The Effectiveness of Using an English-Thai Pictorial Dictionary to Teach Vocabulary

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Abstract

The experimental research investigated the effectiveness of using an English–Thai pictorial dictionary to teach vocabulary, and learners’ vocabulary retention. The subjects of the study were 30 Prathom Suksa 4 students of a primary school in the southern part of Thailand, selected using a purposive sampling method. The data were collected in the first semester of the academic year 2011. The instruments were: 1) 8 lesson plans for teaching vocabulary through an English–Thai pictorial dictionary; 2) an English-Thai pictorial dictionary, and 3) a 40-item vocabulary test used to assess the subject’s vocabulary knowledge before and after using an English–Thai pictorial dictionary in teaching vocabulary, and again 2 weeks after the treatment. The data were statistically analyzed with mean and paired samples t-test. The results of this study showed that after using the English–Thai pictorial dictionary: 1) the students’ effectiveness was significantly increased at the .01 level, and 2) the students’ retention in learning vocabulary was higher but not significantly.

Keywords: effectiveness of studying vocabulary, English–Thai pictorial dictionary, teaching vocabulary, vocabulary retention