Enhancing First-Year Arts Students' English Vocabulary Ability with Online Learning Media

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Abstract

Nowadays, it cannot be denied that technology plays an important role in Teaching English as a Second Language (ESL) such as e-learning and m-learning. Its on-demand and just-in-time characteristics can meet Gen Z learners' demands and support self-learning. So an integration of the conventional in-class lecture method and the application of multimedia to teaching will be beneficial to these new generation learners. Therefore, the purposes of this experimental research were to: 1) compile a list of the links giving English vocabulary knowledge and then change its form into the online lessons; 2) compare students' English vocabulary ability before and after using these online lessons; and 3) study students' opinions and attitude towards using online learning media to develop their English skills. The randomly-selected sample in this study was 140 first year Arts students at Silpakorn University in the academic year 2017. The duration of the experimental research was a 15-day practice period. The research instruments were: 1) the online lessons accessed via the Moodle platform; 2) paper-based pretests and online posttests on Moodle; 3) profile and post questionnaires; and 4) semi-structured interview. The data were analyzed by percentage (%), mean ( ), standard deviation (S.D.), and dependent t-test. The results of the research were as follows: firstly, the students' English vocabulary ability after using the online lessons was significantly higher than that before using the materials at the 0.05 level. Secondly, the students' opinions towards learning English via online media were highly positive.

Keywords: *Online Learning Media, Online Lessons, Moodle;*