

# How to Support Less-Successful Learners of Japanese by Using Web-based Instruction

Chih-Hsiu Wu

Po-Yin Wang

Yung-Sheng Chang

## Abstract

The rapid increase in computer use has naturally influenced the field of education, including foreign language education. As the Internet has become increasingly available, the Web has become a powerful medium for sharing information. Students from around the world can enjoy equal access to the many learning resources available on the Web. As a result, Web-based instruction (WBI) has emerged.

The authors' experiences in teaching Japanese in higher education institutions have suggested that students, especially low-achievement students, need more opportunities for practice, interaction, and collaborative learning. It is important to find additional tools, such as the Internet, to support classroom instruction and create a remedial learning environment.

This study used reviewing literature and research, experimental research, observation, interview as well as survey questionnaires to investigate various learning factors of students who took the second-year Japanese language classes at Taichung Institution of Technology (16 college students) during the fall semester of 2004.

All students who were previously diagnosed as having serious Japanese language learning problems participated in the study and received 15 weeks (2 sessions per week, 50 minutes per session) of remediation. The purpose of this study

is to examine the on-line reinforcement effectiveness of improving Japanese language low-achievement students' abilities by applying Web-based, computer-oriented, multimedia remedial instruction.

Key words: CAI; Web-based Instruction (WBI); Remedial Instruction