Students' Self-Evaluation of English Improvement through Internet Usage for Learning Purposes

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Abstract

The aims of this study were (1) to investigate students' activities on using the Internet in English and (2) to examine benefits of using the Internet as a tool for an effective language improvement. The subjects were 50 English-Major Students from the weekend program at Pibulsongkram Rajabhat University, Phitsanulok. The subjects participating in this study were selected by using a purposive sampling technique. The instrument used to collect the data was a questionnaire adapted from that of Wongyod (2006). The statistical devices applied for the data analysis were the percentage, means, and standard deviation. The results showed that: 1) reading online materials was an activity that the students mostly did whereas writing online dairies or essays in English on blogs was employed the least; and 2) using the Internet in English could help the students learn new vocabulary, idioms, and slang but it could not help the students practice word pronunciation. The results are expected to be useful for further studies in the field of teaching and learning English as a Foreign Language.

Keywords: Self-Evaluation, English Improvement, Using Internet for Learning Purpose

Introduction

Rationale for the Study

In Thailand, English is not a second language but a foreign language deemed as an important subject since its inception. Thai students are required to study English as part of the curriculum requirement and expected to be proficient in grammar, vocabulary, pronunciation, discourse, and language skills in English. At Pibulsongkram Rajabhat University (PSRU), students are required to study advanced English courses. In each English course, students have little opportunity to practice the previously learned English skills. Moreover, in the weekend program, students have inadequate opportunity to take advice from their teachers outside the classes. The reason was that their study hours are extended over the office hours. By the time they are studying, teachers might have already completed their work and gone back home. It is also found that most of PSRU students work full-time or part-time jobs while studying.

Consequently, it is assumed that many of them prefer to use computer-assisted learning tools, mainly the Internet, as learning supplement outside classes. Practically, when they access the Internet in English, this would help them to practice as well as enhance their language skills. Various activities on learning English are such as listening to English songs, radio programs in English and online audio materials. Other activities assisting students to learn and enrich their English effectively are watching English soundtrack movies and television programs in English. Communicating with others in English by using a webcam, telephoning over the Internet is also an interesting activity. Besides, reading online materials and electronic mail as well as writing electronic mail and online dairy or essay in English to blogs can motivate students to improve their language skills.

Purposes of the Study

The purposes of this study aim to investigate English-major students' activities on using the Internet in English and to examine the benefits of using the Internet as a tool for an effective language improvement.

Research Questions

1. What English activities do the students engage in while using the Internet?
2. What kind of language knowledge and skills do students acquire through the use of the Internet?

Scope and Limitation of the Study

The study is a survey research with the use of questionnaires to collect data. The targeted subjects are 50 English major students from the weekend program at Pibulsongkram Rajabhat University, Phitsanulok. The subjects are purposively selected to participate in the study about their language improvement through the use of the Internet only. Since this study looks at how the use of the Internet helps students advance in English, the participants were those who were assumed to have basic knowledge and understanding of using computers and the Internet in English. For this reason, the results from this study cannot be generalized for all Pibulsongkram Rajabhat University students and other Internet users.

Significance of the Study

It is hoped that the results of this research would reveal how the Internet can help the students improve their language knowledge and skills. Furthermore, it could be regarded as a resource to encourage further development of instructive materials for English subjects through the Internet.

Definition of Terms

Self-Evaluation refers to the way in which a student observes his/her own behavior and performance on language learning through the use of the Internet.

English Improvement refers to an occasion when a student makes English language skills better through the use of the Internet for language learning.

Using Internet for Learning Purpose refers to the way in which a student utilizes a worldwide system of computer networks in order to access information and/or improve English skill.

Literature Review

Self-Evaluation towards Language Improvement

Why Self-Evaluation?

Self-evaluation is defined as the way a person reflects him/herself. It is increasingly employed as a strategy for learning as well as evaluation in a higher education. In addition, it is widely accepted that self-evaluation is a key learning strategy for independent language learning (Janulevičienė and Kavaliauskienė, 2007). The reason is that it gives students the authority to not only monitor their progress but also relate learning to individual needs. In evaluating themselves, students are assessing their current understanding, and the further knowledge they would like to gain. In other words, if students can precisely evaluate their own performance, do not depend entirely on the opinions of teachers, they will be able to make teachers aware of their individual learning needs (Rolheiser and Ross, 2001).

Wongyod (2006) stated that when students understand learning goals and evaluative criteria, they must have the chances to assess their own performance and make adjustments. Teachers should utilize this chance to pass on the idea that mastery is controllable and that the goal is knowledge accomplishment, not simply task completion

(Pintrich and Schunk, 1996 as cited in McMillan and Hearn, 2008). Using domain-specific student self-evaluation goals and sub-goals, integrated with helpful attributing feedback will enlarge students' persistence toward a greater goal (Schunk, 1996 as cited in McMillan and Hearn, 2008). This is because they feel the sense of accomplishment that originates from applying successful learning strategies. Lastly, students must be able to create changes in their work before the graded evaluation. Rolheiser and Ross (2001) pointed out that at this point, students react to feedback and generate their strategies, normally through rubrics, rating forms, or visual organizers. Janulevičienė and Kavaliauskienė (2007) asserted that these actual self-evaluation techniques provide objective feedback and identify particular areas of strength or weakness. The feedback can be further use to help guiding instruction and better meet the students' needs. That is to say, teachers can design learning tasks to meet learning goals.

The Theory behind Self-Evaluation

Self-evaluation could not only mean that learners simply check answers on a multiple-choice test but also grade themselves. To be precise, learners judge the quality of their work, based on evidence and explicit criteria for the purpose of doing better work in the future (Crowell, 2015). Researchers (Maehr and Stallings, 1972; Arter et al., 1994; Hughes et al., 1985; Henry, 1994 as cited in Crowell, 2015) indicated that self-evaluation plays an important role in fostering an upward cycle of learning. When students evaluate their performance positively, self-evaluations could encourage students to set higher goals and commit more effort to them (Rolheiser and Ross, 2001).

The following figure by Rolheiser and Ross (2001) illustrates how self-evaluation contributes to learning.

Figure 1 How self-evaluation contributes to learning

From the figure above, goals, effort, achievement, self-judgment, and self-reaction can lead to self-confidence in a positive way. Rolheiser and Ross (2001) states that self-evaluation is actually the combination of the self-judgment and self-reaction components of the model. Hence, if teacher can train students to do this powerful technique better the teacher can contribute to an upward cycle of better learning.

Using Internet for Language Learning

Why Internet?

The Internet has significantly evolved the way people all over the world interact and communicate. Without a doubt, the Internet is the fastest growing communication technology nowadays. Its adoption in teaching has provided academics with many new opportunities to communicate and deliver teaching materials to students (Siegel, 1996 as cited in Vitartas and Sangkamanee, 2000). The Internet, in particular, is taking part in improving a language learners' skill. It provides a learning environment that is less restrictive than the traditional language classroom (Peterson, 1997 as cited in Maneekhao, 2001). Frizler and Warschauer (as cited in Vattanapath,

Charupan, and Soranastaporn, 2002) informed that careful planning on the use of the applications existing on the Internet will bring about more effective teaching.

The advantage of the World Wide Web (WWW) inside the Internet offers a global database of authentic materials that can enhance language learning and teaching. In other words, learners can access websites on the Internet in order to search for authentic materials and authentic settings for all levels of English. For example, learners can read newspapers, magazine, articles, or listen to radio broadcasts of other countries on the web to serve their own needs and interests. Activities like chat rooms and electronic pen-pals have proven to be an effective learning tool because of the learners' language skills practice in the real world (Frizler, 1995; Warschauer, 1996 as cited in Vattanapath et al., 2002). As seen in Fox, Singhal and Warschauer (as cited in Moras, 2001), the WWW provides students instant access to informal chat-rooms, and also to material prepared specially for learners, such as pronunciation, grammar and vocabulary exercises, and tests. Some examples of websites that learners can access in English are google.com, yahoo.com, nation.co.th, bbc.com, cnn.com, wikipedia.org, etc. They provide great amount of English language learning and information, such as grammar, listening, speaking, reading, writing, testing, and background knowledge (Islam, 2011). Some examples of websites for English language learning are english-forum.com, iteslj.org, britishcouncil.org.hk, english-to-go.com, 1-language.com, askaboutenglish.com etc. Due to a wide range of English resources, learners can experience interactive language learning materials as an addition to learning in classrooms.

There are many disadvantages using the Internet as an information source, including, but not limited to, the extremely large amount of information, lack of quality, relevance, and reliability, and a bad organization of information (Kelly and Nicholas, 1996). However, Internet users can gain a lot of benefits. Among a lot of overwhelming information, there is still a large amount of valuable information which can be accessed free of charge (Maneekhao, 2001). In a study of Suetrong (2007), it was found that students can improve their English language knowledge and competencies because they can get what they are looking for through the Internet. However, some rural Thai students do not have access to the Internet because of financial hardship, lack of computers, economic conditions and the lack of time (Ilban, Yildirim, and Sapar, 2006).

Related Studies

The first study to be reviewed here is by Wongyod (2006). The researcher used a questionnaire asking about the employees' attitudes of using the Internet towards language development. It claimed that the employees' attitudes of using the Internet are very high for improving vocabulary and reading skill rather than other skills.

In another study, Suetrong (2007) conducted a study on the self-evaluation of the Internet usage towards language development of Thai people in four different workplaces (the industries of engineering and construction, computer and networking, training and education, and home appliances). It was found that using the Internet in English can help people learn new vocabularies, idioms, and slang. However, using the Internet in English cannot help people practice words pronunciation.

An investigation into the Internet use behavior and attitude of intermediate and bachelor's level students of the Leadership Colleges network in Punjab can be found in Safdar, Mahmood, and Qutab's (2010) study. The result indicated that the students were new Internet users but used it regularly. They used it mostly for communication and educational purposes. Moreover, they preferred to contact their friends or relatives for solving problems via the Internet. Their attitude towards the tools and services of the Internet was positive. Users agreed that the Internet was very helpful in meeting their information and communication requirements rapidly.

In 2012, Termsinsawadi also studied the Internet use behavior and attitude of nine Rajamangala University of Technology's students. Examining into the behavior for learning purpose, the finding of the study showed that even though most students used this technology infrequently for language learning purpose, they agreed that the Internet was very helpful in improving their English skills (listening, speaking, reading and writing).

The last study to be reviewed in this section is the study by Jamalifar and Chalak (2014) that used a questionnaire to examine the use and practices of the Internet in the process of learning the English language by Esfahan University of Technology (B.A.) students. The researchers also aimed at describing the actual practice of Internet by these students, their behaviors and attitudes and the problems they face in using their private Internet in an educational and instructional setting. The results from the analysis of the questionnaire indicated that the Internet in the English language learning environment is regarded as a motivational tool for the language learner. The reason is that it helps the students to learn the language communication and daily life of English language learners. In terms of attitudes, the students mentioned that the Internet is a good tool to learn English language vocabulary and grammar indirectly. Moreover, the students need proof for educationalists, practitioners, teachers and decision makers.

Regarding a review of related literature and research, it is found that the utilization of the Internet in a variety of activities can help learners improve their language knowledge and skills effectively. Due to the fact that the Internet is deemed to be a useful language resource, it is significant to recognize the advantages that Internet users may gain from this computer assisted learning tool. Accordingly, it is interesting to examine how the Internet users, particularly English major students, evaluate their language improvement regarding their Internet use for learning purpose.

Methodology

Subjects

The subjects of the study consisted of 50 English-major students aged 19-30 from the weekend program at Pibulsongkram Rajabhat University, Phitsanulok. The subjects were 28 female students and 22 male students. They were selected by using a purposive sampling technique. The subjects were selected from the weekend program due to its uniqueness. In other words, students have less time to seek advice outside school hours, especially advice from teachers. This may be because their school hours and study time do not coincide with the teacher's schedule. Thus, it was assumed that the students often employ the Internet to find additional information regarding English subjects outside school hours.

Research Instrument

The study is a survey research with the use of questionnaires to collect data. This research questionnaire consisted of two pages, and was separated into two parts.

With the purpose of investigating the students' activities on using the Internet in English, the researcher created the first part (Part I) of the questionnaire based on theories and related literature. This part explores the information about the Internet activities that the students have accessed. In this part, they are asked to identify (yes/no response) what online activities that they experience in English. This part comprises 10 items that are divided into four basic language skills, five items (1-5) of listening skills, one item (6) of speaking skills, two items (7-8) of reading skills and two items (9-10) of writing skills. Since listening is the skill that offers more opportunities

for Internet user than reading, writing and speaking skill, the items of listening skill are provided more than other skills.

The second part (Part II) of the questionnaire was adapted from Wongyod (2006). This part concerns the information about the benefits of using the Internet and its influence on language skills. In this part, the questionnaire asks the students to score each item about language knowledge and skills that they improve through the Internet. This part comprises 19 items. Each of the items is based on a five-point rating scale. The five-point rating scale is 0 (Not Applicable), 1 (Highly Disagree), 2 (Somewhat Disagree), 3 (Somewhat Agree), and 4 (Highly Agree).

In order to reduce problems of misinterpretation in answering the questions, the researcher maximized the details of the instructions for the questionnaire and changed some difficult words to simpler ones.

The Procedure for the Construction of the Questionnaire

The researcher studied theories and related literature. After that, a draft of the questionnaire was modified and revised based on the suggestions of the research advisor. To ensure the reliability and evaluate the validity of the content of the questionnaire, the questionnaire was piloted with 20 students studying in the fourth-year majoring in English from the weekday program in the first semester of the academic year 2017 at Pibulsongkram Rajabhat University, Phitsanulok. The students were chosen due to the fact that they have been taking similar courses since they were studying at the same major and university. Apart from completing the questionnaire, the students were required to give some comments on the questionnaire. In order to check the reliability of the questionnaire, Cronbach's alpha was calculated (α = 0.892). In terms of the students' comments, there were no additional comments on any item.

Data Collection

Data collection was conducted through fifty questionnaires. The questionnaires were distributed directly to the students in the second semester of the academic year 2017 at Pibulsongkram Rajabhat University, Phitsanulok.

In order to avoid students' misinterpretation of certain items, as the questionnaire was written in English, the researcher explained every item to the students before asking them to complete the questionnaire within 30 minutes.

Data Analysis

Statistical analysis was conducted with the complete questionnaires. The processes of data analysis and its interpretation were calculated as well as the description by using frequency distribution, percentage, five-point rating scale, mean score ($\bar{x}$) and Standard Deviation (S.D.)

To analyze the data in Part I, the frequency distribution and percentage were used to determine the frequencies of the Internet's activities.

To analyze the data in Part II, the five-point rating scale was used to determine the extent of items. Mean score ($\bar{x}$) and Standard Deviation (S.D.) were used to interpret the level of students agreement to the items in conjunction with the benefits of using the Internet and its influence on language improvement. It was interpreted on the following ranges: 0-0.49 = Not Applicable, 0.50-1.49 = Highly Disagree, 1.50-2.49 = Somewhat Disagree, 2.50-3.49 = Somewhat Agree and 3.50-4.00 = Highly Agree.

Results

To adhere the first and second research questions of this study, the results were illustrated into the tables.

Table 1 The Internet Activities Used in English

Item	The English Internet Activity	Yes	Percent (%)
1	Reading online materials (e.g. news, articles, stories, film scripts in English)	49	98
2	Listening to English songs	21	42
3	Watching English soundtrack movies	35	70
4	Reading electronic mail (E-mail)	42	84
5	Listening to online audio materials (e.g. news, articles, stories, film scripts in English)	25	50
6	Listening to radio programs in English	37	74
7	Watching television programs in English	25	50
8	Writing electronic mail (E-mail)	28	56
9	Communicating to others in English by using a webcam, telephoning over the internet (Skype), etc.	19	38
10	Writing online dairy or essay in English to blogs	9	18
	Other	5	10

When online activities used in English of the students were examined, it was found that more than half of them usually accessed the Internet for reading online materials (49 students, 98%). Apart from this activity, they connected to the Internet for reading electronic mail (42 students, 84%), followed by for listening to radio programs in English (37 students, 74%), for watching English soundtrack movies (35 students, 70%), for writing electronic mail (28 students, 56%), for listening to online audio materials (25 students, 50%) and for watching television programs in English (25 students, 50%), respectively. Moreover, more than a quarter of them use the Internet for listening to English songs (21 students, 42%), followed by for communicating to others in English by using a webcam, telephoning over the internet (Skype), etc. (19 students, 38%) and for writing online dairy or essay in English to blogs (9 students, 18%) respectively.

However, not more than 10% of them answered that they connected to the Internet for doing exercises (2 students, 4%), writing novel (one student, 2%), writing Facebook status (one student, 2%) and playing games (one student, 2%).

Table 2 The benefits of using the Internet and the influence on language skills

Benefit	HA	SA	SD	HD	N/A	$\bar{x}$	S.D.	Interpretation
1. I can learn new vocabulary, idioms, and slang.	17	30	0	3	0	3.22	0.74	Somewhat Agree
2. I can read through articles in English faster.	10	26	10	4	0	2.84	0.84	Somewhat Agree
3. I feel comfortable when I read English publications. (For example book, journal, newspapers, magazines etc.)	8	28	7	5	2	2.70	0.99	Somewhat Agree
4. I have minor difficulty when I read through English texts in various fields for comprehension.	9	27	13	1	0	2.88	0.72	Somewhat Agree
5. I can read for my particular purposes faster. (For example: reading for main ideas, reading for some more details, skimming, scanning, etc.)	10	35	5	0	0	3.10	0.54	Somewhat Agree
6. I can apply sentence structures that appear on the Internet in my written English.	7	37	6	0	0	3.02	0.51	Somewhat Agree
7. I feel comfortable when I write a report, an assignment, or a project in English.	6	27	14	2	1	2.70	0.81	Somewhat Agree
8. I can write dairy or essay in English faster.	7	21	18	3	1	2.60	0.88	Somewhat Agree
9. I can improve English grammar.	4	23	19	2	2	2.50	0.86	Somewhat Agree

Table 2 (Cont.)

Benefit	HA	SA	SD	HD	N/A	$\bar{x}$	S.D.	Interpretation
10. I can readily take notes in English on lectures, seminars, etc.	6	27	14	3	0	2.72	0.76	Somewhat Agree
11. I can express my own sentences without difficulty.	6	21	20	3	0	2.60	0.78	Somewhat Agree
12. I have less anxiety to communicate with foreigners as I have become accustomed to using English.	6	28	14	2	0	2.76	0.72	Somewhat Agree
13. I feel comfortable when I ask and answer questions in English during the group or class discussions.	6	25	16	3	0	2.68	0.77	Somewhat Agree
14. I can express my attitudes or opinions in English faster.	5	22	19	4	0	2.56	0.79	Somewhat Agree
15. I can better understand English songs.	10	22	14	4	0	2.76	0.87	Somewhat Agree
16. I can better understand conversation in English.	6	22	16	6	0	2.56	0.86	Somewhat Agree
17. I can better understand classroom lectures in English by teacher(s)	3	21	20	5	1	2.40	0.83	Somewhat Disagree
18. I can better understand class presentations in English by students.	5	16	20	6	3	2.28	1.01	Somewhat Disagree
19. I can practice word pronunciation.	4	20	18	8	0	2.40	0.86	Somewhat Disagree
20. Other	0	0	0	0	0	0	0	N/A

*HA = Highly Agree, SA = Somewhat Agree, SD = Somewhat Disagree, HD = Highly Disagree, N/A= Not Applicable

Analyzing the results from Table 2, it was seen that the first indirect benefit that the students thought they got from using the Internet was learning new vocabulary, idioms, and slang ($\bar{x}$ = 3.22, S.D. = 0.74) followed by reading for particular purposes faster ($\bar{x}$ = 3.10, S.D. = 0.54), reforming sentence structures that appeared on the Internet in written English ($\bar{x}$ = 3.02, S.D. = 0.51), having minor difficulty while reading through English texts in various fields for comprehension. ($\bar{x}$ = 2.88, S.D. = 0.72), reading through articles in English faster ($\bar{x}$ =2.84, S.D.=0.84), having less anxiety to communicate with foreigners ($\bar{x}$ = 2.76, S.D. = 0.72), being better understand English songs ($\bar{x}$ = 2.76, S.D. = 0.87), readily taking notes in English on lectures, seminars, etc. ($\bar{x}$ = 2.72, S.D. = 0.76), feeling comfortable while reading English publications ($\bar{x}$ = 2.70, S.D. = 0.99), feeling comfortable while writing a report, an assignment, or a project in English ($\bar{x}$ = 2.70, S.D. = 0.81), feeling comfortable while asking and answering questions in English during the group or class discussions ($\bar{x}$ = 2.68, S.D. = 0.77), writing dairy or essay in English faster ($\bar{x}$ = 2.60, S.D. = 0.88), expressing sentences without difficulty ($\bar{x}$ = 2.60, S.D. = 0.78), expressing attitudes or opinions in English faster ($\bar{x}$ = 2.56, S.D. = 0.79), being better in understanding conversation in English ($\bar{x}$ = 2.56, S.D. = 0.86) and improving English grammar ($\bar{x}$ = 2.50, S.D. = 0.86) respectively.

On the contrary, being better in understanding classroom lectures in English by teacher ($\bar{x}$ = 2.40, S.D. = 0.83), practicing word pronunciation ($\bar{x}$ = 2.40, S.D. = 0.86) and being better in understanding class presentations in English by students ($\bar{x}$ = 2.28, S.D. = 1.01) were rated in the last 3 indirect benefits that the students indicated they got from employing the Internet.

Discussion

In relation to the Internet activities used in English, the results revealed that the students used the Internet for reading online materials, rather than for writing online dairy or essay in English on blogs. This is due to the fact

that the Internet offers more input activities than output activities. Input activities are reading and listening activities or language taking activities whereas the output ones are writing and speaking activities or language producing activities. Therefore, the students spent their Internet time on reading online materials activity rather than on writing online dairy or essay in English on blogs. This result corresponds with Suetrong (2007) who found that most respondents used the Internet to search for information rather than for web board. Besides, it is similar to the study of Safdar, Mahmood, and Qutab (2010), which indicated that Internet users agreed that the Internet was very helpful in meeting their information. By using Internet for learning purpose, Islam (2011) asserted that students could choose learning materials from the extensive resources they needed as well.

Regarding the benefits of using the Internet and the influence on language skills, the study found that the students could learn new vocabulary, idioms, and slang. Moreover, they could read for particular purposes and get better English grammar. Since the students often connect the Internet to read online materials, this may be the reason why they feel comfortable while reading English publications, reading through English texts in various fields and reading through articles in English. In other words, when they frequently practiced reading through the English articles, they not only read them faster, but also enhanced vocabulary stock. These results support a finding of Jamalifar and Chalak (2014)'s study. The researchers found that the students mentioned that the Internet was a good tool to learn not only English language vocabulary but also grammar indirectly.

One interesting result from the study is that reading skill is improved over the Internet the most, followed by writing skill. The reason is that the students not only applied sentence structures that appeared on the Internet in their written English but also wrote dairies or essays in English faster. In addition, these students felt comfortable while writing a report, an assignment, or a project in English and readily took notes in English on lectures, seminars, etc. This result is in line with Wongyod (2006) who pointed out that once the reading ability is developed, the writing ability is also improved.

On the other hand, practicing word pronunciation over the Internet seemed not to help the students to develop the skill. This result corresponds with the study of Suetrong (2007), which found that using the Internet in English could not help the respondents practice word pronunciation. This is probably because the students listened to more online English music for entertainment than news or documentary. Thus, the students are likely to have difficulty understanding classroom lectures in English by teacher(s) and class presentations in English by students as they might not get what they hear in English due to the lack of good listening skills. This result complies with the study of Termsinsawadi (2012) which showed that most students did not frequently use the Internet for language learning purpose.

Conclusion and Suggestions

This study investigates English-major students' activities on using the Internet in English and the benefits of using the Internet as a tool for an effective language improvement.

Conclusion

Reading online materials is considered as an activity in which most students have already used whereas writing online or blogging has not been a common practice. Moreover, using the Internet in English can help students learn new vocabularies, idioms, and slangs. Although the Internet is helpful in learning English skills through various means, it is less practical to help students in terms of speech production and word pronunciations.

Suggestions

From this study, some interesting points were found and the following recommendations were made.

Suggestions for English as Foreign Language Teachers

Due to the fact that the Internet offers several attractive tools towards specific needs, the teachers should provide students with appropriate instructions on useful websites that serves each purpose. In order to use the Internet most effectively, students should also be appropriately trained in gaining access to credible web sources online, select and use the information accurately. Since the Internet offers a global database of authentic materials that can enhance language learning and teaching, the teachers can also use the Internet as a resource for teaching English skills. However, teachers must also be cautious in selecting relevant and credible online sources such as peer-reviewed journals rather than an opinion-based web forum.

Suggestions for Further Studies

One of the major limitations of this study was that it was conducted only among 50 English-major students from the weekend program at Pibulsongkram Rajabhat University, Phitsanulok. Therefore, a small sample size was created which would lead to a challenging generalization for the results to a larger population. This study should be expanded to other universities as well to gain a larger sample size.

In addition, using other means of collecting data such as in-depth interview might be added in order to gain more insights on students' perceptions of how Internet use can help them improve their English.

Lastly, it is suggested that a study on the effect of using the Internet and not using the Internet for learning purposes should also be done as a further study. This is mainly to compare the benefits gained in English skills that students acquired from using the Internet versus not using the Internet for learning purposes.

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