than letters, or simple Web pages. The need for this incorporation in astronomical basis is enormous. Nowadays technology possesses the ability to make this happen. Nevertheless, it cannot be in power if the academicians do not pay close attention to this form of teaching.

It is not an easy task to get all academics accustomed to teaching in the so-called knowledge society, a society that has been altering due to the increasingly technological development, innovation, and various institutional transmutations. It is a generation of

knowledge where people got highly knowledgeable, creative, and innovative. Their participation is this knowledge environment is of vital importance. Teaching is the foundation, the quintessence of everything. Due to teaching, studying, learning we are where we are now, exactly in this knowledge society. A beautiful and remarkable role has been playing teachers, academicians, and professors.

With the surge of the information-technology age, things have changed, to a large extent. Teaching is a part of this big umbrella of these changes. Throughout the years, the model which was ubiquitously used and prevailed in most of the study programs and curriculum of the Universities has been the traditional transmission model, in other words, lectures, books, and the assignment. This contemporary society has been pressing Universities and other educational institutions to rethink their effectiveness in the teaching process. A lot of people have been questioning the role of a University degree, because what the society requires is skillful, agile, highly creative, independent individuals that can serve the society aside of what University is teaching them. Is it the methods that are creating this problem and are not compatible with the Knowledge Society or is it the teachers, academicians, or professors that cannot catch up with the trends of the society? Both questions are on point and interrelated.

Scholars, Knowledge Society influencers are putting much effort on inventing new and effective teaching methods that can be used in higher educational institutions. Various propositions have been proposed. Nevertheless, challenges cannot be eschewed. Teachers have been bumping up from 21st century innovations. There is hope, whatsoever, even for the old-aged professors to have the ability to get used to the new required teaching methodology in the 21st century. If diverse models about learning technologies are designed, there are alternative approaches to facilitate the usage of this intricate technology. The different ilk of books, PCs, a discussion on a digital-document which stimulates interactive and synchronous professor-student discussion could be treated as a startup model.

The teachers, in this case, are the main pillar in providing the content and ideas where students can engage in the action. Feasibility for the teachers to become future practitioners is higher than it was before, exactly due to technology offerings. It's offering too much, anything that needs to be provided to teachers is easy and accessible. The latter should be the right hand on encouraging, foster, and reward such eager teachers whoa spire to become reflective

practicum professionals. This digital age has so much in store that it can make its own way of managing all the ups and downs.

2.8 The Role of Technology in Teaching and Learning

Today's society is driven and built by people's creativity and miscellaneous information and technological experimentation. Current social order, such as the interrelationships in a society are inundated in an entangled procedure of change, the old way of communications have become new. The shift from old to new ways of communications has been having an influence on the way we live. This transformation is noticeable within institutions which have, as a main goal, education of people. The quick infiltration of information and technology of communication is a fundamental element for important changes we face in the educational system. The revolution in technology and information is shaping our society in unimaginable ways. The growth of computation, cyberspace, virtual classrooms, novel forums and communication through computers are creating and calling as much connectivity among people as possible.

Since the 70s, instructional and various computer programs are being created and developed. The quick improvement of Information Communication Technology (ICT), the presentation of the computer into schools, and every day use of PCs by individuals of various backgrounds, instruction and age, has made education process a significant field to researchers. The principle objective has been to create programs that can show and teach human beings to accomplish individualization of the instructive and teaching procedure. E-teaching is a fundamental for e-learning, especially for beginners in any educational framework. The jobs of educators in an online environment vary genuinely from their conventional jobs in a classroom setting. Most instructors and educators these days don't have an adequate computerized proficiency (Guri-Rosenblit, 2018).

The new electronic media were brought into the academia as an abrupt rainstorm without having adequate opportunity to characterize the specific purposes that they should satisfy or substitute. The effect of the advances on learning and instructing, as a rule, and in higher education, specifically, is as yet indistinct and open to much discussion and examination. On the other hand, to have professors equipped with necessary tools and have them enabled to make use of the vast range of the new technologies it is imperative to redefine the teachers' role, provide

them with significant training and continuous support for both students and teachers. The utilitarian role of the teacher is ever growing. The effort of the educators, however, should be more intensive to the adaptation of novice learning environment.

The current level of the learning technology development provides opportunities for (Benson and Brack, 2009, p. 74): collaborative engagement, access to information, interaction with content and individual empowerment. Nowadays, rapid changes in communication technologies enable teachers to move from traditional face-to-face classroom activities to online classrooms, or online activities in the traditional classrooms. "Educational systems worldwide insist on using information and communication technologies (ICT) to teach students who gain the knowledge and skills needed for the future knowledge society" (Jimoyannis and Komis, cited in Bjekic, Krneta and Milosevic, 2010, p. 203).

The appeal of eLearning is recognized as essential, which can be seen by rapidly growing number of enrollments in online courses. In the United States, for example, the number of university students taking an online course increased from 1.6 million to 7.1 million within a 10-year time span, namely from 2002-2012. Most of these students are nontraditional as far as age, their marital status and employment status is concerned (Andrade, 2015).

Teaching is experiencing massive changes in the way it is carried out. However, in this information age, according to Bereiter (cited in Bose, 2006) education needs to beat the 'mind-ad-container' metaphor and recognize the ability of mind of supporting educated conduct and people need to use their inherent intelligence to advance, because that is what current information society means.

Educators now are familiarizing with Information Communication Technology to the extent that they have started using various applications in enhancing and facilitating teaching methods. As new technologies are incorporated within classrooms, more students are motivated to explore and learn novel things. The new phase of Web 2.0 gave us free access to several web-based applications such as Dropbox, SkyDrive, Evernote, Google Classroom, Zoom, Google Hangout, etc. These Web-applications are useful to us in many ways. They are easy to function, they provide us with a friendly environment to work, and both educators and students can access them without difficulty. The importance of prominent applications can be potential in the way they are used and can make teaching and learning activities in a more prosperous level (Lin & Jou, 2013, p. 157).

Both students and educators possess skills required to make the best use of web applications, they only would have to take into account methods of applying these applications in assisting them to manage activities in the class. (Lin & Jou, 2013, p. 158). There have been constant and untiring efforts in standardizing technological infrastructure as well as the creativity of the interactive experiences on the Web. New Web applications have made nowadays services much easier than they used to be (Wenreich et al., 2008, p. 53).

2.9 What are E-learning and E-teaching?

We might be confused if online learning includes part of facilities that traditional learning celebrates. Nowadays, there are vast methods when it comes to course delivery used by individuals or instructors. The following picture, made by Allen & Seaman, familiarizes with the classifications of course deliveries (as cited in Stack, 2015).

Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used — content is delivered in writing or orally.
1 to 29%	Web Facilitated	Course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system (CMS) or web pages to post the syllabus and assignments.
30 to 79%	Blended/Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings.
80+%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

Figure 3: Classification of course deliveries (Stack, 2015).

The utilization of computer is playing a useful role in our society, especially lately in e-teaching and e-learning. E-learning has also become a notable factor in different industries. Teaching is among them. They have reshaped the practical aspects used in teaching (Arora, 2015). Traditional learning has become coarse and very different in comparison with e-learning. Chughtai et al., (2013) state, E-learning as opposed to conventional education frameworks offers plenty of advantages. The e-learning gives a proficient approach to improve the scope of information, communication and the circulation of information over every area of learning. This

is done by incorporating the scope of media, electronic instruments, and innovative environments, for example, information retrieval (IR).

In education, e-learning has become a nondestructive pillar. E-learning is taking into account the needs and requirements of new and passionate learners. Implanting different technologies into the classroom has boosted and upgraded learner's interest and collaboration between other students and professors. E-learning has a vast presence or representation almost in every field that exists today. E-learning provides us with endless opportunities and advantages over traditional methods. It provides access to a plethora of resources, the material is more resilient, and new learning chances are limitless. (Kybartaite et al., 2007, p. 4).

Boundless access to e-materials has proven that students are more attracted to this way of knowledge acquisition. According to Normantas and Vasilecas (n.d., p. 113), e-learning is appealing to various organizations and educational institutions, because everyone can use it anytime and anywhere. There is high flexibility when it comes to accessing e-courses. It is not bound to time and access can be done anytime and anywhere. However, asynchronous teaching also has some advantages on its own; for instance, students may gradually develop the feeling of being disconnected from the whole group, which can also be demotivating. Another potential disadvantage is the adversarial relationship with the teacher, which serves no good. Students no longer can picture teachers' feelings and communicate with them. It feels like a block dividing the instructor and the student and none of them can feel the compassion, the harmony, and the understanding these two can share.

2.10 Online vs. In-class Teaching and Learning

We witness the prevalence of online opportunities everywhere. "Online instruction has been growing at a fast pace over the last decade. In 2002 a total of 1,602,970 students in higher education took at least one course online. The prevalence of online instruction can also be measured as online enrollment as a percent of total enrollment" (Stack, 2015, p. 1). Allen & Seaman state that the percentage increased over three-fold from 9.6% in fall 2002 to 32.0% in fall 2011" (cited in Stack, 2015, p. 1). And this trend was beautifully illustrated by Allen & Seaman in Figure 2.
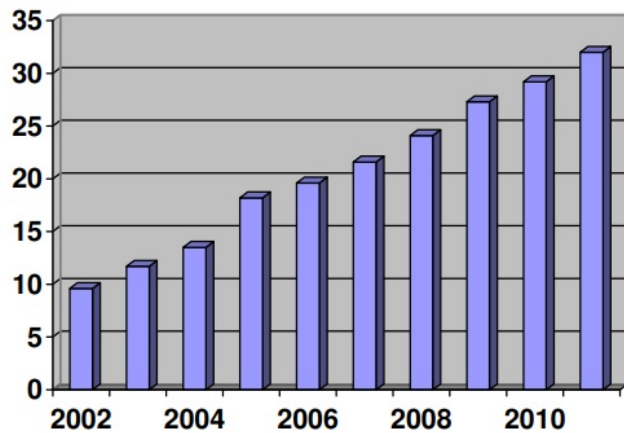
Figure 4: Trend in Percent of Student Taking at Least One Online Course in American Degree-Granting Colleges at Universities, 2002-2011, all fields (cited in Stack, 2015, p. 1).

Kristina Hove and Kevin J. Corcoran conducted research where they explored the effects on learning and frustration among college students. The students were subject to traditional lecture (TL), slideshow-supplemented lecture (SSL), and virtual learning environment (VLE). They used these commonly known methods in order to draw a conclusion which one of these generated "the greatest amount of learning among college students" (Hove & Corcoran, 2008, p. 21). Students were subject to TL, SSL, and VLE learning methods. The results indicated that there was a greater amount of frustration namely, stress, discourage and insecurity) with the VLE learning method than TL or SSL. The frustration came as a result of no direction or guidance that a TL and SSL instructor would normally provide the students with. Another study conducted to show the effects of computer-assisting (CA) teaching methods in contrast to Web-sites. The study revealed that the students preferred CA teaching interventions to Web-site intervention, even though the CA was less likely to have an effect on student performance (De Bord et al., 2004). Online classes are commonly growing, and especially online teaching opportunities are offered in education programs.

Not every study is in favor of online learning. For instance, one study was made that the same course was applied and taught to students in the classroom vs. online. Dell et al. (2010) results indicate that there were no significant differences between the students' performance across the two sections.

We are aware of the interactivity between the student and the teacher in the classrooms. "It is a truism for educators that questions play an important role in teaching" (Gall, 1970, p. 707). Questioning is a pillar for engaging students and expanding their potential for learning.

However, we rarely encounter traditional non-verbal cues in online learning; therefore this particular issue poses some learning challenges. Montell & Bonello (2009, p. 71) recommend that if the students are subject to online learning, posing multiple questions is necessary.

Khorsandi, Kobra, Ghobadzadeh, Kalantari, and Seifel undertook a study where they compared the students' evaluations of faculty in a cross-sectional study with a total of 658 students (Khorsandi et al, 2012). The study aimed to compare both teaching methods, online vs traditional ones. The researchers found out that "students preferred the online method for evaluating the quality of teaching (p<0.001) over the traditional method (Khorsandi et al., 2012: 482). However, according to Donovan et al. found "no significant differences in numerical ranking between the two evaluation formats" (cited in Khorsandi et al., 2012).

Individuals and organizations transform learning differently, as Ahmad Al-Hassan (n.d.) put it:

> E-learning comes at a time of great transformation in how individuals and organizations learn and how they transfer learning into performance-in the classroom and online-remains as important as ever. However, e-learning is much more than e-training. The accelerating pace of knowledge growth and change, as well as increasing pressures of the market place require researchers to look for innovative approaches to complement training.

There has been a steady increase in the number of students taking online courses. It was estimated that there were "3,077,000 [students] enrolled in all distance education courses…in 2000-2001" (Kirtman, 2009, p. 104). On the other hand, Berge noted, "impediments to online teaching and learning can be situational, epistemological, philosophical, psychological, pedagogical, technical, social, and/or cultural" (as cited in Kirtman, 2009, p. 103).

In a cross-sectional descriptive study, the student evaluation faculty teaching was compared to two methods, traditional method vs online. The instrument that was used to gather the data was a questionnaire about the evaluation of the quality of faculty teaching through the approach that included paper-based or completed online. The population that the study involved was 658 students. The research results indicate that students preferred the online way for "evaluating the quality of teaching (p<0.001) over the traditional method" (Khorsandi et al., 2012, p. 481). Therefore, it is suggested that online teaching evaluation is a more preferred and suitable choice to paper-based due to the higher anonymity of the student.

Designing an online course takes a vast amount of time. In that matter, the role of the instructor is not anymore a content provider rather a content facilitator. Moore proposes three kinds of interaction which are effective to distance education: 1) learner-content interaction, 2)

learner-instructor interaction, and 3) learner-learner interaction (as cited in The Journal, 2018). Distant teachers need to guarantee that each of the three types of collaboration is boosted in their course structure.

Some other scholars are critical to distance education. For instance, Peters (1993, cited in The Journal, 2001), criticizes distance learning, saying that it mitigates learning to a sort of mechanical production process, lacking human interaction and collaboration, and notwithstanding distancing students from educators. He beautifully compares this kind of education to a production system process where a division of work, namely, teachers and specialized experts replaces the more craft-oriented method of face to face education.

The study included in this Journal included the instructors who underwent the open-ended interviewing process. 16 instructors out of 21 taught their lessons based on software, Webspace, and different templates for them to create their preferred online course. The remaining 6 taught Web-based distance education courses at State Universities in California. Some of the interviewees felt that their teaching skills were not meeting the standards of Web-based courses; they felt that they could not have their thoughts, presence penetrate to the student's mind nor can they use body language to improvise. I agree with these interviewers, because every class, every lecture should be carried out in the most meticulous possible way to eschew misunderstandings as they are more likely to occur in Web-based classes. The work that each instructor provides online is considerably more than in traditional. On the other hand, novel and different ways of teaching are challenging to instructors.

Another study reveals that even though students use the Internet most of their time, they are rather eager to attend traditional learning than online. From the results drawn from a questionnaire is shown that students feel that online learning is not as effective as traditional due to the lack of interaction of both parties. Not sufficient communication is encouraged online and we have to witness less sociability in online classes. Overall, their attitude toward face-to-face education was rather positive (Smidt et al., 2014).

Albeit online courses are developing, numerous understudies still enlist in conventional courses that enable face-to-face collaboration (Maki and Maki, 2002). This can perhaps occur when the state of the students' minds towards online courses are frequently negative (Robinson & Doverspike, 2006). One purpose behind this antagonistic disposition might be on account of, despite innovative advances, a few understudies are more effective when learning through face to

face communication with educators and fellow students (Beard, 2004). It is likewise genuine that numerous understudies want the time-respected school involvement and can undoubtedly go to classes as they live on campus or will travel to campus for lectures. They see this social condition as most appropriate to encouraging their optimal learning background. Different understudies may feel that they do not have the technology abilities to take a course that is exclusively PC based.

2.11 E-learning Platforms in Teaching

Various courses are being conducted online and through miscellaneous digital channels. It can be said that many businesses can operate easier while educators have the opportunity to reach people from afar. Traditional ways of education is not vanishing nor dying; however, the online learning platforms have become so ubiquitous that they are now part of our education system. It's evidenced that technology has become so vast and everyone who has access to it can achieve a lot more than one thinks. Through these advanced methods or digital channels, learning is on tap. Finding out a fact, or developing a particular skill will not take much. In light of this, the way trainings are organized as well as the way educators compile curricula or create courses is likewise drastically changing and evolving. Among the most used online learning platform are Google Classroom, Docebo, WizIQ, Shift, Lectora Inspire, Blackboard Learn and Adobe Activate (Dalton and Turner, 2020).

These platforms allow educators and learners to engage themselves with one another by virtual classrooms, text chat, voice as well as video chat. D. Benta, G. Bologa and I. Dzitac (2014) conducted a research using Moodle as an "interactive e-learning tool to motivate students and involve them in resolving single and collaborative tasks." It was found that "using this platform improved professor-student communication and increased students' satisfaction for courses. Another encouraging aspect was that this approach (with the e-learning platform) changed a lot students perception regarding homework and their importance in the educational process" (2014, p. 1171). Regarding the attendance percentage "96% of students attended classes while 4% were absent as presented in lower figure" (Benta, Bologa and Dzitac, 2014, p. 1171).

2.12 What is Google Classroom

A virtual classroom is a classroom where the students have access to the classroom anytime and anywhere. This virtual classroom gives the opportunity to students and teachers to communicate and interact with one another. "The very recent addition to virtual classroom is Google Classroom. Google has announced Classroom in May 2014 as a new tool in Google Apps for Education (Iftakhar, 2016, p. 12). A decent explanation of virtual classroom is that "e-learning is one manifestation of the development of information technology in the world of education. Traditional learning that occurs in the classroom can be updated with the use of e-learning. One of the basics in e-learning is cloud computing where collaboration between students and teachers occurs that is able to create a creative learning (Fitriningtiyas, Umamah and Sumardi, 2019, p. 1).

Google Classroom has been embraced by almost every University, and it's been used astronomically especially these past months, due to the current pandemic situation of Covid-19. Google Classroom can be considered one of the best platforms for educators and students which enhance the workflow of teachers. "Classroom helps teachers save time, keep classes organized, and improve communication with students. It is available to anyone with Google Apps for Education, a free suite of productivity tools including Gmail, Drive and Docs" (Iftakhar, 2016, p. 12). One of the benefits of using Google Classroom is that it's easy to use. "Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications (Janzen, cited in Iftakhar, 2016, p. 13). He continues pointing out that it also saves a lot of time as "it integrates and automates the use of other Google apps, including docs, slides, and spreadsheets, the process of administering document distribution, grading, formative assessment, and feedback is simplified and streamlined" (Jansen, cited in Iftakhar, 2016, p. 13).

In another research conducted by Heggart (2018), some students affirmed that "all the information we needed was in one place and we were able to submit assignments as well as contribute to discussion through this medium. It was accessible through various devices like aptop, phone, ipad/tablet (p. 146). Some students also mentioned that the overall learning atmosphere was increasingly relaxed as it allowed them to interact individually as well as

dynamically with one another and that they had a room for being flexible and accessing the courses at any time (Heggart and Yoo, 2018). Shaharanee, Jamil and Rodzi (n.d.) observed that:

From the literature review, it was found that Google classroom is needed in teaching and learning especially when involving computer lab learning activities such as making observations; posing questions; examining books and other sources of information to see what is already known; planning investigations; reviewing what is already known, using tools (computer software) to analyze the data and interpret data; proposing answers, explanations, and predictions; and communicating the results.

2.13 Google Forms and Zoom Application

Google Forms, on one hand, is a versatile online tool which helps a lot. It belongs to Google's online apps suite of tools. One of the biggest advantages is that everything is offered for free. There is no difficulty found in its usage. Data are easily and efficiently saved in spreadsheet which can be analyzed later in details. The user has to have a Gmail account in order to have access to its benefits. Another helpful feature is that one can preview the questions before sending it or sharing it with other recipients. Among disadvantages of using Google forms is that one has to have Internet connection to be able to use it. It is great in the respect of asking various types of questions, such as text, paragraph texts, multiple choice, checkboxes, choose from a list, scale, grid, date and time (Love, 2014).

Zoom, on the other hand, it tends to assist businesses and organizations meet and bring them together so that more is done. It's a cloud and video conferencing platform for very reliable and easy content sharing and its accessible and can run across desktops, laptops, telephones and room systems ("Video Conferencing, Web Conferencing, Webinars, Screen Sharing", 2020). It was founded in 2011 and officially launched in 2013. When universities were order to work from hope, Zoom boomed all around the globe. The secret of Zoom is because it's very easy to use. There are three requirements in order to access Zoom: a Zoom account, a web camera and access to Internet. Such great features as the ability to mute/unmute the participants, particular screen sharing, make other people joint host, chat window, raise hand option, and many other great features (Trueman, 2020).

2.14 Vocabulary: A Critical Component of Language

Not enough attention has been given to the vocabulary development and the significance it plays in reading and writing skills. The interrelationship between vocabulary and comprehension is so vital that individuals without proper exercise and with poor vocabulary pool will have difficulty comprehending various written texts. Less reading ensues as a result of the poor vocabulary. Whereas, students who are exposed to new words, read more books, comprehend a wide range of texts as well as are better communicators and more eloquent at explaining themselves. Vocabulary instruction has to be and remain a quintessential component regarding reading programs.

Vocabulary plays a utilitarian role for a number of reasons: understanding is immediately improved once an individual knows the meaning of a particular word; while understanding is the underlying goal of reading, one cannot underestimate the significance of vocabulary; vocabulary development not only encompasses reading and writing skills, but it also improves listening and speaking skills. "Regarding vocabulary in communication, it is apparent that vocabulary is basic in learning to communicate effectively while listening, speaking, reading, and writing" (Siriwan, 2007, p. 21). Various competences such as social, educational, cultural will directly improve once the vocabulary pool is vast (Alexander, 2020). Nevertheless, according to Rossiter, Abbott and Kushnir (2016, p. 2) "language teachers are faced with decisions regarding vocabulary assessment, instructional priorities, teaching techniques, vocabulary learning strategies, and resources, among other." Vocabulary instruction can be a quintessential concern of educators.

According to Zhang (2011, p. 2) "vocabulary, as an integral part of a language, plays a crucial part in the language learning process. The primary thing in learning a language is the acquisition of a vocabulary, and practice in using it and the purpose that we learn second language is for communication". Therefore, for learners, the final objective of studying is the ability to express and communicate in a new language. Acing vocabulary isn't simply significant, but it is pivotal in a foreign language environment. Students or individuals, whose major goal is improving English language, find it difficult to communicate in English fluently if they're not exposed to vocabulary learning. Zhang (2011, p. 2) points out that the "lack of adequate vocabulary knowledge is an obvious and serious obstacle for many students who learn English as second language". They for the most part consider and composing written texts debilitating on the ground that they continue utilizing similar words and very soon, their

willingness to speak and converse is unexpectedly hindered due to the missing words. And the fundamental explanation behind such an issue is the lack of vocabulary (Team, 2013)

Decarrico (2001, p. 285) points out that vocabulary learning is central to language acquisition whether it is a second, or a foreign language. Bowen et al. (1985, p. 322) and McCarthy (1990, p. iix) indicate that the single, biggest 20 component of any language course is vocabulary (cited in Siriwan, 2007, p. 19).

2.14.1 Vocabulary Learning Strategies

Vocabulary learning strategies refer to "a wide spectrum of strategies used as part of an on-going process of vocabulary learning" (Fan, 2020, p. 2). These days, "learning strategies have been considered as influential tools for accelerating learning, especially language learning" (Ahmed, 2017, p. 41). Ahmed (2017, p. 41) also mentions that "language learners must learn VLS for better learning of vocabularies because this knowledge improves their process of acquisition. Making students aware of vocabulary learning strategies can be an influential method for teaching vocabularies." According to Suberviola (2002, cited in Zhang 2011, p. 11), there is this strategy which consists of five steps:

(a) Finding the part of speech of the unknown word.

(b) Looking at the immediate context of the unknown word and simplifying this context if necessary.

(c) Looking at the wider context of the unknown word. This means looking at the relationship between the clause containing the unknown word and surrounding clauses and sentences.

(d) Guessing the meaning of the unknown word.

(e) Checking that the guess is correct.

It can be concluded that based on the aforementioned points, reading is vital in enhancing the vocabulary pool. Reading has to always be on the spotlight, for it is a great source of new vocabulary. A great way of learning new vocabulary is by seeing vocabulary in context.

Dictionaries

Another vocabulary learning strategy is using bilingual dictionary. Dictionary can always be a good friend of a new learner. The learner will get a proper and correct meaning and the definition of an unknown word. Moreover, not only the dictionary gives information on the meaning of the word, but also the learner can learn about the word's spelling, pronunciation,

grammar, usage, antonyms and its synonyms. "Learners just can get a general comprehension of a word by guessing the meaning. Usually, a word has several meanings and different usages. "Learners can find a comprehensive definition and usage of a word in dictionary, as well as association with other words" (Zhang, 2011, p. 12). A number of studies (e.g., Hu & Nation, 2000; Nation, 2006; Schmitt, Jiang & Grabe, 2011) "have found that in order to comprehend a written English text without the use of a dictionary, native speakers and non-native speakers need to know at least 95-98% of the words in the text. Therefore, learners need to know approximately 8,000 to 9,000 word families in order to understand texts such as novels and newspaper articles" (Rossiter, Abbott, Kushnir, 2016, p. 3).

Repetition and Retention

Learning a language requires extensive repetition and persistence. There should be consistency throughout the process of language learning. Nation (2011) points out that repetition is essential for vocabulary learning because there is so much to know about each word that one meeting with it is not sufficient to gain this information. Vocabulary items must not only be known, they 15 must be known well so that they can be fluently accessed (cited in Zhang, 2011, p. 14). Repetition plays a vital role because the learner repeats a word, gets used to it and its meaning and that's how the language is learned. Repetition is necessary as it decreases the amount of forgetfulness of the learned word. Repetition and retention are also enhanced through extensive reading, which Nation (2001) defines as the reading of relatively large amounts of text with a focus on comprehending meaning (cited in Rossitter, Abbott, Kushnir, 2016, p. 4). A great amount of reading greatly contributes to students' exposure to comprehension input.

Technology

Technological advancements have brought miscellaneous ways of learning vocabulary. Nowadays, learners are exposed to easier access to learning new words on daily basis. There are such technological assets like computer programs, Internet websites, electronic dictionaries, cell phone apps, e-book readers), which are available to enhance L2 vocabulary acquisition. Even though there are drawbacks of using technology, using technology for the purpose of learning the language shows more positivity and hopes in general.

2.15 Vocabulary and Reading

Vocabulary plays an integral part in the process of learning a new language. Word knowledge has singular significance in society. Many people believe and feel that there exists a common sense and understanding that the interrelationship between reading and vocabulary is integral. Messages are comprised of different ideas and ideas are normally expressed in words. Studies reveal that vocabulary teaching and learning have not been taken into meticulous account by teachers in teaching English as a foreign language. Researchers indicate rich vocabulary highly impacts reading activities. Given the fact that "vocabulary is the heart of mastering a foreign language, it is necessary to discuss vocabulary learning approaches. Before starting this section, however, it should be made clear that there is no 'right' or 'best' approach for vocabulary learning" (Schmitt 2000, p. 142). In addition, Ma & Lin (2015, p. 2), states that "as words are an integral part of a language, vocabulary knowledge has been widely considered one of fundamental contributors to the comprehension of a text". It is true that one has to know words and their meaning in order to grasp a text easily, or the learner can guess the meaning of the word based on the text's context.

Wang further explains a study done by Qian (2002, cited in Ma & Lin, 2015) "that there is a scarcity of research on the relationship between word association knowledge and reading comprehension." Qian (2002) concluded that both vocabulary size and depth of vocabulary knowledge appear to be variables significantly related to the performance of reading comprehension. When it comes to collocation knowledge, it has been found that collocation knowledge is essential because the stored sequences of words make up the process of language learning. In his research, Ma & Lin (2015), found that "collocation accounted for the largest proportion of variance (5.6%) in contributing to performance on reading comprehension."

Nonetheless, repetition is absolutely a vital piece of learning, and in the event that we continue going over a word or expression while perusing it will either sound good to us or make sense to us, since we're seeing it in various settings, or we may even be inspired and look it up and find its meaning. Hence, vocabulary is one of the best predicators of one's spacious reading horizon. Prior vocabulary knowledge and new vocabulary knowledge if combined, the reading comprehension becomes much more satisfying. Krashen (1989) claimed that "the most effective way for learners to acquire new vocabulary and develop their spelling ability is through exposure to large amounts of 'comprehensible input' via extensive reading" (cited in Browne, 2003, p. 5).

Horst (2005, cited in Altalhab, 2016, p. 67) states that "In an EFL context, where opportunities for practicing English in daily life may be more limited, one of the main sources of new vocabulary is reading of English texts. Reading plays a key role in increasing learners' vocabulary, and that is according to comparisons of large corpora which showed that written texts are richer in lexis than spoken ones". It is important that teachers give way more extra reading activities to students; their comprehension skills will increase as well as their desire to learn and read more. Furthermore, "mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency" (Thornbury, 2020, cited in Asyiah, 2017, p. 294).

To sum this up, we have come to understand comprehensible input are a core ingredient for acquisition and that students need to be given as many reading texts as possible.

2.16 Vocabulary and Writing

Brynildssen Shawna (2000) believes that "in some ways, the ability to write effectively hinges upon having an adequate vocabulary even more than does the ability to read. Once students have learned to decode words, they may be able to read and pronounce many words that are unfamiliar to them. They may even be able to determine accurate meanings of unfamiliar words simply by examining the context in which those words are used." However, during the writing process, a student does not have the luxury of examining the context in which a word is used; he or she is creating the context (Shawna, 2000). The descriptiveness, quality and accuracy of one's writing immensely depend on the learner's depth of vocabulary. Improving the learners' vocabulary doesn't magically happen overnight. The improvement is done in the efforts that the teacher puts into a classroom and a teacher that will reckon writing as an important skill. Unfortunately, teachers are not cognizant of the importance of integrating vocabulary learning strategies and thus integrate those newly learned words in writing.

3. RESEARCH METHODOLOGIES

The motivation behind conducting the research is the need to assess the plausibility of students' increasing vocabulary skills through online learning. Despite the fact that students at ELS are subject to vocabulary within the framework of the four English language core skills, nevertheless; ample attention to the vocabulary acquisition is not given, which is something vital when it comes to the language learning as well as enhancement of other skills, in particular the reading and writing skills. Students need to know a wide range of vocabulary in order for them to be able to understand the language and be able to communicate their underlying ideas whether it is done orally or in the written form.

3.1 Objective of the Study

It is utilitarian to be in tune with the present methods of teaching and learning. It is high time teachers and students commence adjusting to online ways of learning and teaching. The purpose of this research is to examine the effectiveness of vocabulary learning through the use of such online platforms as Google Classroom, Zoom and Google Forms. The objective of the research, therefore, is to give answers to three research questions:

1. How effective will the implementation of this vocabulary e-learning strategy for enhancing the reading skills be?

2. Will the teacher and the students witness vocabulary improvement through online teaching?

3. Will the students be able to write their own authentic short text by using the newly learned words?

As a part of this study, the research includes two hypotheses.

1. The more students are exposed to e-learning through the help of technology, the more they are able to communicate their ideas.

2. The more students are exposed to learning new words through online tools, the more their reading and writing skills are enhanced.

Since vocabulary learning, reading and writing are interrelated, the nodal focus of the study is specifically on learning new words, understand their meanings, the way these words are used within the context so that the students' reading and writing comprehension skills are boosted.

3.2 Contribution of the Study

Taking into meticulous consideration the contemporary spirit of the subject, it is noteworthy and significant to be cognizant of the ways technology has made teaching and learning possible through online channels and/or platforms. These platforms have been a great assistance to students and teachers in delivering courses online, or semi-online. This study was undertaken to test the effectiveness that these platforms have when it comes to teaching vocabulary to students and apply some of the vocabulary strategies. Teaching and learning vocabulary through reading and writing was chosen as the focus of this study for various reasons. Firstly, vocabulary plays a utilitarian role in the process of learning a new language and giving importance to vocabulary other skills will be developed thoroughly. Reading, in one hand, it is a perfect strategy, in particular to ELS students where their English is not practiced after school. Writing, on the other hand, helps these students express and convey their knowledge in a much proficient way, as they will be exposed to a large number of writing texts, be it for exams, research papers or essays of any sorts. They both are essential feature in enriching one's vocabulary.

The dissertation is comprised of introduction, two chapters, conclusion and recommendation for further research. The introduction gives main ideas of the subject in itself, and specifies major objectives of the study related to the topic.

The first chapter deals with the idea of rethinking teaching in the knowledge society; the way technology, administration and pedagogy are being used nowadays; most notoriously, this chapter explicates the usage of Internet as a powerful tool for massive educational changes and the way old models of teaching in higher education are being substituted with the new ones. Within the chapter, challenges to university teaching are thoroughly explained. In addition, the thesis includes the explanation about possibilities to incorporate various learning theories in Universities; moreover it also incorporates the core roles of technology in teaching and learning; a thorough explanation of e-learning and e-teaching; online vs. in-class teaching and learning; contemporary platforms which are being used as a massive assistance to teaching and learning. The chapter also deals with vocabulary, reading and writing as they are interrelated with one another, and vocabulary learning strategies.

Chapter two gives a comprehensive understanding of the research methodologies and the whole process of the research, objectives, and hypotheses and research questions and it is followed by findings and analysis of results, discussion, further research and conclusion.

3.4 Research Design

The motivation behind the study is to give answers to research s and hypotheses. Moreover, extruding novel insights and knowledge based on the answers to the research questions and hypothesis. The quasi experimental research design – one group pre-test post-test design – is utilized in order to accomplish great insights into the topic by monitoring the effect of vocabulary learning strategies in an online environment. The drive behind the design was to measure and compare the scores before the treatment (pre-test) and after treatment (post-test) results.

3.5 Methods of Data Collection

Primary data collection was incorporated in the research. Eliciting raw data was considered essential to the research, for it assists on collecting specific data for a specific research purpose. Simple random sampling was utilized in the research as it is a technique which is implemented when the target audience is very large. For the purpose of this research there were 32 out of 40 English Language School students who attended the pre-intermediate level. The majority of the research included students who were girls. There were 21 girls, fifteen of them were 18 years old and 6 of them were 19 years old. In the research, there were 11 boys, 8 of them being 18 years old and 3 of them 19 years old. Every single prospective student received an e-mail with a thorough explanation of the research and the purpose behind it, welcoming their participation which was consensual. Out of 40 students, 32 of them fully accepted to be subject to the research and consented to follow all the necessary steps of the experimental research design. The language in which the research was conducted was entirely English.

The duration for the whole research lasted 5 weeks. 2 weeks were allocated for the materials which were used in the research, so that materials correspond to the level of students. It is important to note that materials are just a little bit more difficult than the pre-intermediate level. The purpose behind this difficulty was to assess their capacities to new challenges. During these two weeks, Google Classroom, Zoom and Google forms were being all set up, so that later disruptions and intrusion were to be avoided. The prospective students were added on Google Classroom so that they were able to access the materials during the treatment phase. An

introductory document was uploaded in Google Classroom which comprehensively explained the process of research so that each student had a clear concept of the research, even though they had been initially informed via their e-mails.

The research material was comprised of 5 miscellaneous exercises where new vocabulary was taken into meticulous consideration. The exercises included fill in the blank, word matching, word formation, interview type of a text and short story. Each exercise, except the short story, had another sub-exercise that students were supposed to do.

On the first day of Week 3 (Monday), the participants had undergone the pre-test phase through Google Forms. The pre-test was sent via Zoom chat as all the participants were present. Cameras and microphones were on during the whole pre-test process. The test was not uploaded in Google Classroom in order to avoid the accessibility of the test during the treatment phase. On the second day of Week 3 (Tuesday), students were subject to the first part of the treatment phase. During this process, students were given the chance to read the texts and pronounce the new words and later were given comprehensive explanation of the first three texts and explained in detail the newly learned words. The following day (Wednesday), again, the students were reading the last two texts and pronouncing the new words. Later, both texts were explained to students by the researcher. The materials then were uploaded in Google Classroom for the next day (Thursday) so that they are able to peruse the exercises/newly learned words, carefully and check for their additional meaning by themselves. On Friday, students were given the opportunity to read the texts on Zoom under the investigation and observation of the researcher. Then, on Saturday, students were subject to the post-test phase, which marked the end of the research.

The analysis part of the research was done in the last two weeks, where a careful investigation of each student's pre and post-test was done.

3.6 Limitation of the Study

As every research, this research has its own limitations. The limitation of the study was that it was solely focused on students attending the English Language School (pre-intermediate level) at International Balkan University. If a larger research is bound to be conducted, and if more profound results are to be obtained, then the sample and research design might/might not change relevant to the research and it should focus on other levels as well as on other English Language Schools, too.

4. RESULTS, ANALYSIS AND DISCUSSION

After the explanation of the methodology, this section provides a meticulous description of the results obtained; analysis and its discussion will be elaborated thoroughly. As mentioned above, the research intends to answer three research questions and two hypotheses. They are as follow:

1. Research Questions:

   1. How effective will the implementation of this vocabulary e-learning strategy for enhancing the reading be?

   2. Will the teacher and the students witness vocabulary improvement through online teaching?

   3. Will the students be able to write their own authentic short text by using the newly learned words?

2. Hypotheses:

   1. The more students are exposed to e-learning through the help of technology, the more they are able to communicate their ideas.

   2. The more students are exposed to learning new words through online tools, the more their reading and writing skills are enhanced.

1. Research Question Number 1: How effective will the implementation of this vocabulary e-learning strategy for enhancing the reading skills be?

According to the careful analysis which was done, it was shown that the design of the research materials made it plausible that students feel comfortable in getting themselves used to reading. During the first part of the treatment phase, when students were made to read the texts, they found themselves unfamiliar to the new words and had difficulties in pronouncing them, since it was their first time learning those words. It was observed that students had a low-level of self-esteem and their level of reading pace was relatively slow. Only when the researcher explained in detail the meaning of the word, the pronunciation of every unknown word and the opportunity for them to peruse the words and texts in details by themselves at home were they able to feel more comfortable in reading. 95% of students claimed that their reading skills were increased due to the implementation of this vocabulary learning strategy. If students are given the proper strategies and guided strategically as well given the needed time to process the newly

gained information, they will prosper and have a well-rounded knowledge regarding the newly learned words.

It can be concluded that the students were able to read in an almost perfect tone with a great level of comfort and self-confidence once they are shown the right ways of improving their reading skills. The more vocabulary they are introduced with, the more comprehensive the texts get.

2. Research Question Number 2: Will the teacher and the students witness vocabulary improvement through online teaching?

Online teaching and learning have proved that they can enhance one's personal and professional skills. As Benson and Brack (2009, p. 74) concluded that the current level of the learning technology development provides opportunities for everyone. In the research, it was found that vocabulary improvement was indeed witnessed by the teacher as well as by the students. This statement corroborates nicely if pre-test results are compared to the post-test results.

Text Number 1: **Fill in the Blanks and Write Sentences**

In this text there were included 5 new words. The first part of the exercise was students having to match the words with their meaning. The second part included them writing 5 sentences with these unknown words. The text is as follows:

"Calving Coolidge, our thirtieth president, was named "Silent Cal" by reporters because of his LACONIC speech. One Sunday, after Mr. Coolidge had listened to an interminable* sermon, a THRONG of newsmen gathered around him. An INTREPID reporter ACCOSTED the chief executive: "Mr. President, we know that the sermon was on the topic of sin. What did the minister say? "He was against it," the RETICENT Coolidge replied."

In one of the questions/statements '*His speech was usually rambling, but this time I found it brief and _____.*' where students needed to place the correct word 'laconic' to make the sentence true in the pre-test only 75 % of participants scored correctly. This might be due to the context and the similarity of the statement with the usage of the word in the text. The rest chose among these words: throng, intrepid, accosted, reticent.. However, in the post-test, the result was completely different. The correct word 'laconic' was chosen for the answer, and all the participants had already known the word by then.

Moreover, another same example: '*When _____ by a salesman, my mother always buys something.*' The word choices that were given to the students were: intrepid, accosted, throng, laconic and reticent. Only 41% of prospective students chose '*accosted*' word for a correct answer. The word *throng* was chosen the second one as a correct answer with 33 %. When students were subject to the treatment phase, not only they knew the word, but they learned the word by the context which had to be interpreted. Results in the post-test show that the correct word 'accosted' was chosen for a correct answer, with 100 %.

In the pre-test phase, 41 % of students marked '*reticent*' as a correct word to the following sentence, '*Even under repeated questioning, the witness remained _____*', followed by the word '*intrepid*' with 25 %. Only in the post-test phase were students confident to answer the correct answer with a 100 % assurance. The sentence '*The corporal received the Silver Star for his _____ deeds in combat.*' in which the correct word for is '*intrepid*', 75 % the students chose it for a correct answer, followed by reticent and throng, whereas in the post-test phase 100 %. In the last sentence, '*A howling _____ of teenage girls surrounded The Beatles.*' the correct word '*throng*' was answered by 50 % of the participants in the pre-test phase, whereas 100 % during the post-test phase.

In the second part of the first text students were tasked to write five (5) sentences with the new words (laconic, intrepid, accosted, reticent and throng). The students gave different responses for these words. Out of 32 participants, only 18 of them wrote a sentence for each word. Below are shown some of the examples:

a) '*I couldn't find my friends in the throng*',

b) '*I am an intrepid man*',

 c) '*The teacher spoke very laconic*',

d) '*Hospitals are very throng so we should stay away.*',

 e) ''*I am reticent for my personal affairs.* These sentences were written in the pre-test phase, and it is evident that there are some slight mistakes in the way they wanted to use the words correctly. Nevertheless, the results show that during the post-test phase, not only the number of responses increased from 18 to 27 out of 32 (a sentence for each word), but also the students knew how to better use the words contextually. Below are some examples during the post-test phase:

a) I was accosted by a complete stranger.

b) The director's last speech was laconic.

c) He is reticent and he never speaks.

d) You've got to be intrepid.

e) A throng of penguins surrounded the girls.

f) She had a laconic wit.

g) The intrepid cat jumped into the water.

Text Number 2: **Matching**

It is similar to the text number 1. The only difference about the text number 2 is in the exercises. Students were tasked to match the unknown words with their meaning. There were five more unknown words: *avid, cajole, rudimentary, enhance and nuance.* And their meaning as follow*: a) eager, b) slight variation in meaning, tone, etc, c) coax, d) intensify, e) elementary.* In the pre-test phase, it was found that 45 % of participants guessed the correct meaning of the word avid; 13 % guessed the right meaning of the word cajole; 58 % of the word rudimentary; 68 % of the word enhance and 67 % of the word nuance. In comparison to pre-test, post-tests results are way more positive and an incredible increment in percentage of marking the correct meaning ensued. 98 % of participants marked the correct answer of the word avid; 97 % of the word cajole, 99 % of the word enhance and lastly 98 % of nuance.

"As an AVID football fan I try to see every game the Jets play. Whenever I can CAJOLE my father into accompanying me, I try to do so. He has only a RUDIMENTARY knowledge of the game, and since I am steeped* in it, I enjoy explaining its intricate details of him. It certainly does ENHANCE your appreciation of football when you are aware of every NUANCE of the sport."

Text Number 3: The Interview Type of a Text

Students were shown an interview type of a text, where they had to match the words on the left with the explanation of the right side as a first part of the exercise. Since the words were not as advanced as in the first two texts, there are no huge differences between the pre-test and post-test results. 89 % of respondents were able to guess the correct meaning, whereas in the post-test, 94 % of them answered correctly. The second part of the exercise included

students to write a similar interview type of a text. Not many were eager to write this kind of text. However, two examples of each phase will be included below.

Pre-test response (interview): *'Today we went to the symphony with friends. They were playing such beautiful instruments that we all admired and a friend of mine decided to be like them, and at the exit we bought an instrument for her.*
Which instrument did you buy for her? We bought her a guitar. She loves it.
Will she be a good guitarist? Everybody thinks she will be a great guitarist, because she is a decisive person.'

Post-test response (interview): *The times have become harder. As you know we are currently experiencing a pandemic period and it has affected the whole word in so many ways.*
What are your thoughts on Covid-19 affecting the world? – I think human beings deserve this because we do not value nature.
Are you taking the necessary precautions? – Yes, but I think most of these are things we have to do anyway.
What do you intent to do to protect your health? – I will just let nature do that and I won't hurt it. Nature is more intrepid than us humans. And it is the right time for us to be reticent and let the nature decide.
Do you have any idea when will the pandemic period end? – Whenever nature forgives us.

What can be elicited from both texts are the students' capabilities to produce a text from the scratch. Students were confident to even use the new words such as *intrepid* and *reticent.*

Text Number 4: Word Formation

Students were supposed to use the words in the brackets to form a new word that fits the best the sentence. In total there were 6 sentences.

1. He gave us a detailed _____ of how the accident happened. (DESCRIBE)
2. He moved to the United _____ a few years ago. (KING)
3. She has been doing research work as a _____. (SCIENCE)
4. I wanted to _____ but Dad cut me off at once. (APOLOGY)
5. Most bird species are under _____ by law. (PROTECT).

Students were not given the multiple choice option; hence they needed to mend the word that will fit the best into the sentence. Different answers were given for the first sentence, such as: *described, informed, and explained*. Such an answer as *kingdom* was given for the second sentence. When it comes to the third sentence, such words as *scientific* and *science* were used. *Apologise, apologyes, apologize, amend, apology* were among the words used for the fourth sentence. Protector and protect were used for the fifth sentence. After the pre-test phase, the words in brackets were explained meticulously by the researcher. Hence, in the post-test phase 97 % of students marked the corresponding word, and rarely other words were used.

Summarizing this, it can be concluded from all these 4 texts that students are able to improve their vocabulary if the right strategies are properly addressed and if the words are repeated. It is important to note that students had the opportunity to search about the particular word's meaning and its usage in sentences, and the teacher as well as the students themselves responded positively towards the increment of vocabulary learning and usage.. Therefore, we can state that these findings corroborate with Ahmed's statement that language learners must learn VLS for better learning of vocabularies because this knowledge improves their process of acquisition (2017, p. 41) and that e-learning and e-teaching pose great transformation in the way individuals learn and the way they transfer learning into performance and online learning remains as powerful and important as ever. Not only the students limited themselves with only teacher's explanation of a word, they also looked up the unknown word in online dictionaries to get a fuller and much more comprehensive understanding about a particular word, just as it was stated by Zhang (2011, p. 12) that "learners can find a comprehensive definition and usage of a word in dictionary, as well as association with other words."

3. Research Question Number 3: Will the students be able to write their own authentic short text by using the newly learned words?

In order that this research question receives an effectual response, we will analyze the short stories that students were tasked to write as an integral part of the research. Hence, the last section of the research includes the writing of a short story, which can be considered a very significant aspect concerning the writing part as a noteworthy part of the topic itself. The students were open to write any type of a story which included at least 3 of the unknown words. This section could freely be considered quite challenging as students had to fabricate a

story or a story which was true to them, any kind of. The story included 100 words. 5 out of 32 students were able to write a short story in the pre-test phase, whereas 17 out of 32 in the post-test part. Below there will be chosen two texts from the pre-test phase and 3 tests from post-test phase.

Pre-test story number 1: *"The times I remember when I was a little child. I had to be curious about many things. In airplanes, in how the stars shine every night and they never stop doing so. It is important to understand the way this world works and what is the aim of a person. When I was a little child, I started to build very small airplanes from carton. It made me so happy. I was a happy and reticent little child. It was important for me to create something in my own"*

Pre-test story number 2: *"Me and my friends did a terrible thing when we were in primary school. We were not very good students and it was the day when our parents came to school to check our grades. Because we were embarrassed, the plan was to hide the school diary where out grades were kept. One day before the gathering, me and my friend hid the diary in one of the desks in another classroom. Not a good idea, because the janitor found it."*

Post-test short story number 1: *It was only when the he gave a pretext that he is a surgeon and it was only then he could enter the hospital. When he was interviewed by the director, he had to create a tale of his experience in medicine. He was very good at lying and he got away with it. However, in the hospital there was a very smart nurse that when this 'surgeon' started to move his hands that she understood he is lying. The nurse let the hospital's director know about this 'surgeon' and he was taken away out of the hospital and was charged of fraud.*

Post-test short story number 2: *My biology teacher was a very calm person. She was named by our class "the silent teacher" because of her laconic behavior and speech. One day, after our teacher went out of the class, a big throng of students gathered around her. She was very confused, but she was reticent. It is interesting for a person to be that calm. The students accosted her and asked about the excursion that we were going to have at the end of the year. Apart from being a biology teacher, she was our "reticent school director."*

Post-test short story number 3: *"When he was young, my father was an avid football player. He played for the city. As a small kid, I still remember when I went to see my father playing football. My sister who is only a year younger than me, I always cajoled her into*

coming with me. I do not blame her, because she doesn't know a lot about football and she has rudimentary knowledge about football. I am grateful because I know so many rules about football and it enhances my desire to be a professional football player one day."

Summarizing this, not only students learned the new words, they also became very creative when they were tasked to fabricate short stories. This lets us know that online teaching can be as effective as traditional teaching if the same and even more creative strategies are applied. According to Zhang (2011, p. 2) "vocabulary, as an integral part of a language, plays a crucial part in the language learning process" corresponds well with the findings of the current research. If students were not shown the unknown words, or if they were not introduced to new words, there wouldn't be any improvement in vocabulary increase. The students wouldn't possess any knowledge about the words, hence there wouldn't exist any short story. Our findings confirm that having a spacious horizon of vocabulary plays a quintessential role in a way that allows the students to be more creative in their writing process. As Brynildssen Shawna (2000) believed that "in some ways, the ability to write effectively hinges upon having an adequate vocabulary even more than does the ability to read."

2. Hypotheses:

Hypothesis 1. The more students are exposed to e-learning through the help of technology, the more they are able to communicate their ideas.

Through findings and the analysis of the research which was done, this hypothesis can be confirmed that the more students are exposed to e-learning through the help of technology, the more they are able to communicate their ideas. It can be seen from the research that students were able to communicate their ideas either through writing or reading. Not only were they limited to reading and writing, but they effectively communicated their ideas in being able to do everything online. Commencing from the very start of being informed online about the research from the Zoom meeting, pre-test phase, treatment and post-test phase, they have gained the reputation of addressing their ideas more effectively. Through a discussion, they had also used other online tools which had allowed them to better understand everything during the process. There was a degree of students feeling freer and more relieved when they wanted to ask for clarification. Many experts, such as Peters (1993, cited in The Journal, 2001), criticizes distance learning, saying that it mitigates learning to a sort of mechanical production process, lacking

human interaction and collaboration. Even though he might be correct regarding the human interaction; however, our current research proved that there was a considerably high willingness to online learning and that production process was intact.

Hypothesis 2. The more students are exposed to learning new words through online tools, the more their reading and writing skills are enhanced.

Tools, such as online dictionaries that students were able to use as another massive assistance to understanding and comprehending the unknown word confirms that learning new words through online tools, the more the students' reading and writing skills are enhanced. There are such technological assets like computer programs, Internet websites, electronic dictionaries, cell phone apps, e-book readers), which are available to enhance L2 vocabulary acquisition. Concerning reading, even though unknown words they were firstly introduced by the researcher, they looked up the word in online dictionaries which gave them a certain confidence to pronounce the unknown word even more correctly, the word's meaning to them got more solid and the pace of reading dramatically increased. Regarding the writing section, it is likewise stated and proved that learning online words through online tools their writing skills are enhanced. The outcome of the statement is supported by the short stories the students had crafted, as Chughtai et al., (2013) state that e-learning as opposed to conventional education frameworks offers plenty of advantages. The e-learning gives a proficient approach to improve the scope of information, communication and the circulation of information over every area of learning. Similarly, online learning provides access to a plethora of resources, the material is more resilient, and new learning chances are limitless. (Kybartaite et al., 2007, p. 4).

5. CONCLUSION

Cultural, social and educational transformations have become invasive and all-encompassing. Teaching has been of no exception to these transformations. The advent of technology has made and shaped opportunities regarding learning and has made teaching methods more versatile. There exist myriad opportunities to develop the proficiency of the English language through e-learning. Learning grammar, reading, writing, listening has become more fun due to the expansive opportunities that technology offers. We are rapidly growing digital. We live in the so-called Knowledge Society, where in order to make the most of it,

profound subjective learning, inventiveness, being resourceful among students as well as colleagues, advanced critical thinking skills are core to it. In addition, the competency to adapt, change and respond to unpredictable and persistent metamorphoses is mandatory both for teachers and students.

Nowadays, teachers and student have to advocate a 21st-century teaching and learning environment. It is challenging, yet these challenges cannot be dodged in any ways. Both parties are forced to adapt to these transformations. There are miscellaneous courses which are being conducted online that facilitate one's learning strategies. Conversely, some argue that nothing compares to the old ways of teaching and learning. Even though, we get the full appreciation that old ways are not entirely dying, however various platforms have become so ubiquitous that they are part of our education system. Technology has become astronomical and everyone who has access to it can achieve more than one thinks. Such technology tools as Google Forms, Zoom and Google Classroom have been very important in the realization of this research.

Therefore, it is advantageous for both parties if we are to consider many ways teachers and students are able to access different resources from Internet. Hence, a spacious horizon of materials about reading, writing, vocabulary enhancement, grammar and speaking are offered. Even though teachers do pay attention mostly to reading, writing, grammar and speaking, vocabulary is the fulcrum of the language and plays a quintessential role in the process of learning the language; it is a bridge and it is interlinked with every other skill.

The present study aims at shedding light into the e-learning vocabulary strategies for enhancing reading and writing skills. Considering the methodology and the research design – the quasi experimental research design – important things were drawn. Three important questions and two hypotheses were answered. Leaning on the extensive literature, despite the many findings that online teaching and learning are not favorable for both teachers and students, this research has led us to conclude that there has been seen an important increment regarding the reading and writing skills through e-learning vocabulary strategies, therefore favorable in terms of production or outcome, access to materials, versatile in respect of critical thinking skills, comprehension and creativity.

Only if we are to truly address the issue of vocabulary learning in the curricula, only then teachers and students are able to actively and systematically engage themselves in teaching and learning it. The origin of words, their meaning, and morphology can be integral component in

vocabulary learning. Nowadays the teaching and learning process have become much eair given the advancement of technology and the way both parties can manipulate with it. Such various exposures to the word in various meaning or contexts, or such learning strategies as context hints, cognate information, selection, translation, word matching, fill in the blank can increasingly increment the student's abilities to get familiar with unknown words.

It is, however, recommended that a more extensive research with a larger number of students to be further conducted. Possible further research can be drawn to give us a better understanding whether e-learning vocabulary strategies to enhance reading and writing skills are applicable to a larger pool of students. Taking into consideration various ways of students' learning process, the current study might not be as effective as it has been now. Therefore, a continuous evaluation of the online learning possibilities and its effect on students and teachers has to be meticulously considered.

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APPENDIX

I – Vocabulary No 1: Text 1 – Fill in the Blank

Calving Coolidge, our thirtieth president, was named "Silent Cal" by reporters because of his laconic speech. One Sunday, after Mr. Coolidge had listened to an interminable* sermon, a throng of newsmen gathered around him. An intrepid reporter accosted the chief executive: "Mr. President, we know that the sermon was on the topic of sin. What did the minister say? "He was against it," the reticent Coolidge replied.

Laconic_____

Throng_____

Intrepid_____

Accost_____

Reticent _____

1. His speech was usually rambling, but this time I found it brief and _____.

2. When _____ by a salesman, my mother always buys something.

3. Even under repeated questioning, the witness remained _____.

4. A howling _____of teenage girls surrounded The Beatles.

5. The corporal received the Silver Star for his _____ deeds in combat.

II – Vocabulary No 2: Text 2 – Matching

As an <u>avid</u> football fan I try to see every game the Jets play. Whenever I can <u>cajole</u> my father into accompanying me, I try to do so. He has only a <u>rudimentary </u>knowledge of the game, and since I am steeped* in it, I enjoy explaining its intricate details of him. It certainly does <u>enhance</u> your appreciation of football when you are aware of every <u>nuance</u> of the sport.

Avid _____eager

Cajole_____slight variation in meaning, tone, etc.

Rudimentary _____coax

Enhance _____intensify, heighten

Nuance _____ elementary

III – Vocabulary No 3: Text 3 – The Interview

Please read this text (an interview type of a text) and connect the words with their meaning. Write the number in the correspondent meaning.

What have you been doing this week? Oh well, let's see, this has been a different week than usual. Last Friday my school orchestra went to Atlanta, Georgia, where we went to perform in a competition and we went everywhere in Atlanta after that. We went to the Hard Rock Cafe* and even got to listen to the Atlanta Symphony. It was like a two-and-a-half-hour performance, but they were unbelievable. And after that we went to Six Flags, the amusement park, for about nine hours and rode just about every ride there. And then the next day we went to the Georgia Aquarium and got to see all sorts of sea life that was really cool from all over the world. And after that we went to the World of Coca-Cola* and got to taste sodas* from every continent. It

was very neat.* Following that day we got back on the bus and rode five hours all the way home watching Jack Black movies.

Who is Jack Black? Oh, he's a real goofy* actor. The bus ride was kind of long because of Atlanta's traffic, so it felt good to be back in my little old hometown.

What instrument do you play? Well, my main instrument is the piano, but I also play the bass guitar and the upright bass, which is what I play in the school orchestra.

What do you do on an ordinary day? On an ordinary school day, I try to wake up at 6:00 every morning and get some extra piano practice before going to what we call zero period* at school. Most students start at first period, but zero period is like an extra class you can take before that. I take jazz ensemble. I get home after school at around 4:30, and then I do homework, eat dinner, practice instruments, or maybe go to church for a music rehearsal, and I usually try to go to bed by 11:00.

Is there anything you would like to say to kids in other countries? Um. Let's see. I'd probably like to give the advice to make sure to cherish* your youthful years. I do.

IV – Word Formation

Use the words in capitals to form a new word that fits into each blank!

1. He gave us a detailed _____ of how the accident happened. (DESCRIBE)

2. He moved to the United States _____ a few years ago. (KING)

3. She has been doing research work as a _____. (SCIENCE)

4. I wanted to _____ but Dad cut me off at once. (APOLOGY)

5. Most bird species are under _____ by law. (PROTECT)

V – Short Story

Write a short story of any kind with at least 3 unknown words: