Cargo Operations Officer's Behavior In Using Social Media to Improve English Language Skills

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Abstract

The research aims to achieve two objectives. Firstly, it seeks to investigate the behavior of cargo operations officers in utilizing social media platforms to enhance their English language skills. Secondly, it aims to compare the behavior of cargo operations officers from three different departments in using social media for the purpose of improving their English language skills. The study involves 200 cargo operations officers who were selected through convenience sampling. A questionnaire was utilized as the primary tool for data collection. The collected data was analyzed using various statistical measures such as frequency, percentage, mean, standard deviation. The findings of the study indicate that cargo operations officers tend to use social media platforms approximately 3-4 times a day, with smartphones being the most commonly used devices for accessing these platforms. Facebook emerged as the most popular social media platform, followed by Line, Instagram, and YouTube. The primary purpose of using social media was found to be entertainment-related conversations. Additionally, it was observed that cargo operations officers frequently utilize online media to enhance their English skills by communicating with foreign friends or customers through platforms like Line, Email, and Facebook. Furthermore, they also engage in activities such as searching for work-related information, improving their listening skills through online media, and utilizing manuals for their work. Regarding the comparison of behavior among the three departments, no significant differences were found at a significance level of .05.

Keywords: cargo operations officer's behavior, social media, English language skills

Introduction

Learning English as a Foreign Language presents challenges, and one of them is the lack of opportunities to practice. However, social media offers a solution to this problem. Exposure to English: Social media provides a continuous flow of English content such as posts, articles, and videos. By following pertinent accounts and actively engaging with English content, the officer can fully immerse themselves in the language. Interaction and

Practice: Platforms like Twitter and language learning communities enable them to interact with native speakers, seek clarification, and enhance their English writing and speaking skills. Learning Resources: Numerous social media groups and pages are exclusively focused on English language learning. These platforms offer valuable tips, vocabulary exercises, and chances to practice English skills. Through social networks, people can interact with others, explore different cultures, and simultaneously enhance their English language skills. (Pranee Paweenchana, 2023).

The popular social media platforms, including Facebook, YouTube, Instagram, TikTok, and Twitter, have gained even more significance in the wake of the severe COVID-19 outbreak. As humans adapt to the new normal, the advantages of social media have become increasingly apparent. Platforms like YouTube, Facebook, Twitter, and Instagram, among others, are now widely utilized as effective tools for English language education (Mazer et al., 2007). Social media serves as a valuable resource for English learners, enabling them to interact, communicate, and learn language structures from native speakers, thereby enhancing their English communication skills (Blatterner & Fiori, 2011; Loard, 2012; Lomicka, 2016).

The individual conducting the research is an English educator at the Aviation Personnel Development Institute, Kasem Bundit University. Consequently, there is a keen interest in examining the behavior of cargo operations officers when utilizing social media to enhance their English language proficiency. The aim is to utilize the findings of this study as a reference point for refining teaching methodologies and strategies, as well as designing educational resources that cater to the specific needs of students within the aviation industry, thereby ensuring optimal benefits for professionals in this field.

Research Objectives

1. Can the utilization of social media, both in general and for work purposes, enhance the English language proficiency of cargo operations officers?
2. Is there a positive impact on the English language abilities of cargo operations officers when they engage with social media platforms, both in their personal lives and professional settings?
3. Does the incorporation of social media, both in a general context and within the work environment, contribute to the development of English language skills among cargo operations officers?

Research Question

Does the use of social media in general and the use of social media in work improve the English skills of cargo operations officer

Concept, Theory, Conceptual framework

Behavioral concepts

1. Behavior encompasses the actions or symptoms that are manifested through a person's cognitive muscles in response to internal and external stimuli, whether consciously or unconsciously, and can be either desirable or undesirable. It can be observed by others and assessed using various tools (Royal Academy, 2011). Paitoon Mecharit and team (2010: 7) also define behavior in a similar manner, highlighting the importance of studying behavior through different methods such as experimental, survey, introspection, clinical, systematic observation, questionnaires, and psychological testing.

2. Self-development, as discussed by Goud & Arkoff (1998: 121), involves actions taken for personal growth, leading to positive changes in one's determination, desires, and internal values that ultimately influence external behaviors. Development, as defined by various scholars such as Wortman and Loftus (1992: 253), Hetherington and Parke (1993: 2), and Woolfolk (1998: 24), encompasses patterns of growth and changes in behavior across different aspects of an individual's life from birth to old age, emphasizing the stability of these changes throughout life.

3. Social media, as defined by Davis, Amen, Aguilar, and Canché (2012), comprises web-based and mobile applications that enable individuals and organizations to create, engage, and share ideas or existing content through various forms of digital communication. These platforms allow for the development of personal profiles and the sharing of information in a digital environment, facilitating communication and interaction among users.

In her article on September 13, 2018, Sutasinee Lertwatcha provided 9 tips for improving English language skills. These tips include listening to English content daily, utilizing various online platforms such as YouTube channels like Learn English with English Class 101.com, Anglo-Link, Speak English With Mister Duncan, Rachel's English, and Jennifer ESL. Additionally, setting up devices in English, consuming news from international sources like BBC, CNN, and Google News, watching movies and listening to English songs, reading articles and online magazines, writing daily in English, learning new words from online dictionaries such as Dictionary.com and Oxford Dictionaries, practicing speaking with a language partner or using language learning websites like iTalk or Verbling, and finally, planning English practice by identifying specific skills to develop.
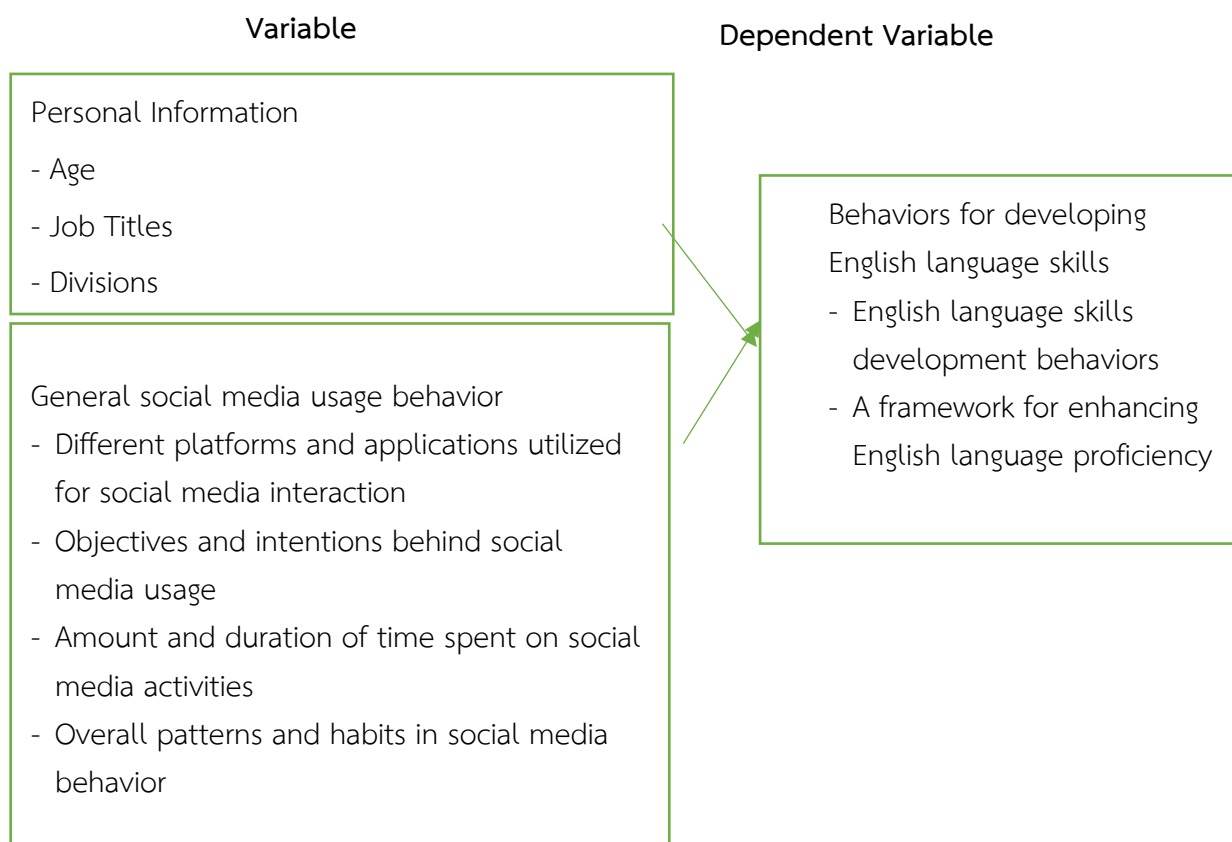
Related research

In 2015, Tananuraksakul conducted a study on the impact of creating a Facebook group for university students in Thailand to enhance their English writing skills. The group served as a platform for teachers to share topics and online resources related to English skill development, allowing students to engage in English discussions by posting comments and replies. The teacher would then provide feedback and correct any errors in the students' use of English. The study revealed that students found writing English on Facebook to be more engaging and stimulating, leading to increased interest in learning the language. Similarly, in 2012, Yunus and Salehi explored the effects of Facebook groups on improving English writing skills among university students in Malaysia. They established a group called "Write Out Loud," where teachers posted topics and encouraged students to brainstorm ideas and express their opinions in English. The results indicated that students demonstrated higher proficiency in English writing, and the accompanying questionnaire revealed that students felt more confident in their writing abilities through this Facebook group approach. Additionally, students expressed their preference for using Facebook as a platform for learning writing skills. In 2017, Hayikaleng investigated the use of YouTube to enhance the reading comprehension of vocational students in Narathiwat. The teacher utilized YouTube videos that were relevant to the lesson content, and after watching the videos, students were prompted with questions to activate their prior knowledge. The findings demonstrated that incorporating video clips from YouTube helped to stimulate students' interest in the upcoming reading material. Lastly, in 2016, Matmainna examined the use of blogs to develop English reading skills among Asians in non-English speaking countries, particularly those aged 14-30. Blogs were chosen as a social media platform that allowed teachers to incorporate text, photos, and video clips simultaneously.Unlike Facebook and Twitter, where teachers are limited to adding images, text, or videos, blogs offer a unique platform for students to practice their English reading skills across a wide range of topics. Through blogs, students can explore examples of language usage by others, which helps them develop their own thought processes. Additionally, blogs provide inspiration for readers to share their own stories and opinions, encouraging them to continue honing their writing skills.

Conceptual Framework

Variable		Dependent Variable

Personal Information
- Age
- Job Titles
- Divisions

General social media usage behavior
- Different platforms and applications utilized for social media interaction
- Objectives and intentions behind social media usage
- Amount and duration of time spent on social media activities
- Overall patterns and habits in social media behavior

Behaviors for developing English language skills
- English language skills development behaviors
- A framework for enhancing English language proficiency

Methodology

The research focused on cargo operations officers as the population of interest. To gather data, a sample group of 200 cargo operations officers was selected from three different departments. The selection of participants was done using convenience sampling, ensuring a random and representative representation of the population.

Research Tools

1. A survey is being conducted to gather information about individuals' social media usage behavior. The questionnaire is divided into two parts, with the first part focusing on general information and overall social media usage behavior. This section includes questions about the types of devices used, the different online media platforms accessed, the purpose of using social media, the amount of time spent, and the frequency of usage. In total, there are 10 questions in this part.

2. The second part of the questionnaire specifically addresses the behavior of using social media to enhance English language skills. It is further divided into two categories: the format used for developing English skills and the benefits derived from it. This section consists of 12 questions, and respondents are required to select answers based on the frequency of their practice. The options include never practicing, practicing occasionally,

and practicing regularly.

Research Tools and Data collection

1. Developing a tool for conducting research involves examining documents related to social media usage patterns and enhancing proficiency in the English language.

2. Drafting a questionnaire is essential, followed by seeking validation from three experts to ensure the accuracy of the questions (IOC).

3. Subsequently, refining the questionnaire based on feedback and finalizing a comprehensive version is crucial for the research process.

4. The process of data collection includes gathering secondary data from a variety of sources like journals, textbooks, and websites.

5. Additionally, primary data is obtained through a questionnaire administered to 200 cargo operations officers selected randomly from three different departments for convenience.

6. In the data analysis phase, statistical methods are employed to examine frequencies, percentages, means, standard deviations to derive meaningful insights from the collected data.

Results

The analysis findings of the respondent's personal details are presented in Table 1.

	Variable	Numbers	%
Sex	male	150	75.0
	female	50	25.0
Age	21-25	18	9.0
	26-30	40	20.0
	31-35	72	36.0
	36-40	42	21.0
	40 and more	28	14.0
Departments	Cargo Services	80	40.0
	Shipping	80	40.0
	Warehouse loader	40	20.0
Work experience	less than 1 year	40	20.0
	1 - 3 years	72	36.0
	4 - 5 years	55	27.0
	more than 5 years	33	17.0

The data from the table reveals that there are a total of 150 male employees, constituting 75.0% of the workforce, while there are 50 female employees, making up 25.0%. The majority of employees fall within the age range of 31 to 35 years old. Specifically, there are 80 employees each in the Cargo Services department and the Shipping department, accounting for 40% each. In contrast, the Warehouse loader

department has 40 employees, representing 20% of the total workforce. Additionally, most employees have less than 3 years of work experience.

The findings from the data analysis of General social Media usage behavior are presented in Table 2.

Variable		Numbers	%
Frequency of media usage/day	I don't use it at all.	37	18.0
	1-2 times	41	21.0
	3-4 times	72	36.0
	more than 5 times	50	25.0
Media usage time	less than 1 hr.	71	35.0
	1-2 hrs	85	42.0
	more than 2 hrs.	23	12.0
	more than 3 hrs.	21	11.0
Places the media is used	house	151	75.5
	workplace	130	68.0
	BTS/Subway	146	73.0
	cafe	145	72.5
Devices used to access media	smartphone	168	84.5
	laptop	146	72.0
	PC	118	61.5
	tablet/ Ipad	132	66.0
The App service?	Facebook	175	86.5
	YouTube	13	6.5
	Line	82	41.0
	Instagram	27	13.0
	Twitter	46	23.0
	other	8	4.4
Contact person	father, mother, siblings	69	35.5
	relative	8	4.0
	friend	109	53.0
	manager	8	4.0
	other person	7	3.5
Activities performed online	posting pictures	83	41.5
	chatting	98	48.5
	working	83	41.5
	finding knowledge	43	21.5
	finding friends	14	7.0
	playing a game	20	10.0
	buying things	37	19.0
	other	10	5.0
Things posted online regularly	daily activities	68	34.0
	pictures	176	87.0
	restaurants	34	17.0

Variable		Numbers	%
	messages	57	28.25
	various products	25	12.0
	tourist attraction	55	27.5
	press like, press share.	66	32.0
	other	8	4.0
User experiences	less than 1 year	22	1.0
	1-2 years	50	25.0
	2-3 years	32	16.0
	3-4 years	86	43.0
	more than 5 years	10	5.0
Active time	06.00-12.00 a.m.	12	5.5
	12.00-18.00 p.m.	62	30.5
	18.00-24.00 p.m.	120	61.0
	24.00-06.00 a.m.	6	3.5

1. According to the data presented in the chart, the majority of individuals utilize social media platforms between 3 to more than 4 times daily, accounting for 36.0% of the respondents. The average duration spent on social media falls within the range of 1 to 2 hours, representing 42% of the participants.

2. The primary location where Cargo employees engage with social media is at home, with 75.5% of the individuals indicating this preference, closely followed by the sky train or subway at 73 %.

3. Smartphones emerge as the most popular device for accessing social media, with 84.5 % of the respondents favoring this option, while laptops and desktop computers are equally utilized at 72% and 66 % each.

Data analysis results Behavior of using online media to develop English skills Cargo operations officers exhibit a tendency to enhance their English proficiency by utilizing social media platforms at a level that can be classified as "occasional practice." They primarily engage in English communication with foreign acquaintances or clients through Line, Email, and Facebook, and then proceed to consume English content and humor that piques their interest on online platforms like YouTube, with percentages of 86.5% and 82%, respectively. When analyzing the behavioral patterns of Cargo employees, it is evident that regular practice, with a percentage of 10.5%, is actively seeking out English-related information pertinent to their job responsibilities. This is closely followed by efforts to improve listening skills through online media sources in order to compile a manual for educational and professional purposes, accounting for 8.5% of the total.

The findings from the comparative analysis of social media usage patterns in three different departments for the purpose of enhancing English language skills

Department	$\bar{x}$	sd
Cargo Services	16.74	3.38
Warehouse loader	17.32	3.40
Shipping	15.96	4.42

The study revealed that the mean usage of social media for enhancing English proficiency across three departments showed comparable results. Specifically, the Cargo Services department, warehouse loader department, and Shipping department had average scores of 16.74, 17.32, and 15.96, respectively.

Behavior of using social media in developing English skills Interdepartmental

Source of Variation	SS	Df	MS	F	p
between groups	52.32	2	26.16	1.74	0.17
within the group	2891.74	197	14.68		
together	2944.06	199			

An examination revealed that there was no significant difference at the .05 level in the utilization of social media for enhancing English proficiency among the Cargo Services department, the warehouse loader department, and the Shipping department.

Conclusions and Discussion

Conclusions

1. Utilizing social media platforms in the workplace can greatly enhance the English proficiency of cargo operations officers.

2. The incorporation of social media into work-related activities can contribute to the development of English language abilities for cargo operations officers.

3. By integrating social media into their professional endeavors, cargo operations officers can effectively enhance their English language skills.

Discussion

Part 1: General social media usage behavior

The findings from the study revealed that cargo operations officers predominantly utilized smartphones as their primary device for accessing social media, accounting for 31.%, followed by laptops and desktop computers. This aligns with the research conducted by Suchalak Thamduangsri (2018) on the behavior of students at Maha Sarakham Rajabhat University, which also found that smartphones were the preferred device for accessing online social networks. Similarly, Jutharat Sarawanawong and colleagues (2018) conducted a study on social media usage among undergraduate students at Kasetsart University and found that smartphones were the most commonly

used device. This preference for smartphones can be attributed to their convenience and widespread availability among students. Furthermore, the attitudes and opinions towards the impact of social media were generally positive, particularly in the realm of communication.

Social media usage patterns typically involve individuals accessing these platforms between three to more than four times a day. On average, each session lasts between 1 to 2 hours, making up 42% of the total time spent online. This aligns with the findings of Suchalak Thamduangsri's (2018) study on student behavior regarding online social networks at Maha Sarakham Rajabhat University. The research revealed that students tend to use social media more than once a day, with each session lasting 3 hours or longer, often occurring during nighttime hours.

Cargo operations officers primarily utilize Facebook, with 49% of them using this platform, followed by Line with 24% and Instagram with 13%. This data aligns with the findings of Suchalak Thamduangsri's 2018 research on the behavior of students at Maha Sarakham Rajabhat University on online social networks. The study revealed that Facebook is the most popular social network among students, a trend that is also supported by Suthiwartnarueput & Wasanasomsithi's 2012 research on the use of Facebook to enhance students' English writing skills. Their study concluded that Facebook can effectively motivate students to engage in learning and facilitate a more convenient learning experience.

- Cargo operations officers primarily utilize social media platforms the most in their homes, accounting for 75.5% of their usage, followed closely by the sky train or subway at 73%. This trend aligns with the findings of Songsit Sa-ngansak (2016), who also noted that the most common locations for social media usage among this group are at home or in dormitories.

- The main individuals that cargo operations officers interact with on social media are their friends, parents, relatives, and siblings. Additionally, a significant portion of their online activity involves posting pictures, with 48% engaging in this activity, followed by 19% who watch music videos on YouTube.

- Social media platforms are commonly used for sharing working pictures and daily routines by 88% of users, while the remaining 4% focus on news notifications and appointments, as indicated by Arunrat Srichusin's research in 2011.

- Srichusin's study on graduate students in the Faculty of Education, Educational Sciences at public universities revealed that most individuals engage in self-study to stay informed about news through online social networks.

- The primary purposes identified for using social media include entertainment,

communication, and establishing identity, with a significant number of users sharing pictures of themselves engaging in activities with friends or loved ones.

Part 2: Behavior of using social media to develop English skills. Classified according to the format for developing English skills. and benefits received

1. The research findings revealed that the majority of cargo operations officers exhibited behavior consistent with Tassanee's research, indicating a level of proficiency in using social media to develop English language skills. In a study conducted by Kirisri & Samila Kirisri (2019) at Rajamangala University of Technology Srivijaya Songkhla, the researchers aimed to investigate the usage behavior of social media among undergraduate students in the Faculty of Liberal Arts, specifically in relation to improving their English skills. The results showed that these students utilized platforms such as Line, Email, and Facebook to communicate with foreign friends, as well as engaged in English games. Additionally, they frequently searched for information to support their homework and reports, as well as to enhance their listening skills through instructional supplements.

2. The average usage behavior of social media in improving English skills was examined across three departments: Cargo Services, warehouse loader, and Shipping. The results showed that the average percentages for these departments were 16.74%, 17.32%, and 15.96% respectively. Furthermore, when comparing the social media usage behavior in improving English skills among these departments, it was found that there were no significant differences at a .05 level. These findings align with a previous study conducted by Tassanee Kirisri & Samila Kirisri (2019) on undergraduate students at Rajamangala University of Technology Srivijaya Songkhla. The research aimed to investigate social media usage behavior and its impact on English skills. The results indicated that the mean scores for improving English skills were similar across the three departments. Additionally, there was no significant difference observed among the departments in terms of improving English skills at the .05 level. Based on these findings, it can be concluded that the overall social media usage behavior of cargo operations officers is high, but their primary purposes for using social media are entertainment, stress relief, communication, and personal development. However, the English skills of these employees are still at a low level. It is worth noting that Facebook is the most commonly used platform among Cargo employees, suggesting its potential as an effective learning tool for future improvement.

Suggestions

Suggestions for applying research results

1. The study revealed that how social media could be beneficial for cargo operation officers: they can connect with professional communities or follow industry publications on social media. This exposure to English specific to the maritime field can enhance their

vocabulary and understanding of technical terms used in communication.

2. Real-Time Communication: Social media platforms like Facebook groups or professional forums allow cargo operation officers to connect with colleagues and peers worldwide. Discussing job-related issues, sharing experiences, or asking questions in English provides practice in professional communication.

3. Upskilling Opportunities: There might be online courses or tutorials specifically designed for cargo operation officers on platforms like YouTube or LinkedIn Learning. These resources can help them improve their English proficiency in areas relevant to their work, such as writing reports, conducting inspections, or giving clear instructions.

Suggestions for the next research

1. Language learning strategies: Investigate the specific language learning strategies cargo operation officers employ when using social media.

2. Professional development: Explore how social media can be integrated into professional development programs for cargo operation officers to enhance their English language skills.

3. Cross-cultural communication: Examine how cargo operation officers use social media to improve their cross-cultural communication skills in English.

4. Impact on job performance: Assess the impact of cargo operation officers improved English language skills on their job performance, such as communication with international colleagues and clients.

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