

การรับรู้ของนักศึกษาที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ
ที่มีต่อเทคโนโลยีกลุ่มเฟสบุคเพื่อพัฒนาคำศัพท์ทางธุรกิจ
EFL Students' Perceptions towards Utilizing Facebook Community
Technology to Enhance Business Vocabulary

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บทคัดย่อ

ปัจจุบันทักษะภาษาอังกฤษมีความสำคัญเป็นพิเศษเนื่องจากเป็นองค์ประกอบหลักในการเรียนรู้ การใช้ภาษาอังกฤษสำหรับทุกทักษะสำหรับผู้เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ (EFL) คือปริมาณคำศัพท์ วิจัยนี้มีวัตถุประสงค์เพื่อศึกษาการรับรู้ของผู้เรียน EFL ในการใช้เทคโนโลยี Facebook Community เพื่อพัฒนาคำศัพท์ทางธุรกิจ ผู้วิจัยได้เก็บรวบรวมข้อมูลในเชิงคุณภาพจากนักศึกษาไทย 51 คนที่กำลังศึกษาอยู่ในคณะพาณิชยศาสตร์และการจัดการ มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตตรัง และมหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย วิทยาเขตสงขลา การศึกษานี้มุ่งศึกษาการรับรู้ของผู้เรียน EFL ในการใช้เทคโนโลยีชุมชน Facebook เพื่อเพิ่มพูนคำศัพท์ทางธุรกิจโดยการประเมินข้อมูลจากแบบสอบถามและการสัมภาษณ์แบบกึ่งโครงสร้าง ผลวิจัยแสดงให้เห็นการรับรู้ในเชิงบวกของผู้เรียน EFL การค้นพบที่สำคัญคือชุมชน Facebook เป็นเครื่องมือที่เป็นประโยชน์ในการเรียนรู้คำศัพท์ทางธุรกิจของผู้เรียน EFL ดังนี้ (1) ความง่ายในการเข้าถึง (2) ความสะดวก (3) การดึงข้อมูลเพื่อใช้ในชีวิตประจำวัน (4) การพัฒนาทั้งทักษะการออกเสียงและการฟัง เสียงการออกเสียงคำศัพท์ที่โพสต์ในชุมชน Facebook เป็นวิธีการเพิ่มประสิทธิภาพคำศัพท์ที่เหมาะสมในผู้เรียน EFL งานวิจัยนี้สามารถนำไปใช้กับนักการศึกษาทุกคนที่สนใจในภาษาอังกฤษเป็นภาษาต่างประเทศ ผู้เรียนจะมีการรับรู้ที่ดี ซึ่งส่งผลต่อแรงจูงใจในการศึกษาต่อในภาษาอังกฤษขั้นสูง ผู้สอนคนอื่นๆ อาจใช้ Facebook เพื่อช่วยสอนและปรับให้เข้ากับบทเรียนของตนเพื่อให้มีประสิทธิภาพในชั้นเรียนอย่างเกิดประโยชน์สูงสุด

คำสำคัญ: เฟซบุ๊ก คำศัพท์ทางธุรกิจ

Abstract

Recently, English skills are particularly important because one of the elements in learning and using English for all skills for EFL learners is vocabulary size. This study aimed to examine EFL learners' perception of utilizing Facebook Community technology to enhance business vocabulary. Data were collected qualitatively from 51 Thai students studying in the Faculty of Commerce and Management, Prince of Songkla University, Trang Campus, and Rajamangala University of Technology Srivijaya, Songkhla Campus. This study attempted to address EFL learners' perception of utilizing Facebook community technology to enhance business vocabulary by evaluating the data from questionnaires and semi-structured interviews. The results showed a positive perception of EFL learners. The key findings were that Facebook Community was a tool beneficial in business vocabulary learning of EFL learners in (1) ease of access (2) convenience (3) information retrieval to employ in their daily life (4) improving both pronunciation and listening skills, and the vocabulary pronunciation audio posted in Facebook Community is an appropriate method of vocabulary enhancement in EFL learners. This research could be utilized for all educators who are interested in English as a foreign language. The learners will have a favorable perception, affecting their motivation to study further in advanced English. Other instructors might utilize the Facebook Community tool's releasing frequency approach and adapt to their lesson to be widely effective in their classes.

Keyword: Facebook, business vocabulary

Introduction

One of the elements in learning and using English for all ESL/EFL students' skills is vocabulary size. Students might face difficulty when employing language if they did not have a considerable vocabulary size (Asgari & Mustapha, 2011). Mc Carthy (1990) stated that students who lack vocabulary knowledge meant that their capacity in a language still cannot communicate even though they would have the capacity of grammar and pronunciation of the language very well. Similarly, Nation (1990) indicated that the language skills of students depended on their vocabulary size. Researchers agreed that a possible number of vocabulary family goals for students should be 5,000 words (Hirsh & Nation, 1992; Hu & Nation, 2000; Nation, 2006). Pringprom and Obchuae (2011) claimed that Thai freshmen did not have enough vocabulary size for the university level, whereby around 2,000 words were required. Thus, ESL/EFL students who can understand the language well need to have a variety of vocabulary, and it is important that Thai freshmen improve their vocabulary size in the appropriate or advanced stage.

Computer-mediated communication (CMC) is a way that allows learners to develop in an online collaborative environment and build a learning community in order to create new knowledge in a related field. (Peterson, 2009; Vinagre, 2005).

Based on McCarthy's (2010) research, social networking sites (SNS), a web page application, influence students' interaction and reduce language barriers and social distancing. In another study, Lomicka and Lord (2012) integrated that utilizing SNS could benefit learners in building collaborative communities and providing the opportunity to practice the language outside of class time. Therefore, both CMC and SNS positively result in language learning in collaborative and interactive language learning communities.

Toetenel (2014) claimed that Facebook, a social network application site, was used in a considerable number every day. Blattner and Fiori (2011) studied that Facebook, as a widely used SNS, could support the awareness of social practicing of language learners. It has been agreed to be a suitable language learning platform (Kabilan, Ahmad, & Abidin, 2010). Participating in Facebook activities by language learners can build collaborative language-learning (Lantz-Andersson, Vigmo, & Bowen, 2013), increasing language training opportunities and providing their language improvement through their interaction (Long, 1985). This can be indicated that Facebook has advantages in increasing language learning success, even for learners who are not in the classroom.

Waluyo (2019) studied the English proficiency of Thai EFL learners on CEFR levels claimed that Thai first-year university students are at the level of Basic users of English while they should be at the level of Independent Users of English. It would state that Thai first-year students have a vocabulary size related to Basic users' level instead of the Independent level of CEFR.

Consequently, students who posited as EFL learners and are freshmen, should develop their English vocabulary strategy better. However, not many studies in Thailand focus on vocabulary enhancing through up-dated technology among young adults. Most previous papers were conducted on elementary students and secondary schools in the field of vocabulary development. Therefore, an up-to-date empirical study on vocabulary enhancing among young adults through latest, popular technology, such as Facebook, is essential because young adults as EFL learners' vocabulary play an important role in being a base of all language skills to study at higher levels and other majors using English. Therefore, in order to tackle the occurred issue, the present research attempted to investigate what EFL learners' perceptions towards utilizing Facebook community technology to enhance business vocabulary are.

Literature Review

Facebook Advantages

As for the advantages of using Facebook Technology in learning language, Toetenel (2014) indicated that Facebook is a social media application utilized by millions of users every day. Students, who use Facebook, have a purpose for communication, which is mainly for chatting with friends. Facebook is beneficial for many people who would like to use entertainment as communication and for catching up with the new updated knowledge. Facebook's most notable benefit is its use for communication purposes (Baruah, 2012), helping users improve their language skills by using the target language through interaction (Long, 1985). In terms of sharing knowledge or learning, Baruah (2012) claimed that different groups of people could share knowledge and information through the Facebook tool. Similarly, Kabilan, Ahmad, and Abidin (2010) explained that Facebook is a suitable online learning platform. Also, Facebook can help users collaborate in language-studying undertakings (Lantz-Andersson, Vigmo, & Bowen, 2013). Blattner and Fiori (2011) revealed that Facebook is important to language learners' socio dramas awareness. Gabarre et al. (2013) and Pimmer et al. (2012) revealed that Facebook is a convenient tool to exchange learning resources widely for students. Moreover, Ratliff (2011) informed that Facebook's advantages are to publicize information and promote campus programs or services. Therefore, from all the above mentioned, Facebook is an online tool that stimulates communication, knowledge sharing, learning interactions, learning collaboration, and promoting the target issues.

Moreover, Facebook is a forceful digital appliance that positively affects students in the second language (L2) learning that motivates students to be more active in a learning community. In addition, in "Innovative Devices: Technologies to Improve language learning," Lomicka and Lord (2012) found that the way of creating opportunities to improve and practicing language outside of the class is to use Social Networking Sites (SNS). Also, it could assist learners in building collaborative communities in learning. Learners who employed Web 2.0 tools would develop their language skills, autonomy, and intercultural skills (Lee, 2011; Lomicka & Lord, 2012). Based on McCarthy's (2010) study, using SNS can be built up, reduces social inhibitions, language barriers, and increases interaction among students.

Attitudes towards Using Facebook Technology in EFL Learners

Recently, Facebook has become more prevalent in social media sites and can play an important role in any subjects, including education. The users have a good attitude in terms of online learning. Gamble and Wilkins (2014) found that most students and instructors showed positive attitudes towards Facebook and accepted it as an educational tool. The learners should have an

opportunity to use Facebook in an online class to give feedback to apply with the new technology upcoming and consider its usefulness during their term. Some studies mentioned that the language skills of participated students increased through using Facebook, including their experiences also enhanced in language learning attitude so that they have the motivation to gain new knowledge via the online site (Kabilan et al., 2010).

Furthermore, other research investigated how Facebook can be utilized in second language learning. The paper revealed that Facebook positively influenced numerous EFL students; they have positive motivation, engagement, and attitudes to learn the second language. The studies found that Facebook has a significant impact on student motivation in higher education (Steinfeld, Ellison & Lampe; 2008; McCarthy, 2012; Suthiwartnarueput & Wasanasomsithi, 2012).

All studies mentioned above showed that attitudes towards using Facebook technology as EFL learners significantly enhanced the learner's motivation, which can be more effective in using Facebook as an educational tool, especially in higher education. In addition, using free time wisely and efficiently results in the education and training process; it also provides experience, self-confidence, academic achievement, and satisfaction levels (Yaşartürk & Aydın, 2020).

Free Time Satisfaction

Kılbaş (2004) mentioned that the free time concept is defined as utilizing time productively and beneficially; it allows the person to improve their creativities, experience new things, and increase productivity. The leisure time activity can affect work effectiveness and sport performance. Moreover, Lloyd and Auld (2002) stated that leisure time activities could bring positive effects not only to the individual but also to group tasks. The concept of satisfaction improvement is from positive perceptions in free time activities (Beard & Ragheb, 1980). It is assessed as a measure of the degree of fulfillment towards meeting the person's needs (Rojek, 2013). The concept of free time satisfaction is defined as positive emotions that individuals acquire due to meeting their individual needs, revealed by Siegenthaler and O'Dell (1998). Free time satisfaction is expressed as satisfaction or emotions gained due to free-time activities and positive perceptions preferences (Beard and Ragheb, 1980).

The Importance of Vocabulary

Vocabulary is essential for fundamental English skills for ESL/EFL students. Students will find it difficult to employ language if they do not know enough vocabulary (Asgari & Mustapha 2011). As McCarthy (1990) stated, those who lack vocabulary knowledge meant that their language ability still lacks effective communication even though they could use grammar and pronunciations of the

language properly. At the same time, Nation (1990) indicated that students' language skills relied on vocabulary knowledge (Hirsh & Nation, 1992; Hu & Nation, 2000; Nation, 2006). The possible number of vocabulary for students should be 5,000 words; however, Pringprom and Obchuae (2011) claimed that Thai freshmen knew the vocabulary of just 2,000 words for the university level. For this reason, both ESL/EFL students are required to learn enough vocabulary if they desire to understand the language well. Schmitt (2008) suggested a wide variety range of vocabulary learning strategies such as using activities and online elements to increase the students' engagement with target lexical items.

CEFR with Higher Education

There will be a standard evaluation for higher education to examine the English skill widely accepted in Europe, including Thailand. The Common European Framework of Reference for Languages (CEFR) is the common standard used in the international university to describe language proficiency. As with EFL learners, the CEFR is used as a standard college entrance examination in Thailand in order to be more valid. Waluyo (2019) showed that Thai first-year university students are at Basic Users of English levels. Other studies on EFL revealed that Lithuanian students of English competency have mainly ranged from level B1 to B2 in terms of grammatical structures suggested by Mazlaveckiene (2018). So that EFL learners examined with CEFR standard in higher education is approximately between B2 and A1, especially first-year students who are either non-English major or English major.

Research Methodology

Participants

To generalize the results of this research, we selected a sample from young adult students, Thai first-year students. The announcement invitation was posted on Facebook to invite the students who were interested in business vocabulary learning and needed to develop their vocabulary size. The interested participants involved 51 Thai students studying in the Faculty of Commerce and Management, Prince of Songkla University, Trang Campus, and the Rajamangala University of Technology Srivijaya, Songkhla Campus. They were required to join the Facebook Group named "Vocab World", which was established by the researchers.

Questionnaire

All participants were required to answer the questionnaire after all sessions were conducted. The first part of the questionnaire consisted of three closed-ended questions asking the participants'

data. The second part described participants' attitudes toward Facebook group features presented on a five-level scale: strongly disagree, disagree, not sure, agree, and strongly agree. The questionnaire was designed in both Thai and English versions, while the participants were done with the Thai version to encourage thoughtful responses.

Semi-Structured Interview

The semi-structured interview was conducted after a questionnaire. The interviewees were selected from the most frequency of joining posted activities. There were seven participants for the interview. They have the freedom to answer the interview. A video recorder recorded the answers from interviewees for data analysis.

To ensure that the questionnaire content is valid, researchers adjusted it from a similar questionnaire by Ebadi and Bashiri (2018), which ensures that the content is valid by no responses affected by other factors. In order to assure the reliability of the questionnaire, researchers used the Cronbach Alpha standard. Each response was calculated on a scale and inserted into the Statistical Package for the Social Science (SPSS) software version 26 of Cronbach's Alpha formula. In addition, researchers extracted the interview questions from Ebadi and Bashiri (2018) directly.

Data Collection of the Study

The Facebook groups were created where the information on the set condition was posted in the description section by the researchers for this study. The participants were instructed to participate in a Facebook group named "Vocab world" and follow the conditions stated conditions.

At the beginning of the procedure, the target business vocabulary was collected from the popular English Facebook page, Globish โกลบิช ภาษาอังกฤษ สำหรับวัยทำงาน, which has high number of likes, about 660K. The contents on the page were designed and constructed by the native speakers. It was proved by more than 10,000 learners who succeeded in this online course. The collected business vocabulary is B2 or above in CEFR standard, as validated by Cambridge Dictionary online website. The vocabulary was about nine pages, which were used for three weeks. Researchers provided phonetic symbols, and pronunciation audio relayed to 9 vocabulary pages in each post. Also, to understand those vocabulary, lexicon contextualization examples were provided by researchers in the next post of each phonetic symbol and pronunciation audio post. The business vocabulary activities were designed to match the previous business vocabulary with the previous business vocabulary synonyms with other Thai meaning words from the dictionary of thesaurus.com and glosbe.com by exposing both synonym words and their meanings.

On the Facebook group, the participants were exposed to one vocabulary page, one phonetic symbol and pronunciation audio post, one word-contextualization example post, and one activity every Sunday, Wednesday, and Friday within three weeks. Each activity key was released after a vocabulary page and activity were posted. This was on Sundays, Mondays, and Fridays after students commented on their work. All the participants were instructed to follow the conditions posted in the Facebook group by pressing "like" button on each business vocabulary post on the condition that they had seen those business vocabulary terms and did the designed activity to emphasize and enhance their business vocabulary understanding.

Data Analysis of the Study

The participants' attitudes towards using Facebook group in enhancing business vocabulary were calculated by the SPSS program version 26. Through the key research questions, the following analysis was established:

Research Question 1: What are EFL learners' perceptions towards utilizing Facebook community technology to enhance business vocabulary?

The attitudes towards enhancing vocabulary through the Facebook group platform in EFL learners were gathered. The data of each part of the questionnaire were calculated into means and percentages. In the first part, the collected data were diagnosed and classified, referring to the students' answers. Later, they were computed for frequency and percentages. In the second part, the level rating of scale, the data were recognized referring to the agreement levels; strongly agree, agree, not sure, disagree, and strongly disagree. The level of agreement was interpreted as follows:

Table 1

Criteria for Rating Scale Interpretation

Ranges of the Total Mean Value (x)	Interpretation of Preference	Level of Agreement
4.50 - 5.00	Most	Strongly agree
3.50 - 4.49	Much	Agree
2.50 - 3.49	Moderate	Not sure
1.50 - 2.49	Slightly	Disagree
1.00 - 1.49	Least	Strongly disagree

Research Findings

This part presents the results of the research questions as follows.

What is the EFL learners' perception towards utilizing Facebook community technology to enhance business vocabulary?

According to the study of EFL's perceptions by utilizing Facebook community technology among young adults to enhance vocabulary research, it can be classified into two parts as follows.

Quantitative results

After the experiment of this research, 51 (100%) participants responded to the research questionnaire. The questionnaire was designed to be a closed-ended question. There were two parts. First, students were asked to answer their general information. Second, they were asked to answer the questionnaire regarding their perception while using Facebook communication to improve business vocabulary. The general information results were calculated in the form of percentages and are revealed in Table 2 below.

Table 2

The general information of participants

No.	Topics	Occurrences	Percentages
1.	Male students	10	19.6
2.	Female students	41	80.4
3.	Students who study related to an English major.	41	80.4
4.	Students who already know the Facebook application.	51	100
5.	Students who have used the Facebook application.	51	100
6.	Students who use the Facebook community to enhance vocabulary	44	86.3
7.	Students who have never improved their English vocabulary.	7	13.7
8.	Students who have improved their English vocabulary 2-3 times a week.	28	54.9
9.	Students who have improved their English vocabulary 3-4 times a week.	11	21.6
10.	Students who have improved their English vocabulary for every day.	5	9.8
11.	Students who improve their English vocabulary in the institute only.	12	23.5
12.	Students who improve their English vocabulary everywhere.	39	76.5

According to the general information results shown in table 1, it can be concluded that there are 10 (19.6%) males, 41 (80.4%) females, and 41 (80.4%) English major students; the remaining 10 (19.6%) students are non-English major. They all (100%) know and use the Facebook application. 44 (86.3%) students use the Facebook community to enhance their vocabulary skills, and the rest 7 (13.7%) students have never used it. For the frequency in improving vocabulary size in general, they are 28 (54.9%) students of mostly 2-3 times a week, 11 (21.6%) students of 3-4 times a week, and 5 (9.8%) students of improving their English vocabulary every day. In addition, for the places of their English vocabulary improving, it is shown that there are 12 (23.5%) students who answered in improving in their institute only. In comparison, there are 39 (76.5%) students who answered in improving their English everywhere.

For part 2 of the closed-ended questionnaire, it regards the results of EFL students' perception of improving their English vocabulary through the Facebook community tool. The questionnaire contained 21 questions. After students answered those questions, the data on attitudes were collected, and the mean score and standard deviation were calculated. Thus, those results were indicated in table 3 as follows.

Table 3

EFL learners' perception of utilizing Facebook community technology to enhance business vocabulary

Questions	Min	Max	Mean	S.D.	Level of Agreement
A. Approaching Facebook Community Tool					
1. Devoting free time on vocab learning via FB	2	5	3.98	0.80	Agree
2. Separating schedule	2	5	4.09	0.74	Agree
3. Pre-planned schedule	3	5	4.07	0.73	Agree
4. Using Facebook ubiquitously	3	5	4.17	0.75	Agree
Average Q1 – Q4	2.50	5.00	4.07	0.75	Agree
B. Attitudes towards using Facebook Community Tool					
5. Using Facebook as a favorite thing	3	5	4.11	0.67	Agree
6. Developing new vocabulary	3	5	4.17	0.67	Agree
7. Facebook Community to challenge ability	3	5	4.17	0.67	Agree
8. Motivation to improve vocabulary	3	5	4.11	0.67	Agree
9. Being optimistic about vocabulary ability	3	5	4.11	0.73	Agree
10. Curious to look up other words in the dictionary	3	5	4.07	0.65	Agree

Questions	Min	Max	Mean	S.D.	Level of Agreement
11. Retrieving vocabulary	3	5	4.19	0.74	Agree
12. Improving vocabulary size	3	5	4.09	0.72	Agree
13. Enjoy studying vocabulary on Facebook	3	5	4.13	0.68	Agree
14. Having more confident in vocabulary	3	5	4.19	0.74	Agree
Average Q5 – Q14	3.00	5.00	4.11	0.69	Agree
C. The Interest and Suitability of Content					
15. My focus was on the form of words.	3	5	4.17	0.67	Agree
16. My focus was on word meaning.	3	5	4.17	0.67	Agree
17. My focus was on vocabulary contextualization.	3	5	4.15	0.63	Agree
18. My focus was on word phonetic symbols.	3	5	4.19	0.65	Agree
19. My focus was on vocabulary pronunciation audio.	3	5	4.23	0.67	Agree
20. Desiring authentically and resembled real-life situations.	3	5	4.07	0.62	Agree
21. Helpful in reminding me of my weak and my strong points.	3	5	4.07	0.65	Agree
Average Q15 – Q21	3.00	5.00	4.15	0.65	Agree
Total Average	2.83	5.00	4.13	0.69	Agree

As Table 3 shows, the total average mean score was 4.13, presenting the "agree" level. The highest mean score (4.23) was in item 19. Their focus was on vocabulary pronunciation audio. In contrast, the lowest mean score (3.98) was in item 1. They "agreed" that they devoted their free time to improve their business vocabulary towards using the Facebook community. In the first section the item on approaching community tool's mean score, with the total average mean score is 4.07, presenting the "agree" level. The maximum mean score is using Facebook communication tool ubiquitously with a 4.17 score. The minimum mean score is devoting most of the free time with a 3.98 score presenting in the "agree" level. This means Facebook communication is a tool that everyone can access anywhere and anytime, especially in their free time. Therefore, it is a convenient tool to approach in education. For the second section, perceptions of using Facebook communication tools, with the total average mean score, is 4.14, presenting the "agree" level. The maximum mean score is more motivated and confident, with a 4.19 score presenting the "agree" level. In addition, the item on retrieving vocabulary size has a mean of 4.19, presenting in the "agree" level. On the other hand, the minimum mean score is on the item on curiosity to look up other

words in the dictionary with a 4.07 score presenting in the "agree" level. This means EFL first-year students have positive perceptions towards using Facebook communication tools in enhancing business vocabulary. In the third section, the item on suitability of content, with the total average mean score, is 4.15, presenting at the "agree" level. The maximum mean score focuses on the item on vocabulary pronunciation audio with a 4.23 score presenting in the "agree" level. On the other hand, the minimum mean score is on the item on deriving authentic and resembling real-life situations. The last item, providing feedback activities helped remind me of my weak and strong point issues has a 4.07 score presenting in the "agree" level. It can be said that they agree to have feedback activities because it helps them to check their mistakes. This means that the interest and suitability of content are at the "agree" level, but it is better to create various designs.

Qualitative results

The qualitative result, semi-structured interviews with seven students, were conducted to gain more insight into participants' answers. The interviewees were selected from the most frequency of joining posted activities. The interviewees were interviewed one-on-one by an interviewer. The interview aimed to investigate the attitudes towards utilizing Facebook to enhance business vocabulary in terms of preferences, obstacles, learning strategies, applications, and suggestions.

First of all, for the students' preferences on Facebook, most of them were satisfied and accepted Facebook as an educational tool in learning business vocabulary. It was easy and convenient to enter Facebook application, and it is one of the basic social media networks used by adults; they could also access it in anywhere and anytime. In addition, it was such advantage lexicons and could adapt the useful vocabulary in daily life and the English classes. For example, some students stated that:

"I was satisfied because Facebook is an application that I usually use every day, and it is convenient in vocabulary learning." (Student 5)

"I was very satisfied in increasing my vocabulary knowledge because I can use the posted vocabulary in Facebook community in my daily life by adapting in my English class." (Student 6)

"I was satisfied with the convenient in using because I usually use Facebook every day. It forced me to access the posted vocabulary in Facebook community easily. I also appreciated with the appropriate of posted vocabulary which were posted with its translation (Thai), pronunciation audio, and sentences examples." (Student 7)

Secondly, the students' responses on obstacles are the uncertainty of internet in some areas: Sometimes, they could not download the pronunciation audio and the images.

"The Internet network was unstable in some areas. I was unable to load the posted image. There were several solutions, such as preloading words for offline reading or saving or copying it on my phone." (Student 4)

Thirdly, there were a plenty of vocabulary learning strategies proposed by the students such as memorizing, reviewing the words, making notes, and searching more knowledge on the internet. For example, some students,

"Normally I was interested in language. When seeing words, I would always like to read as to gain further knowledge. Sometimes if the vocabulary was related to the field of study, I would save the picture to read again." (Student 1)

"I used the method of memorizing and wrote on paper many times in order to reiterate which was very effective." (Student 2)

"I stick notes on the words, we used every day or areas that we saw clearly, such as in the bathroom, bedroom, kitchen, living room, and at various points to remind us of new words that have been learned" (student 4)

Fourthly, the business vocabulary and activity related to their needs. Most of the students reported that the provided vocabulary and designed materials were related to their needs because they used them in their class and are suitable for higher education. For example,

"I think that it is quite consistent because I am a student in Business English which is necessary to learn business vocabulary to use in relevant courses." (Student 3)

"Vocabulary and activities in that group, personally I think were suitable for the needs because it provides content that is easy to understand. This is a very basic vocabulary that you should know, use, and is not too difficult. It can be read part-time." (Student 1)

In contrast, one student said it was too difficult for him/her because he/she was not in English major.

"I think it is not the part of me because the vocabulary is too much. Sometimes we may not use those words at all. Or maybe used very little because it is specific terminology. It is quite difficult." (Student 5)

Lastly, most of the respondents suggested that the materials should be more interesting and public. Furthermore, the vocabulary should be more challenging since some vocabulary were too easy for them.

"For the obstacle, provided materials was not interesting. The group admin could add more sentences with Thai meaning in order to imagine easily. It should have given more examples of sentences of that vocabulary to be more visual. There is even more definition of each term. It would make the learner get more knowledge as well." (Student 3)

"I think they should make a short clip. Open the group as a public group that can be read by others, allow group members or stakeholders to share content continuously, and including promoting posts to increase the visibility of the user even more." (Student 4)

"I could not find any problems, but I wanted to suggest that the materials could be more interesting by adding cartoons or animation to attract the attention. So, they would not be too boring, and you might change the cartoon character each time to look modern. The presented word was good, but it could improve business vocabulary level to be more challenged." (Student 6)

Discussion of Findings

The results analyzed from quantitative and qualitative data of the study verified that EFL students positively perceive utilizing the Facebook community to enhance their business vocabulary. It might be because they are now living in the age of technology, and they can easily access vocabulary through the Facebook community at anytime and anywhere. In addition, they usually use Facebook every day. They claimed that using the Facebook community helps to enhance the vocabulary knowledge together with its pronunciation. Some of them stated that they could retrieve business vocabulary from the posts in the joined Facebook community. They employed those lexicons in their daily life, such as in their English classes and the shops (products' labels and receipts). They were satisfied with this method of improving vocabulary because it is a Facebook application tool that they usually use every day. Thus, they can access new vocabulary through the Facebook community easily. In terms of the posted content in the Facebook community, they agreed with the design of posted contents; vocabulary with its meaning in Thai, lexicons' phonetic symbols, pronunciation audios, vocabulary' contextualization, and review activities (matching). Some students recommended that researchers create or design the contents more interesting to attract learners with colorful graphics or any animation video.

As can be seen from the findings, participants answered the questionnaire presented the highest mean score in focusing on vocabulary pronunciation audio with 4.23 presenting in the "agree" level. It is in accordance with the interview from participants that they are satisfied with this method to improve their business vocabulary. This means that they like to improve their business vocabulary towards the Facebook community with vocabulary pronunciation audio because they can practice those words' pronunciation correctly. Since most Thai students found initial consonant in English and word-initial voiced fricatives problematic (Kanokpermpoon, 2004; Tantanit, 2013), using vocabulary pronunciation audio with its lexicons on Facebook could attract them to be more interested in improving pronunciation. It is such a good approach for learning vocabulary with pronunciation audio and benefit vocabulary size, listening, and speaking language capacities.

However, the findings from the interview suggested that some students in non-English major program do not get much involved in learning business vocabulary via Facebook since they thought the provided vocabulary is quite difficult and not related to them. Even though some students usually use Facebook, English knowledge could not capture their interests or meet their needs. It is in accordance with the lowest score in the questionnaire result indicating that the students devote their free time on vocabulary learning (3.98). This might be because non-English major students do not realize how English vocabulary is important or how they could apply the business vocabulary to their classes. The findings of the current study were consistent with the study of Chiu (2010), Ayhan and Bilge (2020), and Yaman, (2020); level and frequency of using leisure time depends on the students' self-efficiency, motivation, feeling, attitude, and belief.

Conclusion and Implications

This study aimed to integrate the EFL students' perceptions towards utilizing the Facebook community to enhance business vocabulary with one research question. The results derived from analyzed questionnaires and semi-structured interview showed that EFL students have positive perceptions of using the Facebook community to improve their business vocabulary. Students reported that they appreciate using the Facebook community in learning new business vocabulary because it can answer their most preferences in (1) ease to access, (2) convenience (3) retrieving information to employ in their daily life (4) improving both pronunciation and listening skill, and the vocabulary pronunciation audio posted in Facebook community is an appropriate method of vocabulary enhancing in EFL learners. In addition, they can spend their free time in vocabulary learning at any time they prefer easily. However, one important recommendation to be considered from the participants is creating a more engaging content and graphics in the business vocabulary posts in the Facebook community.

From the study results, it can be concluded that utilizing the Facebook community to enhance business vocabulary is acceptable among EFL learners. They can incorporate it in their daily lives. It is in line with Asgari and Mustapha 2011, who stated that vocabulary size is one element and uses English for all skills for ESL/EFL students. They would change their previous vocabulary learning method from writing on papers to the Facebook community with the mentioned benefits. They can spend their free time efficiently in vocabulary learning. As Yaşartürk and Aydın (2020) informed, efficient usage of free time activities will affect the education and training process and provide academic achievement, experience, and gains in university students' self-confidence and satisfaction levels. In addition, instructors should use the Facebook community as a vocabulary teaching tool in their class because it would help them accomplish vocabulary learning goals with the accuracy lexicons posted by instructors. It is in line with Gamble and Wilkins (2014) revealed that we should have an open mind about Facebook's educational value as students overall demonstrated positive attitudes towards its usefulness.

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