THE ROLE OF SOCIAL MEDIA IN ENRICHING EMPLOYEES' LISTENING SKILLS IN A DISTRIBUTOR COMPANY IN THAILAND

BY

MERISA UDOMPOOSANASATHIEN

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN CAREER ENGLISH FOR INTERNATIONAL COMMUNICATION

LANGUAGE INSTITUTE

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ENTITLED

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ABSTRACT

This research aimed to investigate the use of social media in enhancing English listening skills among Thai distributor employees in Thailand and investigate the problems faced when practicing listening skills. The study involved 142 participants from the sales department. The researcher collected data through the use of online questionnaires. Out of a sample of 129, the majority of participants were male, predominantly aged over 41 years, and employed in sales within the PepsiCo department. Most participants rated their English listening abilities as fair and reported spending 1 to 5 hours per week using social media at home in the evening to enhance these skills. Participants occasionally used social media to improve their English listening skills, although many encountered difficulties with understanding slang. A significant finding was that learning English and integrating it into daily life through social media were common outcomes. Therefore, social media can serve as a valuable tool for employees seeking to improve their language skills, offering accessible resources. Moreover, using social media wisely may effectively enhance language abilities, providing widespread and practical access to language learning resources.

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LIST OF ABBREVIATIONS

Symbols/Abbreviations	Terms
EFL	English for Foreign Language
CCCS	Centre for Contemporary Cultural Studies

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CHAPTER 1
INTRODUCTION

1.1 Background of the Study

Nowadays, the world is changing rapidly. This is because of the advancement of digital technology and the reorganization of the global political economy, making it feasible to foster collaboration or competition for a country's growth. The development of Thais, such as communication and commercial operations, understanding and negotiation, information access, and cultural and technological exchange, all rely on language as a necessary tool. English, in particular, is acknowledged as a worldwide language.

English is becoming a global language. It is the world's lingua franca and is largely utilized to communicate with one another. When working with individuals from other languages and cultures, everyone must utilize English as a precondition and English as a second language after their native language. For this reason, it is imperative to have enough English proficiency as a model and be able to develop the English proficiency of others properly in language teaching. And English language skills are the gateway to a career that will advance far and wide in the future.

Listening comprehension is one of the four primary channels that each language learner must master before learning a foreign language. Listening, in general, assists us in achieving four types of communication goals: instrumental, physical, identity, and relational. Listening is essential in educational, business, and individual contexts (Worthington, D. L., & Bodie, G. D. (Eds.). (2017). The sourcebook of listening research: Methodology and measures. John Wiley & Sons.).

As social media becomes increasingly important in our everyday lives, the growth of the internet has resulted in significant and drastic improvements in resolving educational issues, as well as an increase in the need for learning help. Social media has evolved from its original use as a tool for communication to become a helpful tool for learning the English language. With their frequent usage and variety of content, social media platforms provide an innovative and educational way to enhance language skills (Verbalplanet, 2020). Several studies have identified the advantages of social

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media (Hughes &Tolly, 2010; Cox, 2011, Watkins & Wilinkins, 2011). Social media allows users to watch videos for free and access creative teaching and learning methods. Examples of social media include YouTube, TikTok, Instagram, and Facebook.

In addition, it is important for companies to improve their employees' English skills. To achieve this, it is crucial to provide high-quality instruction, effective methods, and the necessary tools for learning English. Additionally, strong English listening skills are essential for a business's reputation and employee engagement. Workers proficient in business English are better equipped to develop new business models, communicate with overseas clients, and adapt to changing situations. This skill is beneficial for businesses that are growing or expanding overseas, as well as for companies involved in international communication and the development of new business strategies (Classgap, n.d.).

1.2 Research Objectives

1) To investigate how employees in a distributor company in Thailand use social media to enhance their English listening skills

2) To investigate the problems related to using social media to practice listening skills of employees in a distributor company in Thailand

1.3 Research Questions

1) How do employees in a distributor company in Thailand use social media to enhance their English listening skills?

2) What are the problems when using social media to practice listening skills of employees in a distributor company in Thailand?

1.4 Definitions of Terms

1) Social media refers to the tools with which individuals connect with one another through the creation, sharing, and exchange of knowledge through social media platforms, namely YouTube, TikTok, Instagram, and Facebook.

2) Autonomous learning skills refer to a strategy where pupils are capable of engaging in independent learning and encouraging themselves to resist the temptation

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of distracting yet interesting activities, such as surfing social media and playing online video games.

3) Extensive listening is a language instruction and learning technique that motivates students to engage with a significant quantity of simply understandable and satisfying content in the stated goal language throughout the course of study.

4) Listening skills refer to the foundational abilities that learners must develop before mastering a new language. They encompass the capacity to interpret and understand the significance of acquired information. Effective listening abilities are required for straightforward dialog. Communications are often misunderstood if their recipient has adequate abilities to listen.

5) Employees refer to Thai people who are executives and employees who work with distribution company in Thailand in the sales department.

1.5 Scope of the Study

The population is the employees at a distribution company in Thailand who use social media to enhance their English listening skills.

The sample group was 142 sales employees in the sales department of a Thai distribution company in a multistage random sample.

1.6 Significance of the Study

1) Social media are a valuable tool for developing listening skills, filled with a variety of stories and content. By tracking and listening to native English speakers, you can become more familiar with the language. Learning content from native speakers enhances your ability to understand the language and how it is used.

2) In this globally connected age, English listening skills help companies communicate more effectively with foreign partners and customers, providing a major competitive advantage in the global market. It conveys professionalism, builds trust, and attracts a larger customer base, ultimately increasing revenue.

3) Social media also helps improve employees' English listening capabilities, offering opportunities for higher salaries and promotions. When employee problems are identified, companies can address them directly and efficiently.

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4) Employees can connect with more people and build relationships in the workplace.

1.7 Organization of the Study

Chapter One is the introduction, which includes the background of the study, research questions, research objectives, definitions of terms, scope of the study, and significance of the study.

Chapter Two contains the review of literature on social media, autonomous learning skills, extensive listening, and previous related studies.

Chapter Three describes the research methods and instruments used in the study.

Chapter Four examines the study's findings.

Chapter Five summarizes the study, explains the results, and provides recommendations for further research.

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CHAPTER 2
REVIEW OF LITERATURE

This chapter is organized into four main sections. The first section provides an overview of social media. The second section explores autonomous learning skills. The third section studies extensive listening, and the last section examines previous related studies.

2.1 Social Media

In the past, people used other media to communicate with each other, for example, homing pigeons, telephones, telegraphs, sound-producing devices, and letters. However, due to technological advancements, the media has evolved into social media, in which individuals utilize media to form societies or communities, such as Facebook, YouTube, Instagram, TikTok, WhatsApp, WeChat, etc.

Social media is described as an application of online media that enables people to publish information, interact, and communicate with each other through platforms and text messages (Correa, Hinsley, & De Zuniga, 2010).

Mangold and Fauld (2009) explained that social media is capable of serving as platforms supporting intra-organizational and inter-organizational behaviors between colleagues, clients, suppliers, and companies, for example, collaborating to develop products. Manning (2014) referred to social media as multimedia interactive platforms.

In conclusion, social media is utilized to remain connected with friends, family, coworkers, or clients through internet-based platforms. It can also be utilized for social, business, or both objectives through social media. For companies, social media has developed into an important learning instrument for helping employees enhance their skills and knowledge. Workers can also utilize social media to build or connect with online networks, organizations, or platforms where employees can gain knowledge from one another, advisors, or experts. Additionally, it is able to be used to obtain data, interact with customers, increase sales revenue via marketing and advertising strategies, recognize rapidly changing consumer behaviors, and provide customer service.

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Displacement is a concept in evolution media that states that as new media develops, it is competing at the same time as eventually eliminating a previous medium (Dutta-Bergman, 2004). Replacement occurs when two kinds of media intersect significantly, meaning that they satisfy similar needs and, as a result, compete (Ramirez, Dimmick, Feaster, & Lin, 2008).

The evolution of the media can be separated into two periods: (1) the broadcasting age and (2) the interactive age. During the broadcast age, the media became centrally controlled, with a single institution delivering messages to a large audience. Reviews from the media were frequently oblique and impersonal. Individuals frequently communicate on a smaller scale, using letters, telephone calls, or photocopied family newsletters. With the growth of digital and mobile technology, large-scale engagement has become more accessible to people, leading to a new media age centered on interaction. One person can speak to many people and provide immediate feedback. Citizens and consumers could express their thoughts to many people, while the low cost and convenience of new technology provided more media use selections.

Monica and Anamaria (2014) discovered that people utilize social media to interact online. Social media is a well-known digital platform used by people of all ages and skill levels. There are several social media channels, such as YouTube, TikTok, Instagram, Facebook, and several more.

Despite the widespread use of social media, learners can reap numerous benefits (Boholano, 2017; Camus et al., 2016). Furthermore, an investigation by Eke, Omekwu, and Odoh (2014) among Nigerian students in college revealed that there are a few benefits to using social media, such as virtual conversations with co-research scholars, self-confidence and mental health, learning and research, improving interpersonal relationships, reading and writing web page skills, and so on. It also turns out that learners use social media to chat with colleagues and friends, watch movies, share national concerns such as governance, economic matters, and religion, and for educational purposes.

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2.1.1 YouTube

YouTube, established in 2005, is an online video platform that has garnered significant attention from instructors and researchers for its potential educational benefits (Mullen & Wedwick, 2008). YouTube offers free access to a vast array of educational clips (Buzzetto-More, 2014), making it a suitable resource for learners seeking relevant instructional content. YouTube EDU provides a professional learning platform distinct from casual communication channels.

Authentic resources are accessible and can be explored through free web pages. The Internet offers genuine materials that inspire students to study languages, such as YouTube videos (Kumar & Tammelin, 2008). YouTube has become one of the most widely used online video platforms globally (Almurashi, 2016), allowing users to download, view, share videos, listen to music, watch television shows, and access instructional clips (DeWitt, Siraj, Alias, & Yusaini, 2013). According to digital data from the global community in 2019, YouTube was the second most widely used internet site, with 25 billion viewers in March 2019.

YouTube enables users to create their own channels, share, upload videos, express opinions in comments, discover, and post related videos (Biel, Aran, & Gatica-Perez, 2011). Users can freely distribute videos by uploading them under appropriate categories (Yang, Hsu, & Suyanti, 2010). As Alimemaj (2010), quoted in Jalaluddin (2016), notes, YouTube contains a substantial amount of legitimate content.

Previous research suggests that YouTube can help learners enhance their vocabulary, accent, pronunciation, listening, speaking, reading, and writing skills in English (Chabbra, 2012). Alqhatani (2014) states that YouTube is a valuable resource for real-time data that aids in developing listening skills. Learners use YouTube videos for listening practice, gaining numerous advantages. Videos help learners build confidence in their listening and comprehension skills (Tomalin, 1991, as referenced in Lestiyaningsih, 2016).

2.1.2 TikTok

TikTok is an application that enables users to produce, view, and share short video clips. The foreign version of the Chinese app Douyin, which has been publicly published since 2016, was released in 2017. TikTok has been downloaded over two

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billion times, making it among the most widely used applications in previous years (SensorTower, 2020).

Newman (2021) defines TikTok as a popular platform of data for learning and understanding cultural trends, news, and various issues. Edwards (2021) describes TikTok as a tool for learning that may assist pupils in adapting their communication skills. This is the method people practice, particularly while speaking, and this program can save the results of video learning. It can be published on another date, encouraging pupils to enhance their training as long as they are achieved with their efforts.

Novitasari and Addinna (2022) conducted a qualitative study and discovered that learners prefer to use TikTok to learn English. Learners who use TikTok to learn can improve their English skills while having fun. TikTok is also simple to use, with a wide range of fascinating and understandable video content and the ability to learn from native speakers, among other things.

2.1.3 Instagram

Kevin Systrom and Mike Krieger established Instagram, which Facebook launched in October 2010. Instagram allows users to share photographs and 60-second videos with filters, location information, and tags. Users can add captions, comments, and likes, as well as browse and follow other accounts and search for hashtags.

Instagram is a tool for 21st-century learners to increase their academic achievement and efficiency. It is a smartphone application available on the Google Play Store and Apple App Store, allowing users to create immediate snapshots, live activities, publish pictures, send text messages, and post videos.

Rainie, Brenner, and Purcell (2012) describe Instagram as a new channel for communication. It is a cellphone photo and video capture service that has rapidly grown in popularity. It allows people to instantly record and share life memories through photos and videos. Since its introduction in October 2010, Instagram has gained over 150 million users, with an average of 55 million photographs uploaded daily and more than 16 billion images shared worldwide (Instagram 2013). Instagram's success supports a Pew analysis indicating that images and videos have become primary social commodities online.

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Salomon (2013) suggests that Instagram is a form of digital competence that aids the instructional process and enhances learning effectiveness. Dewi and Salam (2018) stated that learners using Instagram may extend their study time with various educational activities, compensating for the limited time in classroom settings. Instagram also helps learners engage with diverse, long-term learning and teaching objectives.

Agustin and Ayu (2021) note that many Instagram accounts contain English-related material, which can serve as a valuable resource for expanding vocabulary and improving listening abilities. Accounts like #kampunginggrislc, #kampunginggrism, #gurukumrd, #arons.inglish, #Fluent_HouseofEnglish, and #mysimpleremiders offer fascinating captions, public statements, and videos in English to keep viewers engaged and prevent boredom. Instagram also provides IGTV, allowing users to watch longer videos, and includes markers and blackboard media to teach English lessons.

Instagram's video feature helps users enhance their listening skills and comprehension. The absence of a pause option forces users to concentrate on authentic communication situations, requiring them to focus on the content and understand the speech. According to Khalitova and Gimaletdinova (2016), this no-pause feature boosts user motivation by being brief and efficient.

2.1.4 Facebook

Meta Platforms owns Facebook, a social media network and online community service. Facebook was started in 2004 by four Harvard graduates: Mark Zuckerberg, Eduardo Saverin, Dustin Moskovitz, and Chris Hughes. Facebook has become the world's largest social network, with about three billion users as of 2021, with roughly half of those active every day. The headquarters of the company are located in Menlo Park, California. (Britannica, 2024).

Blattner and Fiori (2009) suggest that Facebook is a useful medium for linguistic engagement. Godwin-Jones (2008) also claimed that Facebook may improve relationships between people. They concluded that Facebook's distinctive features provide an enjoyable environment for learning while retaining a particular level of security and confidentiality.

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Ajjan and Hartshorne (2008) discovered that users who are engaged can enhance their communication abilities as well as their writing skills via online conversations on Facebook. Mill (2009) identified that learning a language through Facebook is successful because online social interactions help learners improve their ability to communicate verbally in daily life. Furthermore, Shin (2011) examined the use of Facebook for conducting peer evaluations. The results showed that peer reviews on Facebook significantly increased learning enthusiasm and motivation. These positive findings support the idea that communication on Facebook can impact language learning success.

Daher (2014) investigated the impact of using Facebook for learning. Fifteen students and teachers were tasked with visiting a mathematics Facebook page. The study revealed that the participants' interactions and the varied settings influenced the outcomes of their learning activities on the social media platform. Similarly, Shraim (2014) explored the potential of employing Facebook to support academics in a socially functional way. In this study, 240 students participated in four segments of an undergraduate Education in Technology program and had the option to engage in various assessment activities via Facebook. The data revealed that the majority of students were enthusiastic about studying through Facebook and valued the additional chances for interaction.

2.2 Autonomous Learning Skills

The idea of "autonomy," which refers to a learner's features, skills, and ability to control personal development (Benson & Voller, 1997), has been applied to language learning in various ways according to unique contexts. Considering that autonomy is viewed frequently, it depends on the level of focus placed on numerous aspects that influence the learning situation. These components might include the learner's knowledge, skills, mindset, and inspiration, as well as the numerous restrictions imposed by the atmosphere of learning that include academic requirements, learning and instruction methodologies, and educational institutions control.

Palfreyman and Smith (2003) argue that there are several justifications to encourage the growth of autonomy in those who are learning languages, highlighting self-determination as an inherent human right.

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Benson (1997) explores how autonomous education has proven more efficient than other methods, emphasizing that learners need to take responsibility for their own educational development to access the majority of available materials, especially outside of school. Additionally, three main techniques have been identified for promoting student autonomy in language instruction:

1) **Technical strategy** focuses on abilities or methods to support independent study: a particular type of engagement or procedure, including cognitive, social, and metacognitive, as well as the techniques outlined (Oxford, 1990).

2) **The psychological approach** highlights wide perspectives and intellectual skills that allow the student to accept accountability for their own personal learning.

3) **The political stance** stresses empowering students by tasking them with the management of what they're learning (Palfreyman & Smiths, 2003).

According to Omaggio (1978), there are seven major characteristics defining autonomous learners:

1) Learners understand their study types and methods.

2) Learners dedicate themselves to an involved analysis through the learning project on hand.

3) Learners are motivated to face difficulties and interact in order to emphasize the language at all costs.

4) Learners are excellent guessers.

5) Learners prioritize proficiency and appropriacy.

6) Learners enhance the potential aim of the language beneath a distinguish relation technique as well as being prepared to update and refute theories (Thansoulas, 2000).

2.3 Extensive Listening

Extensive listening is a method aimed at providing learners with a large quantity of listening inputs through various types of resources appropriate for their English skills and preferences (Ivone & Renandya, 2019, p. 237). This method was designed based on the effectiveness of extended reading (ER), with the expectation that the strategy would enhance listening skills. As a result, extended listening, which has many similarities with extensive reading, became suggested (Holden, 2008, p. 304).

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Waring (2010) observed that in extended listening, pupils frequently listen for enjoyment. It entails listening to a huge number of texts that students should comprehend correctly and efficiently at the highest level of comprehension. The project involves hearing without being limited by pre-set questions or objectives or listening in excess of their comfortable fluency level. Extensive hearing does not involve listening for precise information, the precise words of a sentence or expressions, or details.

According to the previous description, extensive listening is able to be practiced while learning or outside of the classroom, but the crucial point is that learners obtain significantly more effective listening practice. To help learners participate in extended listening practice, the words must be understandable, and the resources offered must be fascinating and entertaining. There has been a suggestion that the method of continuous practice assists learners in a psychological mapping, i.e., an online community of languages, from learners who can collect up the necessary skills to effectively employ linguistics (Nation & Newton, 2009, p. 38).

Furthermore, according to skill acquisition theory (e.g., DeKeyser, 2007), studying a language requires extensive practice. The type of training provided by prolonged listening allows second-language learners to progress from slow and monitored analysis of linguistic elements (e.g., sounds, words, and phrases) to rapid and instinctive comprehension of these features. This is especially useful for English-language learners with lower competence levels. While they have developed some fundamental listening skills, their bottom-up learning capacity remains insufficient for processing typical speech. To be able to process spoken language at conversational speed, students' bottom-up processing skills must be automated through practice and repetition.

2.3.1 Benefit of Extensive Listening

Learners have been more enthusiastic and inspired to study when they choose their own listening resources and media for learning. Furthermore, the instructor can engage in deep listening at all levels of a language school to improve students' listening abilities. Extensive listening tends to be more effective in English as a Foreign Language contexts, where educators have to focus more on grammar structure, vocabulary, and reading. Furthermore, learners get knowledgeable about their role in

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independent learning as well as making their own academic judgments. As an example, people must consider a variety of audio materials they intend on listening to, such as themes, length of time, and ability. As a result, "extensive listening shouldn't only encourage the improvement of learners' listening skills but also enhance their capacity to more thoughtfully lead them to self-learn a second language" (Holden, n. d., p. 310).

Nobar and Ahangari (2012) found that incorporating computers and the Internet throughout language courses enhances learners' viewpoints and inspiration through learning a language, making it more effective and enjoyable (p. 39). In his research on "Adopting CALL to Promote Listening Skills for EFL Learners" at Vietnamese universities, Luu (2011) identified that "computer use in listening lessons ought to be provided a higher priority in order to enhance the listening abilities of English as a Foreign Language learners, as well as motivate learners and instructors." Furthermore, Chapelle (1999) suggested that teaching listening skills using online tools improves EFL students' listening comprehension both inside and outside of class. For example, CALL software, interactive discussion boards, and online meetings or conferences such as video calls, text chat, whiteboards, and audio are all useful in extended listening practice to provide possibilities for intelligible input and output, as well as purposeful interpretation.

2.3.2 Principle of Extensive Listening

Vandergrift and Goh (2012) outlined three direction concepts for extensive listening, such as variety, frequency, and repetition.

Variety implies that the types of listening texts could be as diverse as feasible in order to teach students a wide range of communication methods. It is recommended that learners be motivated to choose listening materials that are slightly beyond their ability and do not always cover common subjects. Regularity is a recurring habit of listening to literature in the targeted language. Learners should create an achievable and reasonable routine on a daily or weekly schedule based on their age and skill level. Repeating is connected to how much time students spend listening to the speech. Learners need to be motivated to listen multiple times as a way to achieve familiarity and "significantly lessen learners' thinking while they listen, which allows their

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concentration and constrained memory and thinking resources" (Vandergrift & Goh, 2012).

Waring (2003) cited the following benefits of adopting prolonged listening in extract, load, and transform: Speed identification is improved, learners are assisted in chunking, material is probable to be liked, and the emphasis is on comprehending and communicating with the content.

Extensive listening has the ability to help learners in a variety of ways. Learners can, as examples, learn to listen without regard to external time limits. Furthermore, learners can set their own personal goals, select their own resources, assess their effectiveness in learning tactics, and expand and enhance their collection of listening abilities. They are then better equipped to commence learning based on their own needs, desires, and priorities. Additionally, participating in extensive listening indicates the potential for improving learners' analytical abilities for learning a language. Therefore, extensive listening would not only help learners improve their listening skills but also encourage them to more intentionally lead themselves as they study a second language autonomously. (Cutting, 2004).

2.4 Previous Related Studies

Kryvka, Mitchuk, Bykova, Rudyk, Khamedova, and Voitovych (2022) investigated social media applications as an international tool for the development of English-language communicative competencies. The objectives of this research included incorporating educational internet resources, platforms, and social media in language learning, comparing CCCs with second-year students using traditional and non-traditional strategies, and investigating the effects on English-language skills as well as professional and personal growth. The researchers used various methods to achieve these aims, including diagnostic, empirical, statistical, and descriptive approaches. It was an experimental study where second-year students developed foreign language communication skills through social media platforms. The study also involved observing and testing learners' progress in improving their competency while sending emails and creating English-language content on TikTok. Statistical analysis of the collected data was performed using graphic methodologies. The study involved 67 participants, with 34 second-year students in the first group and 33 in the second

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group, conducted across various institutions, including the Department of Social Communications at Borys Grinchenko Kyiv University, the Institute of Journalism, and the Ivan Franko National University of Lviv. The findings indicated that various programs, platforms, and social media applications effectively improve the linguistic environment and strengthen communicative skills. To support this, the study suggests applying an appropriate educational model, promoting proportional development, intensifying interactive methods, and encouraging creative English-language communicative competencies using tools like YouTube, Facebook, TikTok, WeChat, and others.

Hasanah (2022) explored the use of English slang by 8th-semester students in daily conversations through social networks in the English study program at FKIP UIR. The study aimed to identify the different types of English slang used by these students via social media platforms, employing a descriptive-qualitative method commonly used in documentation. The findings suggested that slang can improve student communication and that slang requires media to propagate, remaining constant due to its adaptability and ease of use in everyday situations.

Iswahyuni (2021) conducted a study on using social media to improve the English skills of EFL learners. Using a descriptive-qualitative method, the study focused on how social media can enhance English skills. The participants were 38 non-English college students and a lecturer at a private university in Indonesia. The research instruments included questionnaires and observations. The results indicated that EFL learners face several challenges while learning English, but social media can help them overcome these. Most respondents used YouTube, WhatsApp, Instagram, Facebook, Twitter, and TikTok for learning English, enhancing their listening, speaking, writing, reading, vocabulary, and grammar skills.

Anwas et al. (2020) explored social media usage for enhancing English language skills. The study aimed to determine the strength of students' use of English in social media content and their perceived English skills. The study used a quantitative methodology with 185 students from a senior high school in Jakarta, Indonesia. The findings indicated that students could practice their English speaking via social media platforms like Facebook, Instagram, WhatsApp, and Twitter. The study showed that

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social media benefits students by allowing them to obtain information, engage with others, and enhance their language skills.

Handayani, Syafei, and Utari (2020) identified the use of social media for learning English. This research used a descriptive-qualitative methodology, with participants including 50 fourth-semester students from the English Education Department at Universitas Muria Kudus. The findings revealed that students learn English through various social media platforms such as YouTube, Instagram, WhatsApp, Twitter, Facebook, Line, Manwha, Telegram, Google, TikTok, Cake English App, Quora, and Discord. The study suggests that instructors use these platforms to assist students in developing their proficiency in the English language and encourages further investigation into additional elements of utilizing social networks for studying the language.

Thilaphan, Kanokkamalade, and Klinchan (2020) investigated the use of multimedia for improving the English listening skills of students at Mahachulalongkornrajavidyalaya University. The research used a mix of qualitative and quantitative methodologies, with data collected from 45 fourth-year undergraduate students. The study aimed to improve English listening skills using multimedia and social media platforms like YouTube and Facebook.

Chueinta (2017) studied CEIC students' behavior when using social media to improve their English language skills. Using an online questionnaire, the study examined the types of social media utilized by CEIC students to developed their English abilities. The sample included 75 CEIC students, with findings indicating that English writing was a particularly necessary ability to improve, followed by listening, speaking, and reading abilities. The study found that most participants spent over 20 hours weekly on social media, using platforms like YouTube for developing their English skills.

Julamonthol (2015) examined the English listening comprehension issues of employees at a multinational automotive firm in Thailand. The study aimed to investigate these problems and provide recommendations for improvement. Data was collected using questionnaires from 132 employees of the Thai-Swedish Assembly Company. The study found that employees had difficulty understanding English due to unfamiliar lingo, rapid speaking, limited vocabulary, and loudness. Suggested solutions included learning with someone who learns to speak the language of his or her

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birthplace as a youngster, understanding pronunciation and accents, listening to English music, making use of English every day, focusing on major concepts, and enrolling in an English course.

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CHAPTER 3
RESEARCH METHODOLOGY

To investigate how employees in a distributor company in Thailand use social media to enhance their English listening skills and investigate the problems when using social media to practice listening skills of employees in a distributor company in Thailand, this chapter is divided into four sections: (1) participants, (2) instruments, (3) data collection, and (4) data analysis.

3.1 Participants

The participants were employees in the sales department of a Thai distribution company who directly coordinate with clients not only in Thailand but also internationally. In this study, the researcher used Taro Yamane's method to calculate the sample size. This method was appropriate for research that studies subjects with a large population and recognizes the total population numbers studied; thus, it prevented the sample size from being too small, which could result in high discrepancies, as well as not making the sample size too large, which would require too much time and money for sampling.

As a result, a sample of 142 was selected from a population of 329. All employees in the sales department have the responsibility of providing services to both new and current customers of the company, including coordinating with companies both in the country and internationally. Therefore, the majority of employees had a similar level of English proficiency.

3.2 Research Instrument

This study was performed using quantitative research, which gathered numerical data from participants. In the social sciences, survey methodology is used to increase credibility when a researcher was to collect and analyze data from a large number of respondents. Questionnaires, interviews, focus groups, and observations were all common tools used in surveys. The researcher used an online questionnaire in this study, allowing participants to complete the questionnaire more quickly and simply

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in the current technological age. The data was analyzed with the Statistical Package for the Social Sciences program (SPSS), version 29. The questionnaire was divided into five sections, as follows:

Part 1: Background Information: In the first section, the questions consist of three close-ended questions regarding their gender, age, and department. In this section, the participants were asked to select the answer that best corresponded to their information.

Part 2: Experience of using social media to enhance English listening: In the second section, four close-ended statements were used to collect the experiences of employees in the sales department of a Thai distribution company who practiced English listening.

Part 3: Frequency of using English listening through social media platforms to develop English listening skills: The third section assesses listening abilities on social media. This component of the questionnaire used a five-point rating scale to assess listening competence. Scoring in this section involved selecting one of five options: always, often, sometimes, seldom, and never. The criteria are classified as follows:

Rating Score	Interpretation of the Score
1	Never
2	Seldom
3	Sometimes
4	Often
5	Always

Part 4: Problems when using social media to practice listening skills: The fourth part aimed to answer the second research question: What is the best method for using social media to improve learners' English listening skills? The questionnaire assessed English listening skills using six frequency levels: always, very often, often, sometimes, rarely, and never. The criteria are classified as follows:

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Rating Score	Interpretation of the Score
1	Never
2	Rarely
3	Sometimes
4	Very often
5	Always

Part 5: Outcomes of using social media to enhance listening skills in English: The fifth section aims to address the research objectives stated in the first chapter. This section of the questionnaire contains close-ended statements about attitudes toward using social media to enhance English listening skills. Responses are rated on a five-level rating scale: strongly agree, agree, undecided, disagree, and strongly disagree. The criteria are classified as follows:

Rating Score	Interpretation of the Score
1	Strongly Disagree
2	Disagree
3	Undecided
4	Agree
5	Strongly Agree

3.3 Research Procedures

3.3.1 Research Design

The quantitative research design involved collecting numerical data from participants using a survey questionnaire.

The questionnaire used close-ended statements about the study's purpose, problems when practicing listening skills, and motivations for utilizing social media to enhance English listening abilities. Online questionnaires were produced in Thai to facilitate data collection. This technique aims to understand participants' experiences and promote active participation by enabling them to provide relevant and thorough responses. Using the Thai language in surveys helps gain insights from the target group,

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aligning with the study's objectives. The collected data will be processed and analyzed for further insights.

3.3.2 Data Collection

This study primarily collected data from 142 employees in the sales department of a Thai distribution company. An online questionnaire was distributed to the participants. The questionnaire was distributed in April 2024. It was expected that 95% of the participants, totaling 105 individuals, would return the completed questionnaires. The researcher calculated this using the Taro Yamane formula, which assumes a 95% confidence level. The calculation formula for Taro Yamane is as follows:

$$n = \frac{N}{1+N(e)2}$$

Where:

n = sample size required

N = number of people in the population

e = allowable error (%)

Substitute numbers in formula:

$$n = \frac{142}{1+142(0.05)2}$$

$$= 104.8$$

$$= 105 \text{ (rounded)}$$

The Yamane formula was calculated for a sample size of 105 people.

3.3.3 Data Analysis

The information collected from the questionnaire was examined as follows:

1) In the first section, the participant's background information was evaluated using the descriptive statistics of percentage and frequency.

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2) In the second section, the experiences of employees in the sales department of a Thai distribution company who practiced English listening were evaluated using the descriptive statistics of percentage and frequency.

3) In the third section, the frequency of using English listening through social media platforms to develop English listening skills was evaluated using the descriptive statistics of percentage and frequency.

4) In the fourth section, means and standard deviations were used to analyze the problems when using social media to practice listening skills, based on the criteria stated below.

Mean scores	Level of Interpretation
4.51-5.00	Very high
3.51-4.50	High
2.51-3.50	Moderate
1.51-2.50	Low
1.00-1.50	Very low

5) In the fifth section, means and standard deviations were employed to explore the outcomes of using social media to enhance listening skills in English, based on the criteria listed below.

Mean scores	Level of Interpretation
4.51-5.00	Very high
3.51-4.50	High
2.51-3.50	Moderate
1.51-2.50	Low
1.00-1.50	Very low

All data analysis findings, along with detailed explanations and results, are presented in tables in Chapter 4.

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CHAPTER 4
RESULTS

The previous chapter detailed the research methodology, including the participants, research instrument and research procedures. This chapter presents the findings based on data collected from survey questionnaires given to employees in the sales department of a Thai distribution company. The researcher collected 129 questionnaire replies from an online Google Form out of a total allocation of 142. All of the responses were computed using a Statistical Package for the Social Sciences program (SPSS) version 29. The study's findings are categorized into five sections, as follows:

4.1 Background information

4.2 Experience of using social media to enhance English listening

4.3 Frequency of using English listening skills through social media platforms to develop English listening skills

4.4 Problems when using social media to practice listening skills

4.5 Outcomes of using social media to enhance listening skills in English

4.1 Background Information

The personal information of respondents, including gender, age, and sales department, was evaluated using frequency and percentage.

Table 4.1

Gender of Employees

Gender	Frequency	Percentage
Male	89	69%
Female	40	31%
Total	129	100%

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Table 4.1 presents the participants' gender analysis. Out of a population of 129 who responded to the questionnaire, the majority of them were male (69%), while 31% were female.

Table 4.2

Age of Employees

Age	Frequency	Percentage
20 - 25	8	6.2%
26 - 30	19	14.7%
31 – 35	28	21.7%
36 – 40	34	26.4%
More than 41 years old	40	31%
Total	129	100%

Table 4.2 shows that, in terms of age ranges, the largest group of participants (31%) was over 41 years old. The second largest group was between 36-40 years old (26.4%), followed by participants aged 31-35 years (21.7%). The next group comprised participants aged 26-30 years (14.7%), and only 6.2% of participants were aged 20-25 years.

Table 4.3

Sales Department

Sales Department	Frequency	Percentage
Nestle Professional	9	7%
Nestle Grocery	15	11.6%
Suntory PepsiCo	46	35.7%
Brand’s	13	10.1%
Johnson & Johnson	16	12.4%
Yan Wal Yun	4	3.1%
Japan Tobacco International	23	17.8%

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Hayat Hygienic Products	3	2.3%
Total	129	100%

Table 4.3, most of the participants were working in the Suntory PepsiCo department, representing (35.7%), followed by Japan Tobacco International (17.8%), Johnson & Johnson (12.4%), Nestle Grocery (11.6%), Brand's (10.1%), Nestle Professional (7%), Yan Wal Yun (3.1%), and Hayat Hygienic Products (2.3%).

4.2 Experience of Using Social Media to Enhance English Listening

The respondents were also asked about their experience of using social media to enhance English listening. The frequency and percentage of each item were divided into four parts:

4.2.1 Proficiency level in English listening

4.2.2 Time spent on social media per week

4.2.3 Time spent on social media to enhance English listening skills per week

4.2.4 Time to practice listening to English in social media

Table 4.4

Proficiency Level in English Listening

Proficiency level in English listening	Frequency	Percentage
Excellent	1	0.8%
Good	10	7.8%
Fair	69	53.5%
Less	45	34.9%
Poor	4	3.1%
Total	129	100%

Table 4.4 shows the assessment of English listening skills among 129 respondents. Almost half of the participants (53.5%) rated their English listening skills

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as fair, followed by 34.9% who rated them as poor, 7.8% as good, 3.1% as very poor, and 0.8% as excellent.

Table 4.5

Time Spent on Social Media Per Week

Time spent on Social media	Frequency	Percentage
1-5 hours	57	44.2%
6-10 hours	26	20.2%
10-15 hours	22	17.1%
16-20 hours	12	9.3%
more than 20 hours	12	9.3%
Total	129	100%

Table 4.5 shows the respondents' weekly social media usage. Of the respondents, 44.2% spend 1-5 hours per week on social media, followed by 20.2% who spend 6-10 hours, 17.1% who spend 10-15 hours, and 9.3% who spend 16-20 hours, which is equal to the percentage of those who spend more than 20 hours per week on social media.

Table 4.6

Time Spent on Social Media to Enhance English Listening Per Week

Time spent on English listening	Frequency	Percentage
1-5 hours	76	58.9%
6-10 hours	24	18.6%
10-15 hours	12	9.3%
16-20 hours	5	3.9%
more than 20 hours	12	9.3%

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Total	129	100%

Table 4.6 shows that half of the participants (58.9%) spend around 1-5 hours per week on social media to enhance English listening skills, followed by 6-10 hours per week (18.6%), and between 10-15 hours per week (9.3%), which is equal to those who spend more than 20 hours to enhance English listening skills. Only (3.9%) of them spend 16-20 hours per week to enhance their English listening skills.

Table 4.7

Time Spent Practicing Listening to English in Social Media

Practice time	Frequency	Percentage
Before going to work in the morning	3	2.3%
While working	1	0.8%
After working	34	26.4%
At home in the evening	60	46.5%
Before going to bed	31	24%
Total	129	100%

Table 4.7 shows that the majority of respondents (46.5%) practice listening to English on social media at home in the evening. In addition, 26.4% practice after work, 24% before going to bed, 2.3% before going to work in the morning, and only 0.8% practice while at work.

4.3 Frequency of Using English Listening Skills Through Social Media Platforms to Develop English Listening Skills

This section measures English listening skills on social media. This questionnaire component assesses listening skills using frequency and percentage. The levels of interpretation were rated as very high (VH), high (H), moderate (M), low (L), and very low (VL).

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Table 4.8

Frequency of Using English Listening Skills through Social Media

Frequency of using English listening skills through social media	Frequency	Percentage
Always	10	7.8%
Often	15	11.6%
Sometimes	55	42.6%
Seldom	42	32.6%
Never	7	5.4%
Total	129	100%

Table 4.8 illustrates the overall findings of this section, indicating that 42.6% of participants sometimes used English listening skills through social media. Moreover, 32.6% seldom used them, 11.6% often used them, 7.8% always used them, and 5.4% never used them.

4.4 Problems Related to Using Social Media in Practicing Listening Skills

This section used means and standard deviations to analyze the problems related to listening comprehension when using social media. The levels of interpretation were rated as per the criteria stated below.

Mean scores	Level of Interpretation
4.51-5.00	Very high
3.51-4.50	High
2.51-3.50	Moderate
1.51-2.50	Low
1.00-1.50	Very low

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Table 4.9

Problems when Using Social Media in Practicing Listening Skills

Problems when using social media to practice listening	Mean	S.D.	Meaning
1. You have a limited knowledge of English vocabulary	2.88	0.76	Moderate
2. You don't understand the meaning of sentences	2.89	0.69	Moderate
3. You are unable to differentiate between different voices on social media	2.98	0.76	Moderate
4. You have problems with different accents	3.04	0.85	Moderate
5. You struggle with confusing colloquialisms that are heard on social media	3.13	0.79	Moderate
6. You struggle with understanding slang	3.21	0.90	Moderate
7. You are distracted by background noise	2.97	0.82	Moderate
8. You don't have the patience to listen	2.83	0.83	Moderate
Total	2.99	0.76	Moderate

Table 4.9 shows that the problems with using social media to practice listening skills were moderate. The most common problem identified in the data was struggling with understanding slang (mean score = 3.21, S.D. = 0.90). The second problem was struggling with confusing colloquialisms that are heard on social media (mean score = 3.13, S.D. = 0.79). The third problem was different accents (mean score = 3.04, S.D. = 0.85). The fourth problem was being unable to differentiate between different voices on social media (mean score = 2.98, S.D. = 0.76). The fifth problem was being distracted by background noise (mean score = 2.97, S.D. = 0.82). The sixth issue was not understanding the meaning of sentences (mean score = 2.89, S.D. = 0.69). The seventh issue was having limited knowledge of English vocabulary (mean score = 2.88, S.D. = 0.76). The least problematic issue was lack of patience to listen (mean score = 2.83, S.D. = 0.83). The overall mean score for issues related to using social media to practice listening skills was 2.99, indicating a moderate level of difficulty.

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4.5 Outcomes of Using Social Media to Enhance Listening Skills in English

This section used means and standard deviations to analyze the outcomes of using social media to enhance listening skills in English. The levels of interpretation were rated as per the criteria stated below.

Mean scores	Level of Interpretation
4.51-5.00	Very high
3.51-4.50	High
2.51-3.50	Moderate
1.51-2.50	Low
1.00-1.50	Very low

Table 4.10

Outcomes of Using Social Media to Enhance Listening Skills in English

Outcomes of using social media to enhance listening skills	**Mean**	**S.D.**	**Meaning**
1. Practicing English listening on social media helps you enhance your listening comprehension.	3.82	0.75	High
2. Your English listening skill has improved after using social.	3.68	0.84	High
3. Learning English listening in social media can be applied to your daily life.	3.89	0.78	High
4. Social media can help in learning listening by offering a variety of tools that allow for language practice.	3.81	0.76	High
5. Social media contains valuable slang for listening comprehension.	3.61	0.80	High
6. Learners can employ English vocabulary from social media for listening comprehension in their daily lives.	3.73	0.80	High
Total	3.76	0.76	High

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Table 4.10 reveals that the data indicate high outcomes from using social media to enhance English listening skills. The most prominent outcome was the integration of learning English into daily life through social media (mean score = 3.89, S.D. = 0.78). The second significant outcome was improved listening comprehension through practicing on social media (mean score = 3.82, S.D. = 0.75). In addition, social media offers diverse tools for language practice (mean score = 3.81, S.D. = 0.76), and learners apply English vocabulary from social media in daily listening contexts (mean score = 3.73, S.D. = 0.80). Other notable outcomes include enhanced English listening skills post-social media use (mean score = 3.68, S.D. = 0.84) and exposure to valuable slang for listening comprehension (mean score = 3.61, S.D. = 0.80). The mean score for these outcomes in using social media to enhance English listening skills was 3.76, indicating a high level of effectiveness.

The next chapter will summarize the study findings, discuss conclusions, and provide recommendations.

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CHAPTER 5
DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter presents (1) summary of the study, (2) summary of the findings, (3) the discussion of the finding of how employees in a distributor company in Thailand use social media to enhance their English listening skills, and the discussion of the findings regarding the problems faced when practicing listening skills, (4) the conclusion, and (5) recommendations for further study.

5.1 Summary of the Study

This section provides the objective of the research, participants, instrument, and data collection as follows:

5.1.1 Objectives of the Study

The objectives of this study were to investigate the role of social media in enriching employee's listening skills in a distributor company in Thailand.

Research questions:

1) How do employees in a distributor company in Thailand use social media to enhance their English listening skills?

2) What are the problems when using social media to practice listening skills of employees in a distributor company in Thailand?

5.1.2 Participants, Instruments, and Data Collection

The participants in this study were 142 employees in the sales department who are responsible for offering services to new and current customers of the company, as well as collaborating with organizations both domestically and globally. A quantitative methodology was applied in this study. A set of Thai-language questions created via Google Forms was distributed to 142 employees in the sales department of a Thai distribution company. Additionally, 129 completed questionnaires (91%) were returned to the researcher. The submitted questionnaire answers were analyzed using the

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Statistical Package for the Social Sciences program (SPSS) version 29 to identify percentage, frequency, mean score, and standard deviation.

5.2 Summary of the Results

The results of the study are summarized as follows:

5.2.1 Background Information

The study's background information shows that the majority of participants were 89 males (69%) and 40 females (31%). In terms of age groups, the largest proportion of participants was older than 41 years (31%), followed by the age group between 36-40 years old (26.4%) and 31-35 years old (21.7%). Participants aged 26-30 years old accounted for 14.7%, and those aged 20-25 years old comprised only 6.2% of the total sample.

Most of the participants worked in the sales department at Suntory PepsiCo (35.7%), Japan Tobacco International (17.8%), Johnson & Johnson (12.4%), Nestle Grocery (11.6%), Brand's (10.1%), Nestle Professional (7%), Yan Wal Yun (3.1%), and Hayat Hygienic Products (2.3%).

5.2.2 Experience of Using Social Media to Enhance English Listening

The study's results indicate that half of the participants (53.5%) rated their English listening abilities as fair. Additionally, 34.9% rated their abilities as less, 7.8% as good, 3.1% as poor, and 0.8% as excellent.

Regarding social media usage, 44.2% of respondents spend 1-5 hours per week on social media, 20.2% spend 6-10 hours, 17.1% spend 10-15 hours, and 9.3% spend 16-20 hours. Similar percentages are noted for those who spend more than 20 hours per week.

When it comes to using social media to enhance English listening skills, nearly half of the participants (58.9%) spend 1-5 hours per week, while 18.6% spend 6-10 hours per week. Additionally, 9.3% spend 10-15 hours per week, with a small percentage (3.9%) spending 16-20 hours per week.

In terms of practice habits, 46.5% of respondents practice listening to English on social media at home in the evening, 26.4% practice after work, 24% practice before

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going to bed, 2.3% practice before going to work in the morning, and 0.8% practice while at work.

5.2.3 Frequency of Using English Listening Skills Through Social Media Platforms to Develop English Listening Skills

In terms of participants' frequency of using English listening skills through social media platforms to develop English listening skills, a five-point rating scale was employed to measure listening competence. The results showed that 42.6% of the participants sometimes used their English listening skills through social media, followed by 32.6% who seldom used it. In addition, 11.6% often used it, while 7.8% always used it, and only 5.4% never used it.

5.2.4 Problem Related to Using Social Media in Practicing Listening Skills

The results show that the problems with using social media to practice listening skills were revealed as follows:

Participants primarily struggled with understanding slang (mean score = 3.21), followed by confusing colloquialisms heard on social media (mean score = 3.13). They also faced challenges with different accents (mean score = 3.04) and distinguishing between voices (mean score = 2.98). Additional difficulties included being distracted by background noise (mean score = 2.97) and not comprehending sentence meanings (mean score = 2.89). Conversely, knowing limited English vocabulary (mean score = 2.88) and maintaining patience while listening were perceived as less problematic (mean score = 2.83). Overall, the challenges associated with using social media to practice listening skills were moderate, with a total mean score of 2.99.

5.2.5 Outcomes of Using Social Media to Enhance Listening Skills in English

Regarding the outcomes of using social media to enhance English listening skills, participants identified learning English and integrating it into their daily lives through social media (mean score = 3.89) as the primary outcome. This was followed by enhancing listening comprehension through practicing English listening on social media (mean score = 3.82). Social media's role in facilitating language learning through diverse tools was also recognized (mean score = 3.81). Participants reported using

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English vocabulary from social media for listening comprehension in daily contexts (mean score = 3.73). Additionally, they noted improvement in English listening skills after using social media (mean score = 3.68) and appreciated exposure to valuable slang for listening comprehension (mean score = 3.61). The mean score for outcomes related to using social media to enhance English listening skills was 3.76, indicating a high level of effectiveness.

5.3 Discussion

In this section, we explore the role of social media in enhancing employees' listening skills at a distributor company in Thailand. The results presented here will address the research question. The subsequent discussion is outlined below:

5.3.1 How Do Employees in a Distributor Company in Thailand Use Social Media to Enhance Their English Listening Skills?

According to the findings in Chapter 4, the majority of participants spend 1–5 hours per week in the evenings at home using social media to enhance their English listening skills. A commonly reported outcome was the integration of studying English and listening to it through social media into daily life. This finding aligns with the studies of Mangold and Faulds (2009) and Porter and Donthu (2008), who noted that social media can facilitate various inter-organizational and intra-organizational interactions among coworkers, customers, suppliers, and organizations, including collaborations in product development.

As highlighted by Almusharraf (2020), participants who were given independence could identify their shortcomings and adjust their learning strategies, leading to significant vocabulary development. Thus, it is crucial for struggling language learners to have opportunities to reflect on their learning challenges and the freedom to devise their own solutions. Collaboration and autonomous language learning encourage learners to actively engage in classroom settings. Gan emphasizes the importance of teamwork and collaboration among educators and students in language learning environments.

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5.3.2 What are the Problems When Using Social Media to Practice Listening Skills of Employees in a Distributor Company in Thailand?

According to the findings in Chapter 4, participants rated their English listening skills at a fair level. This finding resonates with Pfenninger and Singleton's (2016) study, which concluded that challenges in learning English stem from cognitive differences among individuals.

Many participants reported difficulties using social media to practice listening skills, particularly in understanding slang. This aligns with Margiyanti et al.'s (2021) findings, which highlighted slang as a non-standard language used by younger generations or specific groups for internal communication, often leading to misunderstandings among different communities. Kartina et al. (2019) define slang as a type of code or secret language used within certain societies, influenced by linguistic evolution, functions, and societal factors. Olimjonova (2022) emphasizes that slang evolves from word development processes and societal influences, playing a crucial role in understanding cultural contexts. By grasping colloquial expressions and avoiding misinterpretations, individuals can gain insights into different cultures.

Kijpoonpol (2008) explored challenges in listening comprehension, including issues with delivery speed, redundancy, prosodic features, unfamiliar vocabulary, slang, and idioms, all of which can hinder comprehension.

5.4 Conclusion

In conclusion, this study aimed to explore the role of social media in enriching employees' listening skills in a distributor company in Thailand. The objectives of the research were (1) to investigate how employees in a distributor company in Thailand use social media to enhance their English listening skills and (2) to investigate the problems faced when practicing listening skills of employees in a distributor company in Thailand. To achieve these objectives, the researcher engaged employees from the sales department of a Thai distribution company, with a sample size of 142 participants selected from a population of 329. The study employed quantitative research methods, utilizing an online questionnaire to collect data. Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS), version 29. The questionnaire primarily consisted of closed-ended questions. Descriptive statistics such as

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percentages and frequencies were used to analyze sections 1–3, while mean and standard deviation were applied to analyze sections 4 and 5.

The findings reveal that the majority of participants were male, and the largest age group represented was over 41 years old, predominantly working in sales within the PepsiCo department. Participants generally rated their English listening abilities as fair. They typically spend 1–5 hours per week on social media, enhancing their English listening skills, particularly at home in the evening. Usage of English listening skills through social media was reported as intermittent.

Regarding challenges faced in using social media for practicing listening skills, many participants struggled with understanding slang. Conversely, the study identified positive outcomes from using social media to enhance English listening skills, with participants reporting increased integration of English learning into their daily lives through social media platforms.

5.5 Implications

Based on the findings of this study regarding the role of social media in enhancing employees' listening skills at a distributor company in Thailand, it is evident that social media has integrated into daily life and serves as a valuable tool for practicing English listening skills. Consequently, social media has become ubiquitous, offering potential for more efficient enhancement of employees' English listening abilities within the company. Moreover, leveraging social media can transform the workplace into a dynamic learning environment where all employees have access to engaging and educational resources, fostering increased engagement and self-development at work.

5.6 Limitations

1) The main limitation was the small sample size, which undermines the internal and external validity of the findings.

2) Data collection relied solely on a questionnaire as the research instrument. Future research should consider employing multiple instruments to enhance specificity and robustness of the data. Incorporating interviews could improve triangulation and provide deeper insights into various aspects of the study.

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5.7 Recommendations for Further Study

Based on the study's findings and conclusions, the following recommendations are made for future research:

1) In conducting this study, the researcher randomly selected employees from the sales department, not encompassing all employees at the company. Therefore, the gathered information is specific to this group. To enhance reliability, future research should encompass a broader population that includes all personnel within the company.

2) Future research should involve diverse samples from distributor company groups located in provinces outside Bangkok or other business fields. This approach would explore various methods used by employees to enhance their listening skills, potentially revealing a wider range of methodologies.

3) Subsequent research should focus on methods to enhance employees' language skills in other domains, such as speaking, reading, and writing.

4) Future research should consider employing alternative methodologies for data collection or statistical analysis to deepen the exploration of research questions and gather more comprehensive data.

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APPENDICES

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APPENDIX A
QUESTIONNAIRES (ENGLISH)

THE ROLE OF SOCIAL MEDIA IN ENRICHING EMPLOYEES' LISTENING SKILLS IN A DISTRIBUTOR COMPANY IN THAILAND

This questionnaire is part of an independent research study at the graduate level in Career English for International Communication, Language Institute, Thammasat University. The purpose of this study is to examine the role of social media in enriching employees' listening skills in a distributor company in Thailand. Your responses are highly valued and will be kept confidential.

This questionnaire is divided into five parts as follows:

Part 1: Background Information

Part 2: Experience of using social media to enhance English listening

Part 3: Frequency of using English listening skill through social media platforms to develop English listening skills

Part 4: Problem from using the social media in practicing listening skills

Part 5: Outcomes of using social media can enhance listening skills in English

Part 1: Background Information

Instruction: Please provide your personal information.

1. Gender

☐ Male ☐ Female

2. Age

☐ 20-25 years ☐ 26-30 years ☐ 31-35 years

☐ 36-40 years ☐ more than 41 years

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3. Sales Department

☐ Nestle Professional ☐ Nestle Grocery ☐ Suntory PepsiCo
☐ Brand's ☐ Johnson & Johnson ☐ Yan Wal Yun
☐ Japan Tobacco International ☐ Hayat Hygienic Products

Part 2: Experience of using social media to enhance English listening

Instruction: Please put a tick (✓) in the box on the most appropriate response.

1. How would you describe your Listening skill?

☐ Excellent
☐ Good
☐ Fair
☐ Less
☐ Poor

2. How much time do you spend on social media per week?

☐ 1-5 hours ☐ 6-10 hours ☐ 10-15 hours
☐ 16-20 hours ☐ more than 20 hours

3. How long do you spend on social media per week to enhance your English listening skills?

☐ 1-5 hours ☐ 6-10 hours ☐ 10-15 hours
☐ 16-20 hours ☐ more than 20 hours

4. When do you practice listening English in the social media?

☐ Before going to work in the morning
☐ While working
☐ After working
☐ At home in the evening
☐ Before going to bed

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Part 3: Frequency of using English listening skill through social media platforms to develop English listening skills.

Instruction: Please choose one of them by filling in a mark (✓)

The options are divided into five categories as follows:

1. 5 = Always
2. 4 = Often
3. 3 = Sometimes
4. 2 = Seldom
5. 1 = Never

☐ Always
☐ Often
☐ Sometimes
☐ Seldom
☐ Never

Part 4: Problem from using the social media in practicing listening skills

Instruction: Please choose one of them by filling in a mark (✓)

The options are divided into five categories as follows:

1. 5 = Always
2. 4 = Very Often
3. 3 = Sometimes
4. 2 = Rarely
5. 1 = Never

No	Ability to comprehend: why learners have problems with listening comprehension and pronunciation.	Levels of Problems in English listening				
		5	4	3	2	1
1	You know a little English vocabulary.					
2	You don't understand the meaning of sentences.					
3	You are unable to differentiate between different voices on social media.					
4	You have problems with different accents.					
5	You struggle with the confusing					

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No	Ability to comprehend: why learners have problems with listening comprehension and pronunciation.	Levels of Problems in English listening				
		5	4	3	2	1
	colloquialisms that are heard. on social media.					
6	You struggle with understanding slang.					
7	You have been distracted by background noise.					
8	You don't have the patience to listen.					

Part 5: Outcomes of using social media can enhance listening skills in English

Instruction: Please choose one of them by filling in a mark (✓)

The options are divided into five categories as follows:

1. 5 = Strongly Agree
2. 4 = Agree
3. 3 = Undecided
4. 2 = Disagree
5. 1 = Strongly Disagree

No	Outcomes of using social media can enhance listening skills in English	Level of Agreement				
		Strongly Agree	Agree	Uncertain	Dis-agree	Strongly Disagree
1	Practicing English listening on social media helps you enhance your listening comprehension.					
2	Your English listening skill is more improved after using social media.					
3	Learning English listening in social					

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No	Outcomes of using social media can enhance listening skills in English	Level of Agreement				
		Strongly Agree	**Agree**	**Uncertain**	**Dis-agree**	**Strongly Disagree**
	media can bringing it into your daily life.					
4	Social media can help in learning listening by offering a variety of tools that allow language practice.					
5	Social media offers valuable slang for listening comprehension.					
6	Learners can employ English vocabulary from social media for listening comprehension in their daily lives.					

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APPENDIX B
QUESTIONAIRES (THAI)

เรื่อง บทบาทของโซเชียลมีเดียในการเพิ่มพูนทักษะการฟังภาษาอังกฤษ ของพนักงานในบริษัทตัวแทนจำหน่ายแห่งหนึ่งในประเทศไทย

แบบสอบถามนี้เป็นส่วนหนึ่งของการศึกษาวิจัยอิสระในระดับบัณฑิตศึกษาสาขาวิชาภาษาอังกฤษอาชีพเพื่อการสื่อสารระหว่างประเทศ สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ การศึกษานี้มีวัตถุประสงค์เพื่อตรวจสอบบทบาทของโซเชียลมีเดียในการเพิ่มพูนทักษะการฟังของพนักงานในบริษัทผู้จัดจำหน่ายในประเทศไทย คำตอบของคุณมีคุณค่าสูงและจะถูกเก็บเป็นความลับ

แบบสอบถามนี้แบ่งออกเป็นห้าส่วนดังนี้:

ส่วนที่ 1: ข้อมูลส่วนตัว

ส่วนที่ 2: ประสบการณ์การใช้โซเชียลมีเดียเพื่อยกระดับการฟังภาษาอังกฤษ

ส่วนที่ 3: ความถี่ของการใช้ทักษะการฟังภาษาอังกฤษผ่านแพลตฟอร์มโซเชียลมีเดียเพื่อพัฒนาทักษะการฟังภาษาอังกฤษ

ส่วนที่ 4: ปัญหาจากการใช้โซเชียลมีเดียในการฝึกทักษะการฟัง

ส่วนที่ 5: ผลลัพธ์ของการใช้โซเชียลมีเดียสามารถพัฒนาทักษะการฟังภาษาอังกฤษได้

ส่วนที่ 1: ข้อมูลส่วนตัว

1. เพศ

☐ชาย ☐หญิง

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2. อายุ (ปี)

☐ 20-25 ปี ☐ 26-30 ปี ☐ 31-35 ปี

☐ 36-40 ปี ☐ มากกว่า 41 ปี

3. แผนกฝ่ายขาย

☐ แผนกขายเนสท์เล่ GR ☐ แผนกขายเนสท์เล่ NP ☐ แผนกขายเป๊ปซี่

☐ แผนกขายแบรนด์ ☐ แผนกขายจอห์นสัน ☐ แผนกขายเด็กสมบูรณ์

☐ แผนกขายบุหรี่ ☐ แผนกขายฮายัค(โมฟิกซ์)

ส่วนที่ 2: ประสบการณ์การใช้โซเชียลมีเดียเพื่อยกระดับการฟังภาษาอังกฤษ

1. คุณจะอธิบายระดับทักษะการฟังภาษาอังกฤษของคุณว่าอย่างไร?

☐ดีมาก

☐ ดี

☐ ปานกลาง

☐ น้อย

☐ แย่

2. คุณใช้เวลากับโซเชียลมีเดียมากแค่ไหนต่อสัปดาห์?

☐ 1-5 ชั่วโมง ☐ 6-10 ชั่วโมง ☐ 10-15 ชั่วโมง

☐ 16-20 ชั่วโมง ☐ มากกว่า 20 ชั่วโมง

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3. คุณใช้เวลาบนโซเชียลมีเดีย นานแค่ไหนต่อสัปดาห์ เพื่อพัฒนาทักษะการฟังภาษาอังกฤษของคุณ?

☐ 1-5 ชั่วโมง ☐ 6-10 ชั่วโมง ☐ 10-15 ชั่วโมง

☐ 16-20 ชั่วโมง ☐ มากกว่า 20 ชั่วโมง

4. เมื่อไหร่ที่คุณฝึกทักษะการฟังภาษาอังกฤษในโซเชียลมีเดีย?

☐ ก่อนออกไปทำงานในตอนเช้า

☐ ระหว่างการเดินทางไปทำงาน

☐ หลังเลิกงาน

☐ ที่บ้านช่วงเย็น

☐ ก่อนเข้านอน

ส่วนที่ 3: ความถี่ของการใช้ทักษะการฟังภาษาอังกฤษผ่านแพลตฟอร์มโซเชียลมีเดียเพื่อพัฒนาทักษะการฟังภาษาอังกฤษ

ตัวเลือกแบ่งออกเป็น 5 ประเภทดังนี้:

1. 5 = สม่ำเสมอ 2. 4 = บ่อยครั้ง 3. 3 = บางครั้ง

4. 2 = น้อยมาก 5. 1 = ไม่เคยเลย

☐ สม่ำเสมอ

☐ บ่อยครั้ง

☐ บางครั้ง

☐ น้อยมาก

☐ ไม่เคยเลย

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ส่วนที่ 4: ปัญหาจากการใช้โซเชียลมีเดียในการฝึกทักษะการฟัง

ตัวเลือกแบ่งออกเป็น 5 ประเภทดังนี้:

1. 5 = สม่ำเสมอ 2. 4 = บ่อยครั้ง 3. 3 = บางครั้ง

4. 2 = น้อยมาก 5. 1 = ไม่เคยเลย

ลำดับ	ความสามารถในการเข้าใจ: เหตุใดผู้เรียนจึงมีปัญหากับความเข้าใจในการฟังและการออกเสียง	ระดับ				
		5	4	3	2	1
1	คุณรู้คำศัพท์ภาษาอังกฤษเพียงเล็กน้อย					
2	คุณไม่เข้าใจความหมายของประโยค					
3	คุณไม่สามารถแยกความแตกต่างระหว่างเสียงที่แตกต่างกันได้บนโซเชียลมีเดีย					
4	คุณมีปัญหากับสำเนียงที่แตกต่างกัน					
5	คุณต้องใช้ความพยายามกับภาษาพูดที่สับสนที่ได้ยินบนโซเชียลมีเดีย					
6	คุณต้องใช้ความพยายามกับการเข้าใจคำสแลง					
7	คุณถูกรบกวนจากเสียงรบกวนรอบข้าง					
8	คุณไม่มีความอดทนที่จะฟัง					

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ส่วนที่ 5: ผลลัพธ์ของการใช้โซเชียลมีเดียช่วยเพิ่มทักษะการฟังภาษาอังกฤษ

ตัวเลือกแบ่งออกเป็น 5 ประเภทดังนี้:

1. 5 = เห็นด้วยอย่างยิ่ง
2. 4 = เห็นด้วย
3. 3 = ไม่แน่ใจ
4. 2 = ไม่เห็นด้วย
5. 1 = ไม่เห็นด้วยอย่างยิ่ง

ลำดับ	ผลลัพธ์ของการใช้โซเชียลมีเดียสามารถพัฒนาทักษะการฟังภาษาอังกฤษได้	ระดับ				
		เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
1	การฝึกฟังภาษาอังกฤษบนโซเชียลมีเดียช่วยเพิ่มความเข้าใจในการฟังของคุณ					
2	ทักษะการฟังภาษาอังกฤษของคุณดีขึ้นมากขึ้นหลังจากใช้โซเชียลมีเดีย					
3	การเรียนรู้การฟังภาษาอังกฤษจากโซเชียลมีเดียสามารถนำมันเข้ามาในชีวิตประจำวันของคุณได้					
4	โซเชียลมีเดียสามารถช่วยในการเรียนรู้การฟังโดยนำเสนอเครื่องมือที่หลากหลายที่ช่วยให้ฝึกฝนภาษาได้					
5	โซเชียลมีเดียนำเสนอคำสแลงที่มีคุณค่าเพื่อความเข้าใจในการฟัง					

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ลำดับ	ผลลัพธ์ของการใช้โซเชียลมีเดียสามารถพัฒนาทักษะการฟังภาษาอังกฤษได้	ระดับ				
		เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
6	ผู้เรียนสามารถใช้คำศัพท์ภาษาอังกฤษจากโซเชียลมีเดียเพื่อความเข้าใจในการฟังในชีวิตประจำวัน					

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