https://doi.org/10.28925/2617-5266/2024.92

THESAURUS OF THE LEMMA 'TEACHER' IN THE ACADEMIC DISCOURSE OF ONLINE LEARNING: A CORPUS-BASED STUDY

Nataliia Denysova
ORCID ID 0000-0001-9744-4553
Senior lecturer
English Language and Communication Department
Faculty of Romance and Germanic Philology
Borys Grinchenko Kyiv Metropolitan University
18/2, Bulvarno-Kudriavska St, Kyiv, 04053
n.denysova@kubg.edu.ua

Galyna Tsapro
ORCID ID 0000-0002-0748-7531
PhD in Linguistics
Head of English Language and Communication Department
Faculty of Romance and Germanic Philology
Borys Grinchenko Kyiv Metropolitan University,
18/2, Bulvarno-Kudriavska St, Kyiv, 04053
g.tsapro@kubg.edu.ua

ABSTRACT

The adoption of online learning has significantly transformed educational practices, sparking extensive debate about its effectiveness, challenges, potential. Central to these discussions are the roles of educators and students, innovative strategies for maintaining engagement, and the integration of technology to meet diverse learning needs. Teachers, as key figures in online education, play a crucial role in determining the success of these digital environments. This article examines the thesaurus of the lemma "teacher" within academic texts on online learning and compares it with dictionaries and the article's literature overview to provide a comprehensive understanding of how the role of the teacher is framed. The thesaurus analysis reveals that words like "student" and "learner" reflect the student-centered nature of online education, while "instructor" is a more formal synonym. Words such as "parent," "participant," and "user" point to the broader ecosystem, including various stakeholders and digital platforms. Additionally, "course," "school," and "education" emphasize the structural aspects of learning, and "support" underscores the teacher's role in providing guidance. This highlights the teacher's evolving role as an educator, mentor, and collaborator in online education.

The literature overview primarily focuses on the teacher's responsibilities in managing classrooms, designing lessons, and assessing student performance, along with challenges like adapting to technology and maintaining student engagement. In contrast, the corpus offers a more comprehensive perspective, highlighting the interconnected roles of stakeholders, the importance of technological tools, and strategies for fostering engagement. While both perspectives recognize the teacher's significance, the corpus provides a broader

view of online learning, considering environmental factors, learner characteristics, and instructional models.
By comparing these two perspectives, the study emphasizes how online education is shaped not only by teachers' roles but also by the broader educational ecosystem, technological advancements, and learner engagement strategies.
Keywords: *lemma 'teacher', online learning, academic discourse, corpus linguistics, thesaurus*

INTRODUCTION

Online learning has emerged as a key area of research, with a growing amount of literature exploring its challenges, and the evolving roles of educators. Scientific articles on online learning serve as a valuable resource for studying the thesaurus of "teacher," as they reflect the context-specific use of the word in teaching environments. The aim of this article is to compare the thesaurus of "teacher" across dictionaries, literature, and a corpus of scientific articles on online learning, offering a comprehensive understanding of how the teacher's role is represented and conceptualized in the academic discourse. This comparative analysis reveals the nuances of how different sources interpret and frame the teacher's position in education in general and online education in particular.

LITERATURE REVIEW

The rapid transition to online learning, especially during the COVID-19 pandemic, has generated extensive discussions regarding its effectiveness, challenges, and implications for education. Media discourse (Veliche, 2024) highlights both the opportunities online learning offers, such as flexibility, and its amplification of issues like student disengagement and reduced interaction between students and instructors. It stresses the need for a student-centered approach that balances technological integration with personal engagement to improve the overall experience.

Online education, initially met with skepticism, evolved into a significant part of the educational landscape. The pandemic acted as a large-scale experiment, revealing the benefits of online learning in large courses, where engagement was strengthened, but also exposing its shortcomings in smaller, elective classes, which struggled with interaction (Marcus, 2022). This dual experience has prompted media discussions

emphasizing the potential of hybrid learning models that combine the advantages of both digital and traditional teaching methods.

Recent studies further support the potential of online education, emphasizing its flexibility and capacity to maintain educational continuity during disruptions (Abuhmaid & Jarrah, 2022; Mospan, 2023). Online learning environments provide opportunities that are often unavailable in traditional settings, enhancing both teaching and learning experiences (Bozkurt & Sharma, 2022). For instance, experiences in South Asia (Shrestha et al., 2021) show that despite the challenges posed by online education, it can still foster engagement through the use of digital tools, highlighting its adaptability and potential for growth.

Several studies (Ivaniuk & Ovcharuk, 2021; Mospan, & Sysoieva, 2022) explore teacher preparedness for distance learning during the pandemic, highlighting the challenges posed by insufficient technical resources and limited training for online and blended teaching. These studies stress the importance of professional development and support systems to improve teaching effectiveness in virtual environments. The readiness of future humanities teachers for e-education has also been investigated (Tkachenko et al., 2021), revealing the significance of equipping educators with digital competencies to effectively engage students using remote technologies.

The integration of technology into education has been another key area of focus. Research (Zhovnir, 2023) demonstrates the potential of using smartphone applications in language instruction, showing that communicative tasks delivered through mobile tools enhance both language acquisition and student engagement, particularly in teaching languages as foreign or second languages. This aligns with broader findings that emphasize the role of innovative educational technology in improving learning outcomes, especially in virtual settings.

However, significant challenges remain in the transition to online learning. Studies (Kızılcık & Türüdü, 2022) point to psychological and communication gaps stemming from the lack of physical interaction, emphasizing the importance of care-centered pedagogies to address students' social and emotional needs. A systematic review of student engagement strategies during the pandemic (Salas-Pilco et al., 2022) highlights

that while online learning offers advantages, it requires targeted methods to reduce feelings of isolation. The mental health of students has also been identified as a critical factor influencing online learning experiences. Findings (Długosz & Kryvachuk, 2021) suggest that higher satisfaction levels and adaptive coping mechanisms significantly shape students' experiences and outcomes in virtual learning environments.

Student engagement emerges as a critical success factor in online learning. Findings show that engagement techniques significantly enhance retention and success in virtual courses (Meyer, 2014). Key strategies include fostering interactive and collaborative learning environments, which can improve both engagement and learning outcomes (Cheawjindakarn et al., 2012; Gupta et al., 2015). Additionally, the integration of synchronous and asynchronous communication tools must be context-sensitive, as the effectiveness of these tools relies on their application rather than mere implementation (Öztok et al., 2013).

Pedagogical strategies play a vital role in online education. Research indicates that the cognitive and social dimensions of learning environments greatly influence student perceptions of instructional quality (Justice, 2017). Balanced approaches that integrate technology with evidence-based teaching practices are essential to optimize learning outcomes. Moreover, the design of e-learning environments must address diverse learner needs, including generational differences among both students and educators, necessitating tailored instructional approaches (Ai-Xia, 2011; Kesumaningsari et al., 2022).

The broader implications of online learning extend to institutional practices, as the pandemic has driven a shift toward digital platforms, requiring educators to rethink delivery methods. This transition poses both opportunities and challenges, highlighting the need for strategies that ensure quality and accessibility (Adedoyin & Soykan, 2020). Continued research (Cheam, 2021) is essential to refine these methods and enhance the overall online learning experience.

The role of teachers in online education significantly influences student experiences and outcomes. As educators shift from traditional classrooms to virtual

platforms, they must adapt their strategies to foster engagement, facilitate learning, and meet diverse student needs. Teachers assume multiple roles in online environments, such as motivators, facilitators, and assessors, but often face challenges in fully realizing these responsibilities. Professional development and institutional support are crucial to help educators navigate these complexities (Anggriani, 2023).

Effective teacher-student interaction is central to online learning success, with research demonstrating its positive impact on satisfaction and engagement (Sun et al., 2022). Building strong relationships with students through communication tools and strategies enhances motivation and fosters a sense of community (Hațegan et al., 2022). Teachers also play a managerial role, organizing materials, facilitating discussions, and monitoring progress, which is critical to creating structured and engaging learning environments (Christiani et al., 2023). Additionally, educators must continually adapt to evolving technologies and pedagogical practices to meet students' needs (Qiang, 2018).

Challenges faced by teachers in online learning, such as technological barriers, connectivity issues, and difficulties in maintaining engagement, highlight the need for ongoing professional training and resources (Isrofiah & Kusumadewi, 2022). Creating supportive online communities and fostering positive interactions are vital for improving student participation and motivation (Mohammad, 2023).

In conclusion, research demonstrates the multifaceted roles of teachers and the critical importance of engagement and pedagogical strategies in online education. Studies also emphasize the value of teacher training, technological integration, and attention to mental well-being in overcoming the challenges of virtual learning. Addressing these areas requires continuous adaptation, institutional support, and a commitment to developing best practices for effective and inclusive education.

METHODOLOGY AND RESEARCH DESIGN

The main material of the study comprises 100 articles from the Web of Science database devoted to online learning, published 2021-2023. The key factor to choose the article was to have online learning either in the title or among keywords. The general characteristics of the corpus is 1061351 tokens, 765706 words. We assume that this size suggests a substantial amount of data for analysis, which can provide a solid basis for

exploring trends, patterns, or insights related to online learning. The size also indicates that the corpus is large enough to support a meaningful and detailed examination, assuming the articles selected are of high quality and cover diverse aspects of online learning.

Building on this, methods of corpus linguistics were employed to analyse the data. A key tool for processing the corpus was Sketch Engine, which was specifically used to study the thesaurus for the lemma "teacher." Using Sketch Engine, we analysed the collocational patterns and semantic relationships of the lemma within the corpus. Articles for the literature overview also serve as material for the study. This includes 31 scientific articles and 2 newspaper articles. We are fully aware of the limitations of this part of the study. The interpretation and contextual analysis were used to identify thematic groups of discursive representations of the teacher.

In this study, dictionary entries for *teacher* were also included in the analysis. However, regarding the limitations of this part of the research, we focused on the results obtained from two online dictionaries, Merriam-Webster and Cambridge. The study demonstrated that incorporating dictionary entries from additional sources would lead to repetitive results, thus limiting the diversity of insights that could be gained from the analysis.

To compare the results obtained from different sources in the study, a comparative analysis was employed. This method allowed us to examine how the lemma “teacher” was represented across multiple types of materials.

RESULTS AND DISCUSSION

In this section, we will outline the dictionary entries for 'teacher' in classical dictionaries, develop our own thesaurus for 'teacher' based on the literature overview, and analyse the thesaurus for 'teacher' as derived from the corpus processed by Sketch Engine.

Dictionary Definitions Of 'teacher' in Classical Sources. A thesaurus in a dictionary demonstrates the synonyms and related words for a given lexeme, offering a variety of alternatives with similar meanings. It helps users explore different ways to

express a concept, considering various nuances and contexts in which the word might be used. This feature broadens understanding by providing a wider vocabulary for effective communication (Korat & Shamir, 2012).

For the word *teacher*, a thesaurus entry presents an array of synonyms such as *educator*, *instructor*, *mentor*, and *tutor*, each carrying subtle distinctions that reflect different aspects of the teaching role. For example, *mentor* emphasizes guidance and personal development, while *instructor* implies a more structured, technical approach. Related words like *coach* and *trainer* extend the concept to specialized fields, highlighting the diverse contexts in which teaching occurs (see Fig.1-2).

The thesaurus for *teacher* can also encompass words like *homeschooler*, *academician*, *preacher*, *drillmaster*, and *moralizer*. Each of these words highlights a specific facet of the teaching role: *homeschooler* focuses on education within a home setting, *academician* underscores scholarly expertise, *preacher* ties teaching to moral or spiritual instruction, *drillmaster* suggests rigorous, disciplined training, and *moralizer* emphasizes the imparting of ethical or moral lessons. These lexemes further demonstrate the breadth of contexts and approaches associated with teaching.

Figure 1. The Entry for 'Teacher' in Merriam-Webster's Thesaurus

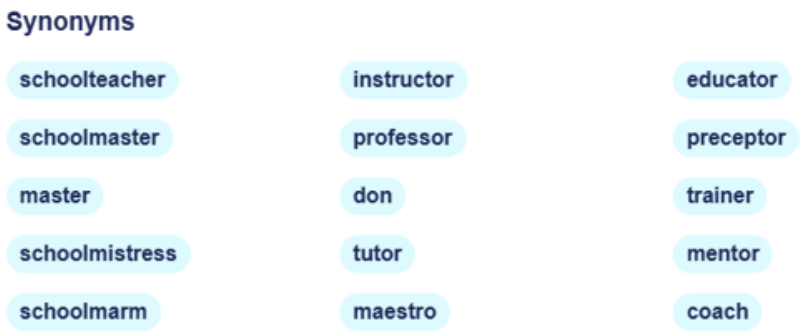


Figure 2. The Entry for 'Teacher' in Cambridge's Thesaurus

Additionally, historical and linguistic usage includes examples with feminine suffixes, such as *schoolmaster* and *schoolmistress* or *tutor* and *tutoress*. These variations reflect a time when gender distinctions were explicitly marked in professional titles, often mirroring societal roles and expectations of the period. While such lexemes are less common today, they offer insight into the evolution of language and the teaching profession's historical context.

Developing a Thesaurus for 'teacher' from Literature. A thesaurus of *teacher* created on the basis of a literature overview differs fundamentally from a traditional thesaurus entry focused on synonyms. Instead of merely providing alternative words, it represents the concept of a teacher in its multifaceted dimensions. As a concept, it encompasses not only synonyms but also the environments where teachers interact with students, the individuals they engage with, their psychological states, and the challenges they face. Such a thesaurus delves into the roles, relationships, and contexts that define the teaching profession, offering a comprehensive perspective that reflects the complexity of a teacher’s identity and experiences.

The next step in our research is to analyse the findings from our literature overview. It is important to acknowledge certain limitations, as our analysis is based exclusively on the writings cited in this particular article. While this approach might not encompass every possible perspective, we believe that the literature reviewed reflects the most important and urgent topics related to the concept of *teacher*. Despite these limitations, the analysis provides a comprehensive and well-rounded representation of

the multifaceted nature of the concept, offering valuable insights into the roles, challenges, and contexts associated with teaching.

To understand how *teacher* is presented in the literature overview, we extract contextual components related to the concept of a teacher and organize them into four thematic groups based on their roles, challenges, skills, and responsibilities as described in the texts. The results are presented in the following table (see Table 1).

Table 1.

Thematic groups for *teacher* in the literature

Groups	Lexemes	Sources
Roles and Responsibilities of Teachers	Motivators	Teachers are described as encouraging and inspiring students to remain engaged in online learning (Meyer, 2014).
	Facilitators	They guide learning by organizing resources, structuring discussions, and fostering collaboration (Anggriani, 2023).
	Assessors	Teachers evaluate student progress and provide feedback in virtual settings (Nicol & Macfarlane-Dick, 2006).
	Managers	They handle course organization, monitor participation, and ensure structured learning environments (Badia, et al., 2016).
	Support providers	Teachers address students' emotional and social needs, especially in the absence of physical interaction (Kızılcık, & Türüdü, 2022).
	Role in institutional practices	Teachers are integral to reshaping education delivery in response to the pandemic (Adedoyin & Soykan, 2020).
	Pioneers of innovation	Teachers adopt and integrate emerging technologies, such as smartphone applications for language learning (Zhovnir, 2023).
	Agents of change	Educators help transition from traditional to online classrooms, ensuring educational continuity in crises (Abuhmaid & Jarrah, 2022; Shrestha, et al., 2021)
Skills and Competencies Required	digital competencies	Teachers must be proficient with remote learning technologies to engage students effectively (Tkachenko et al., 2021).
	Instructional design skills	The ability to integrate synchronous and asynchronous communication tools effectively (Öztok et al., 2013).
	Adaptability	Teachers need to adjust to evolving technologies, teaching methods, and diverse learner needs (Qiang, 2018).
	Engagement techniques	Employing strategies to retain student interest and participation in virtual environments (Meyer, 2014; Cheawjindakarn et al., 2012).
	Professional development	Emphasis on the need for training to handle the complexities of online and blended learning (Ivaniuk & Ovcharuk, 2021).
Challenges Faced by Teachers	lack of resource	Insufficient technical support and limited access to teaching tools during the transition to online learning (Kebritchi, et al., 2017).
	Training gaps	The need for further professional development to enhance digital teaching skills (Cheam, 2021; Isrofiah & Kusumadewi, 2022).
	Maintaining engagement	Difficulties in ensuring active participation and preventing isolation in students (Salas-Pilco et al., 2022).
	Balancing roles	Managing multiple responsibilities simultaneously, such as motivating, assessing, and facilitating learning (Anggriani, 2023).
Impact of Teachers on Learning Outcomes	student satisfaction	Effective teacher-student interactions positively influence satisfaction and engagement (Sun et al., 2022).
	Community building	Teachers foster a sense of community through effective communication strategies (Hațegan et al., 2022).

	Influence on well-being	Teacher support contributes to students' mental health and coping mechanisms during challenging circumstances (Długosz & Kryvachuk, 2021).

So, thematic groups for a teacher thesaurus encompass key areas that define a teacher's role, challenges, and contributions to education. **Functional Roles** focus on the various responsibilities a teacher assumes, including being a *motivator*, *facilitator*, *assessor*, *manager*, and *support provider*. These roles highlight how teachers guide, support, evaluate, and manage the learning environment to ensure student success. **Professional Attributes** capture the essential qualities teachers need to thrive in their work. These include *adaptability*, *technological proficiency*, *engagement techniques*, and *instructional design skills*. These attributes enable teachers to create effective learning experiences and stay current with educational trends and tools. **Challenges** identify the obstacles teachers face in their work, such as *lack of resources*, *training gaps*, *maintaining engagement*, and *balancing roles*. These challenges require teachers to find solutions and strategies to overcome limitations and continue to meet their students' needs. **Impact Areas** describe the broader effects teachers have on their students and the community, including *student engagement*, *satisfaction*, *well-being*, and *community building*. Teachers play a crucial role in shaping the educational experience and fostering a positive and inclusive environment for learners. **Broader Contributions** recognize the wider influence teachers have on education systems and institutions. These include *institutional adaptation*, *educational continuity*, and *technological integration*, highlighting how teachers contribute to the ongoing development and sustainability of educational practices in a rapidly changing world.

Key Features of the Thesaurus in Sketch Engine. A corpus-based approach generates lists of words that are statistically similar in usage, identifying synonyms not only through their lexical meaning but also by examining their contextual usage. This method allows for a deeper analysis of word similarity, as it takes into account how words are used in specific contexts, rather than relying solely on their dictionary definitions. These words frequently appear in comparable contexts or share similar collocational patterns, providing a more nuanced understanding of how synonyms

function in actual language use. By utilizing word sketches, which summarize a word's grammatical and collocational behaviour, this approach uncovers co-occurrence patterns, revealing how words appear in similar roles or constructions. For example, in the context of online education, lexemes like "instructor," "educator," and "facilitator" often appear in similar contexts, sharing common collocates and grammatical structures. This suggests that these words function similarly and can be considered synonyms in this specific domain. The thesaurus also ranks words based on their similarity score, offering a clear hierarchy of synonyms according to their contextual closeness and functional relevance. This ranking helps in understanding not only which words are similar, but also how closely they match the meaning and usage of the query lemma. The results from the thesaurus extraction for the lemma "teacher" in a corpus of scientific articles on online learning demonstrate the contextual relationships and functional similarities of words within this specific corpus, shedding light on the varied ways the lemma "teacher" is represented and conceptualized in the context of online education. This analysis highlights the complex nature of synonymy, emphasizing the importance of context in determining word similarity (see Fig. 3).

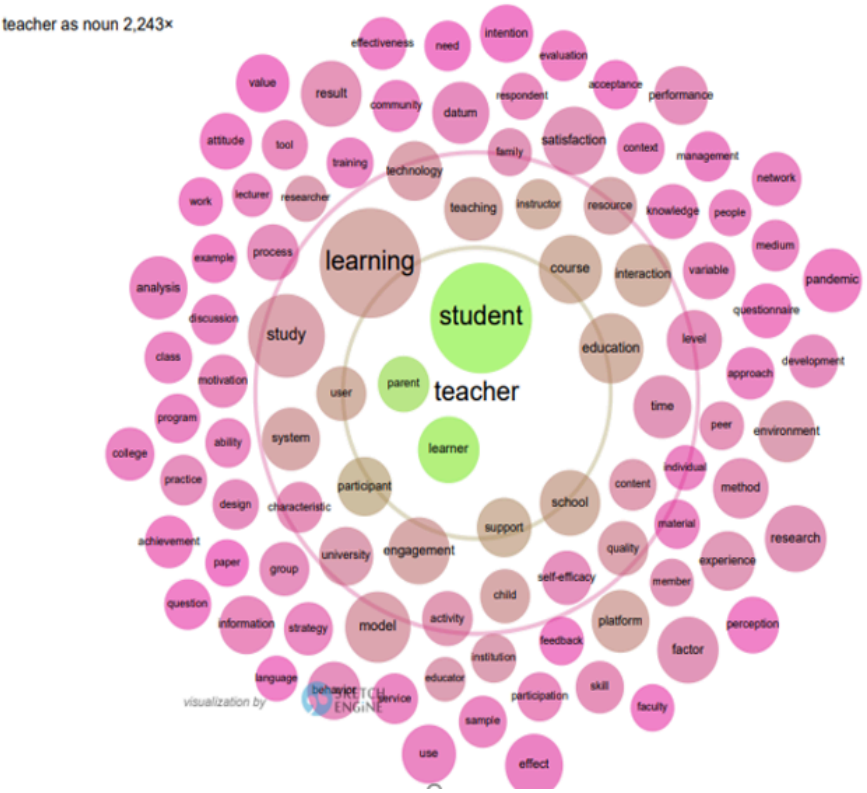
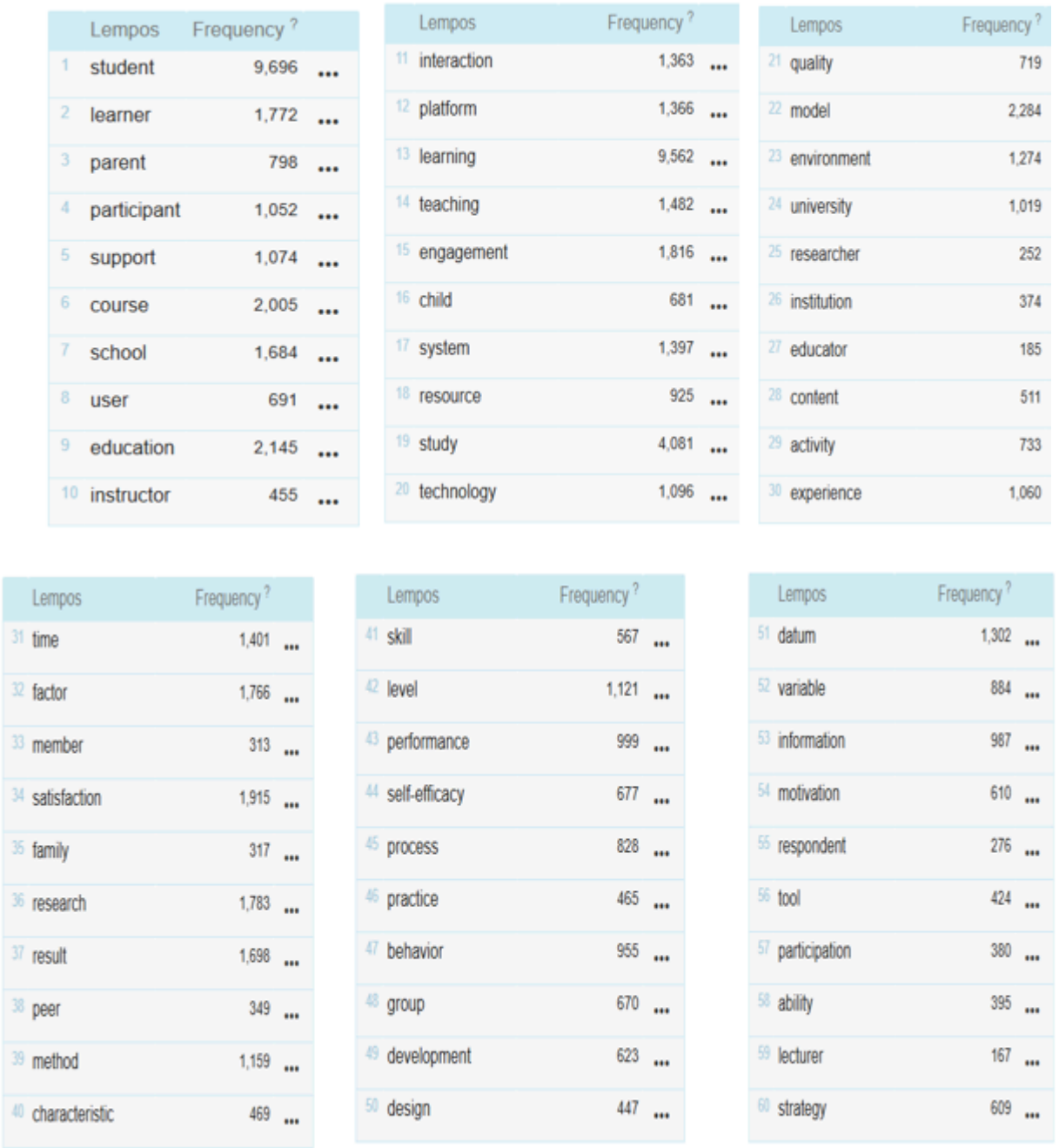


Figure 3. Thesaurus of 'Teacher" in the corpus



	Lempos	Frequency
1	student	9,696
2	learner	1,772
3	parent	798
4	participant	1,052
5	support	1,074
6	course	2,005
7	school	1,684
8	user	691
9	education	2,145
10	instructor	455
11	interaction	1,363
12	platform	1,366
13	learning	9,562
14	teaching	1,482
15	engagement	1,816
16	child	681
17	system	1,397
18	resource	925
19	study	4,081
20	technology	1,096
21	quality	719
22	model	2,284
23	environment	1,274
24	university	1,019
25	researcher	252
26	institution	374
27	educator	185
28	content	511
29	activity	733
30	experience	1,060
31	time	1,401
32	factor	1,766
33	member	313
34	satisfaction	1,915
35	family	317
36	research	1,783
37	result	1,698
38	peer	349
39	method	1,159
40	characteristic	469
41	skill	567
42	level	1,121
43	performance	999
44	self-efficacy	677
45	process	828
46	practice	465
47	behavior	955
48	group	670
49	development	623
50	design	447
51	datum	1,302
52	variable	884
53	information	987
54	motivation	610
55	respondent	276
56	tool	424
57	participation	380
58	ability	395
59	lecturer	167
60	strategy	609

Figure 4. The first 60 entries from the thesaurus teacher in the corpus

The analysis of the thesaurus enables the identification of 8 thematic groups. Therefore, we will describe each group separately.

1. Roles and Stakeholders in Education (*student, learner, parent, participant, instructor, educator, child, researcher, member, respondent, lecturer*). The online learning environment involves a diverse range of stakeholders, each playing a crucial role in the educational process. Central to this ecosystem are students and learners, who

actively engage with course materials and participate in online discussions. As Garrison and Anderson (2003) note, “The learner's role is to actively construct knowledge through interaction with the instructor, the content, and other learners.” Parents and guardians often play a supportive role, providing encouragement and technical assistance as needed. Instructors and educators are responsible for designing and delivering high-quality online courses, ensuring effective learning experiences. Researchers contribute by studying and developing best practices for online teaching and learning, continually improving the educational landscape. Other key figures include participants, members, and respondents, who may be involved in surveys or feedback processes, and lecturers, who provide specialized expertise in specific subject areas. Each of these roles contributes to the successful functioning of the online learning environment, creating a collaborative space for knowledge construction and educational growth.

2. Processes and Activities in Education (*teaching, learning, study, research, activity, practice, development, design, participation*). Online education involves a variety of processes and activities, including *teaching*, *learning*, *studying*, and **research**. Teaching in the online environment requires careful planning, effective communication, and the use of innovative instructional strategies. Moore and Kearsley (2005) emphasize the importance of instructional design in online learning, stating, "Instructional design is the process of systematically designing, developing, and delivering instruction". Learning occurs through a combination of self-directed [study], collaborative activities, and instructor-led sessions. Studying involves a range of activities, such as reading, writing, and problem-solving. Research plays a crucial role in advancing the field of online education, informing best practices and shaping future developments. Other activities such as practice and development are also integral to the learning process, contributing to both individual growth and the evolution of educational practices. Finally, participation in online forums, discussions, and group work enhances the overall learning experience, promoting collaboration and deeper engagement with the material. Each of these processes and activities forms the foundation of an effective online learning environment.

3. Tools and Resources (*support, resource, platform, content, tool, technology, information*). The effective use of tools and resources is essential for successful online learning. Technology plays a pivotal role in facilitating communication, collaboration, and access to information. Russell (2001) argues that "the Internet offers a rich and diverse array of resources that can be used to support learning." Platforms, such as learning management systems, provide a structured environment for course delivery and student interaction. Content is the foundation of online learning, and it must be carefully designed and delivered to engage learners. Support services, such as technical assistance and tutoring, are crucial for ensuring student success. Tools such as discussion boards, quizzes, and multimedia materials help enrich the learning experience. Understanding how these various tools and resources interact within the online environment enables educators to create effective and engaging online learning experiences that meet the diverse needs of students.

4. Educational Contexts and Systems (*course, school, university, institution, system, environment*). The context in which online learning takes place significantly influences the learning experience. Courses are the building blocks of online programs, and their design and delivery can vary widely, reflecting different educational goals and student needs. Schools and universities have increasingly adopted online learning to expand their reach and provide flexible learning options to a diverse student body. Institutions play a critical role in supporting online education by offering necessary resources, infrastructure, and faculty development opportunities to ensure high-quality learning experiences. The system of online education is multifaceted, involving various stakeholders, including students, educators, and administrators, as well as complex processes that guide the development and delivery of online courses. The environment in which online learning occurs, including technological infrastructure and cultural factors, can also impact student success. As Moore and Kearsley (2005) note, “The design of online courses must consider the specific needs of the target audience and the learning objectives of the course.” (p.1). By understanding these factors, educators can

tailor online learning environments to enhance engagement, accessibility, and overall effectiveness.

5. Outcomes and Metrics (*performance, quality, satisfaction, result, factor, variable*). Evaluating the effectiveness of online learning requires the use of appropriate outcomes and metrics. Performance metrics, such as grades and test scores, are commonly used to assess student achievement and academic success. Quality metrics, including student satisfaction and course completion rates, provide valuable insights into the overall effectiveness of online programs. Satisfaction is a key factor influencing student motivation and persistence, as it directly impacts students' engagement with the course and their decision to continue their studies. The results of online learning can vary depending on factors such as course design, instructional strategies, and student characteristics, which all contribute to shaping the learning experience. Nicol and Macfarlane-Dick (2006) emphasize the importance of formative assessment in promoting student learning. They argue that timely feedback and guidance help students improve their performance, making the assessment process an essential tool in enhancing educational outcomes. By focusing on both performance and quality metrics, educators can better understand the strengths and areas for improvement within online learning environments, thereby optimizing the learning experience for students.

6. Skills and Characteristics (*skill, ability, self-efficacy, characteristic*). Successful online learners possess a diverse set of skills and characteristics that contribute to their effectiveness in the digital learning environment. Self-efficacy, the belief in one's ability to succeed, is a crucial factor in student motivation and persistence. When students believe they can achieve their learning goals, they are more likely to stay engaged and overcome challenges. The ability to manage time, prioritize tasks, and work independently is also essential for success in online learning, as it requires learners to take responsibility for their own progress without the structure of in-person instruction. In addition to self-management skills, critical thinking, problem-solving, and communication are vital skills that enable learners to engage deeply with course content and collaborate effectively with peers and instructors. These

skills and characteristics collectively help students navigate the complexities of online learning, fostering both personal and academic growth.

7. Interaction and Engagement (*interaction, engagement, motivation, behavior, group*). Interaction and engagement are essential components in shaping effective online learning experiences. Interaction between learners and instructors, as well as among learners themselves, creates a sense of community and mutual support, which is vital for student success. Engaging actively with course materials and participating in various activities help students deepen their understanding and improve learning outcomes. Motivation is a key driving force behind student engagement, influencing both their participation in course activities and their persistence in completing tasks. Students who are motivated are more likely to stay engaged, contributing to a positive learning experience. Furthermore, behavior and group dynamics can significantly impact the overall effectiveness of the learning process, as collaborative environments often foster richer learning. Garrison and Anderson (2003) highlight the importance of cognitive presence, social presence, and teaching presence in online learning, emphasizing how these elements together support a holistic learning experience.

8. Strategies and Models (*model, method, strategy*). A variety of strategies and models can be employed to enhance the effectiveness of online learning. Instructional design frameworks, such as ADDIE (Analysis, Design, Development, Implementation, Evaluation), provide a systematic approach to planning, creating, and delivering effective online courses. These frameworks help ensure that each phase of course development is aligned with the learning objectives and outcomes. Learning theories, including constructivism and cognitivism, offer valuable insights into how learners acquire and process knowledge, guiding the design of instructional practices that foster deeper understanding. Methods such as problem-based learning and case-based learning encourage active learning, requiring students to engage critically with real-world problems and scenarios. By applying these models, methods, and strategies, educators can create dynamic and impactful online learning experiences that address the diverse

needs of learners and support the development of critical thinking and problem-solving skills.

The thesaurus highlights words statistically associated with the lemma *teacher* within the context of online learning. These words are not necessarily direct synonyms but are related contextually or semantically due to shared patterns in usage or collocation. The results provide insight into how the concept of a teacher is represented in online educational discourse, emphasizing its multifaceted and dynamic nature.

The lexemes like *student* and *learner* frequently co-occur with the lemma *teacher*, reflecting their role as counterparts in the educational process. Their presence underscores the student-centered approach prevalent in online learning literature. The word *instructor* serves as a synonym for *teacher*, typically appearing in more formal or professional settings, such as academic or online courses.

The words like *parent* and *participant* indicate the broader ecosystem of online education. For instance, *parent* reflects involvement in children's learning, while *participant* suggests engagement in training or professional development. The word *user* highlights the digital aspect of online education, pointing to interactions with technology platforms by both teachers and learners.

The lexemes such as *course*, *school*, and *education* emphasize the structural and institutional framework of learning, whether in virtual or traditional environments. The word *support* points to the critical role of teachers in providing both instructional and emotional guidance, especially vital in online learning where face-to-face interaction is absent.

The inclusion of these lemmas reveals how *teacher* is conceptualized in online learning. Teachers are portrayed not only as educators but also as facilitators, mentors, and collaborators. Connections to the words like *student*, *parent*, and *participant* suggest the teacher’s engagement with various stakeholders in education. The presence of *user* reflects the technological framework of online education, highlighting teachers' interaction with digital tools. The words like *course*, *school*, and *education* signify systemic and institutional perspectives influencing teaching in virtual environments.

While these results provide valuable insights, they are not without limitations. General words like *support* or *education* reflect thematic connections but lack specific alignment with the concept of *teacher*. These findings are based on the online learning discourse within a particular corpus and may not apply universally to other domains or contexts.

The thesaurus results for the lemma *teacher* offer a comprehensive view of the lemma's usage and associated concepts in the realm of online learning. They illuminate the multifaceted role of teachers, their relationships with various stakeholders, and the digital and institutional contexts of modern education.

CONCLUSION

The thematic groups found in the literature overview and the corpus-based analysis highlight both overlapping and distinct perspectives on online learning and teaching. The literature overview primarily focuses on the roles and responsibilities of teachers, emphasizing the critical responsibilities they hold in managing classrooms, designing lessons, and assessing student performance. It also stresses the challenges teachers face, such as adapting to technological advancements and ensuring student engagement, while considering the significant impact teachers have on learning outcomes. These aspects emphasize the teacher's central role in the educational process.

In contrast, the corpus presents a broader, more systemic view of education. It includes a wide array of stakeholders, recognizing not only the teacher but also the students, institutions, and other parties involved in the learning process. The corpus also places significant importance on the tools, platforms, and resources that support online education, as well as the educational contexts and systems in which learning takes place. This approach acknowledges the influence of environmental factors, technological infrastructure, and institutional support on the effectiveness of online learning.

Another key distinction is found in the emphasis on learner-centered skills and characteristics in the corpus, which highlights self-efficacy, time management, and critical thinking as essential traits for successful online learners. The literature overview,

however, is more focused on the competencies required by teachers, such as pedagogical knowledge and the ability to manage diverse classroom settings. While the literature overview gives a direct look into teachers' competencies and challenges, the corpus expands the discussion to include the processes, activities, and engagement strategies that contribute to successful learning environments.

The corpus also emphasizes the role of interaction and engagement, stressing how meaningful connections between learners, instructors, and peers foster a sense of community and enhance learning outcomes. It discusses how engagement with course materials and collaborative learning are essential for maintaining student motivation and persistence. This focus on interaction is less pronounced in the literature overview, which is more concerned with the direct impact of teachers on student outcomes. Moreover, the corpus introduces the importance of instructional models and strategies, such as ADDIE and learning theories like constructivism, which are used to guide course design and improve learning effectiveness.

Overall, while both the literature overview and the corpus share common ground regarding the importance of teacher effectiveness and student success, the corpus offers a more comprehensive perspective by addressing a broader range of factors that influence online learning. It recognizes the interconnected roles of various stakeholders, the significance of educational systems and environments, and the importance of engagement and strategic instructional models. These insights suggest that successful online learning is not solely dependent on the teacher’s role but is influenced by a complex interplay of factors that shape the educational experience.

Although both the literature and the corpus consist of articles focused on the same topic, the greater the number of articles, the broader the range of topics explored.

Further perspective can involve analysing the thesaurus of the lemmas *student* and/or *education* within the same corpus to uncover complementary patterns and relationships. This approach will provide a broader understanding of the interconnected roles in the academic discourse of online learning.

REFERENCES

Abuhmaid, A., & Jarrah, H. (2022). Education leaders' perception on the effectiveness of online learning during the COVID-19 crises in UAE universities. Nurture, 16(2), 54-64. https://doi.org/10.55951/nurture.v16i2.127

Adedoyin, O., & Soykan, E. (2020). Covid-19 pandemic and online learning: the challenges and opportunities. Interactive Learning Environments, 31(2), 863-875. https://doi.org/10.1080/10494820.2020.1813180

Ai-xia, D. (2011). Factors influencing learner attitudes toward e-learning and development of e-learning environment based on the integrated e-learning platform. International Journal of E-Education E-Business E-Management and E-Learning. https://doi.org/10.7763/ijeeee.2011.v1.43

Anggriani, N. (2023). Teachers' roles in an online English teaching. Lingua Scientia, 29(2), 77-85. https://doi.org/10.23887/ls.v29i2.37007

Badia, A., García, C., & Meneses, J. (2016). Approaches to teaching online: exploring factors influencing teachers in a fully online university. British Journal of Educational Technology, 48(6), 1193-1207. https://doi.org/10.1111/bjet.12475

Bigatel, P., Ragan, L., Kennan, S., May, J., & Redmond, B. (2012). The identification of competencies for online teaching success. Online Learning, 16(1). https://doi.org/10.24059/olj.v16i1.215

Bolliger, D., & Halupa, C. (2021). An investigation of instructors' online teaching readiness. Techtrends, 66(2), 185-195. https://doi.org/10.1007/s11528-021-00654-0

Cheam, C. (2021). Online learning on quantitative subjects during Covid-19: identifying factor analysis for teaching effectiveness. International Journal of Academic Research in Business and Social Sciences, 11(5). https://doi.org/10.6007/ijarbss/v11-i5/9865

Cheawjindakarn, B., Suwannatthachote, P., & Theeraroungchaisri, A. (2012). Critical success factors for online distance learning in higher education: a review of the literature. Creative Education, 03(08), 61-66. https://doi.org/10.4236/ce.2012.38b014

Christiani, N., Tungka, N., & Nainggolan, R. (2023). Teachers' role in online learning: perspectives of prospective Indonesian efl teachers. Journal of Education and E-Learning Research, 10(2), 187-193. https://doi.org/10.20448/jeelr.v10i2.4504

Corry, M., & Stella, J. (2018). Teacher self-efficacy in online education: a review of the literature. Research in Learning Technology, 26(0). https://doi.org/10.25304/rlt.v26.2047

Garrison, D. R., & Anderson, T. (2003). E-learning in the 21st century: A framework for critical thinking and reflective practice. Routledge.

Gupta, N., Neill, J., Cross, A., Cutrell, E., & Thies, W. (2015). Source effects in online education. https://doi.org/10.1145/2724660.2728671

Hațegan, C., Hodorogea, A., Talaş, D., Milevoj, K., Petrović, B., Sivickiene, R., & Durić, A. (2022). Students' satisfaction with online learning at the beginning of the sars-cov-2 pandemic. Journal of Educational Sciences & Psychology, 12 (74)(1), 10-23. https://doi.org/10.51865/jesp.2022.1.03

Isrofiah, N., & Kusumadewi, H. (2022). Teachers' obstacles of online learning process during pandemic era (a study of English teachers at golden kidz school, west Jakarta). Jedu Journal of English Education, 2(3), 239-246. https://doi.org/10.30998/jedu.v2i3.8058

Justice, K. (2017). The three C's of effective online instruction. Poj Nursing Practice & Research, 1(3), 1-3. https://doi.org/10.32648/2577-9516/1/3/005

Kebritchi, M., Lipschuetz, A., & Santiague, L. (2017). Issues and challenges for teaching successful online courses in higher education. Journal of Educational Technology Systems, 46(1), 4-29. https://doi.org/10.1177/0047239516661713

Kesumaningsari, N., Pudjibudojo, J., & Louk, M. (2022). Teaching experience on online learning in higher education: generational analysis. Journal of Education and Learning (Edulearn), 16(3), 318-329. https://doi.org/10.11591/edulearn.v16i3.20508

Kızılcık, H., & Türüdü, A. (2022). Humanizing online teaching through care-centered pedagogies. Australasian Journal of Educational Technology, 38(4), 143-159. https://doi.org/10.14742/ajet.7872

Korat, O., & Shamir, A. (2012). Direct and indirect teaching: using e-books for supporting vocabulary, word reading, and story comprehension for young children. Journal of Educational Computing Research, 46(2), 135-152. https://doi.org/10.2190/ec.46.2.b

Marcus, J. (2022, October 6). *With online learning, 'let's take a breath and see what worked and didn't work'*. The New York Times. https://www.nytimes.com/2022/10/06/education/learning/online-learning-higher-education.html

Meyer, K. (2014). Student engagement in online learning: what works and why. Ashe Higher Education Report, 40(6), 1-114. https://doi.org/10.1002/aehe.20018

Mohammad, W. (2023). Evaluating high school students' views on online learning with meeting apps during Covid-19. jpjj, 1(1), 13. https://doi.org/10.47134/jpjj.v1i1.62

Moore, M. G., & Kearsley, G. (2005). Distance education: A systems view of online learning. Wadsworth Publishing.

Mospan, N. V., & Sysoieva, S. O. (2022). Trends in digital adaptation of schools during the COVID-19 pandemic. Information Technologies and Learning Tools, 91(5), 21–35. https://doi.org/10.33407/itlt.v91i5.5063

Mospan, N. (2023). Digitalisation of writing in higher education: the COVID-19 pandemic impact. Journal of University Teaching & Learning Practice, 20(2), 1-24. https://doi.org/10.53761/1.20.02.08

Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education, 31*(2), 199-218. https://doi.org/10.1080/03075070600572090

Öztok, M., Zingaro, D., Brett, C., & Hewitt, J. (2013). Exploring asynchronous and synchronous tool use in online courses. Computers & Education, 60(1), 87-94. https://doi.org/10.1016/j.compedu.2012.08.007

Qiang, H. (2018). Examining teachers' roles in online learning. The Eurocall Review, 26(2), 3. https://doi.org/10.4995/eurocall.2018.9139

Russell, J. A. (2001). Internet-based learning: A critical review of the literature. Journal of Computing in Higher Education, 15(2), 3-22.

Salas‐Pilco, S., Yang, Y., & Zhang, Z. (2022). Student engagement in online learning in Latin American higher education during the COVID-19 pandemic: a systematic review. British Journal of Educational Technology, 53(3), 593-619. https://doi.org/10.1111/bjet.13190

Shrestha, S., Haque, S., Dawadi, S., & Giri, R. (2021). Preparations for and practices of online education during the Covid-19 pandemic: a study of Bangladesh and Nepal. Education and Information Technologies, 27(1), 243-265. https://doi.org/10.1007/s10639-021-10659-0

Siddique, A. (2023, April 15). *The rise of online education and its impact on traditional learning institutions*. Times of India. https://timesofindia.indiatimes.com/readersblog/ecommercetrends/the-rise-of-online-education-and-its-impact-on-traditional-learning-institutions-52621/

Sun, H., Sun, T., Sha, F., Gu, X., Hou, X., Zhu, F. & Fang, P. (2022). The influence of teacher–student interaction on the effects of online learning: based on a serial mediating model. Frontiers in Psychology, 13. https://doi.org/10.3389/fpsyg.2022.779217

Teacher (a) https://dictionary.cambridge.org/thesaurus/teacher

Teacher (b) https://www.merriam-webster.com/thesaurus/teacher

Thesaurus (a) https://www.sketchengine.eu/documentation/cql-thesaurus/

Thesaurus (b) https://www.sketchengine.eu/blog/automatic-thesaurus-synonyms-for-all-words/

Veliche, A. (2024, July 18). *Op-ed: What online education tells us about in-person learning*. The Huntington News. https://huntnewsnu.com/78961/editorial/op-ed-what-online-education-tells-us-about-in-person-learning/

ТЕЗАУРУС ЛЕМИ TEACHER В АКАДЕМІЧНОМУ ДИСКУРСІ ОНЛАЙН-НАВЧАННЯ: КОРПУСНЕ ДОСЛІДЖЕННЯ

***Денисова Наталія**, старший викладач кафедри англійської мови та комунікації, факультет романо-германської філології, Київський столичний університет імені Бориса Грінченка, вул. Бульварно-Кудрявська, 18/2, Київ, Україна, 04053, n.denysova@kubg.edu.ua*

***Цапро Галина,** завідувач кафедри англійської мови та комунікації, кандидат філологічних наук, доцент, факультет романо-германської філології, Київський столичний університет імені Бориса Грінченка, вул. Бульварно-Кудрявська, 18/2, Київ, Україна, 04053, g.tsapro@kubg.edu.ua*

Запровадження онлайн-навчання суттєво змінило освітні практики, спричинивши широкі дебати щодо його ефективності, викликів та потенціалу. Центральними темами цих обговорень є ролі педагогів і студентів, інноваційні стратегії підтримки зацікавленості та інтеграція технологій для задоволення різноманітних навчальних потреб. Викладачі, як ключові фігури в онлайн-освіті, відіграють важливу роль у визначенні успіху цих цифрових середовищ. Ця стаття досліджує тезаурус леми "teacher" у наукових текстах з онлайн-навчання та порівнює його з тлумаченнями в словниках і оглядом літератури статті для забезпечення всебічного розуміння того, як у цьому контексті визначається роль викладача.

Аналіз тезауруса показує, що слова як "student" і "learner" відображають орієнтованість онлайн-освіти на учнів, тоді як "instructor" є офіційнішим синонімом. Слова як "parent", "participant" та "user" вказують на широку екосистему, включаючи різних учасників і цифрові платформи. Додатково, "course", "school" та "education" підкреслюють структурні аспекти навчання, а "support" акцентує на ролі викладача в наданні керівництва. Це висвітлює еволюцію ролі викладача як педагога, наставника та співробітника в онлайн-освіті.

Огляд літератури переважно зосереджується на обов'язках викладача щодо керування класами, розробки уроків і оцінки результатів учнів, а також на викликах, таких як адаптація до технологій і підтримка залученості учнів. Натомість корпус пропонує більш всебічний погляд, підкреслюючи взаємопов'язані ролі учасників, важливість технологічних інструментів та стратегії для стимулювання залученості. Хоча обидва підходи визнають важливість ролі викладача, корпус надає ширший погляд на онлайн-навчання, враховуючи екологічні фактори, характеристики учнів і моделі навчання.

Порівнюючи ці два підходи, дослідження підкреслює, як онлайн-освіта формується не лише ролями викладачів, але й більшою освітньою екосистемою, технологічними досягненнями та стратегіями залучення учнів.

***Ключові слова**: лема teacher, онлайн-навчання, академічний дискурс, корпусна лінгвістика, тезаурус*

Received: 30.11.2024
Accepted: 10.12.2024