

**TECHNOLOGY AND FOREIGN LANGUAGE LEARNING:
STUDENT PERCEPTIONS ON THE FEASIBILITY OF USING WBI (WEB-BASED
INSTRUCTION) TO SUPPLEMENT THE ON-CAMPUS FOREIGN LANGUAGE
COURSES IN UiTM**

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ABSTRACT

This study seeks to identify the factors influenced the feasibility of using WBI to supplement the on-campus foreign language courses in UiTM, to assist the researcher to discover the problems faced and to suggest some possible ways to utilize technology in enhancing foreign language learning. In seeking greater understanding, this research is a qualitative study using purposive sampling technique of students who were taking Mandarin, French and Arabic courses in UiTM Dungun Campus as its main research methods to gain information. Taken as a whole the findings confirmed that the students do have an unenthusiastic perception on the feasibility of using WBI (Web-Based Instruction) to supplement the on-campus foreign language courses in UiTM, Terengganu campus. Nevertheless, the findings showed more affirmative viewpoints are instituted in the French and Arabic learners. In order to employ WBI in supplementing the on-campus foreign language courses, auxiliary and in-depth discussion and scrutiny have to be made.

Introduction

The role of technology as a resource for instruction of foreign language learners is increasing as educators recognize its ability to create both independent and collaborative learning environments in which students can acquire and practice a new language (Butler-Pascoe, 1997).

Through the use of the Internet, word processors, multimedia, hypermedia, drill and practice programs, students can engage in individualized instruction designed to meet their specific needs and participate in cooperative projects that foster communication with peers in their classrooms and throughout the global community. This research focuses on the potential of technology as a powerful tool for foreign language instruction and the challenge of training our lecturers in its instructional applications. This is indeed an important area and a current direction in foreign language teaching, which is under the discipline of applied linguistics (Stevens, 1992).

The WWW has some very clear strength over stand-alone applications from commercial software vendors (Clive R. Betts, 1997).

1. Accessibility : As it is a network resource, the problem of access is reduced to finding a computer with a network connection and an appropriate software.
2. Standard : WWW operates using a *de facto* standard for communication, hypertext transfer protocol (http).
3. Openness : WWW is a classic 'open' computer system.
4. Ease of use : Staff and students alike can create attractively presented, informative screens with only a limited amount of experience.

This web-based instructional approach can help enhance the interactivity of the teaching-learning process as well as to bolster communicative capacities among foreign language learners (Mak, 1997).

According to Larson (1999) and Li (1999), the transactional nature of the Internet and the pedagogical relevance of state-of-the-art web-based interactive technologies make WBI a viable vehicle for foreign language instruction.

It is hoped that there will be more research conducted in this area to further investigate the option of using the Internet to facilitate foreign language learning. Furthermore, it is also anticipated that the findings will serve as sharing research-based knowledge.

The most important matter is the applying of the knowledge in building up research and action initiatives in teaching foreign languages as the third language as well as the resource for professional development of the faculties.

The finding of this research may assist the policy-making process in using the technology in language education. This will lend a hand to the management of Academy of Language Study in assembling a research-based decision before a major resolution of using Web-Based Instruction widely in all UiTM branches in Malaysia.

As a consequence the findings of this research are specifically intended to help the administration and the faculties of the Academy of Language Studies in ensuring that every student is technologically literate by the time the student finishes his/her language courses, and that technology will be fully integrated into the curricula and instruction of the university as in the Vision 2020, Malaysia.

Problem Statement

Considering the multitude of benefits foreign language learners draw from a technology-enriched curriculum, the task of adequately training their teachers in its application is a challenge that we dare not ignore.

However, the important subsequent issue is to determine the target audience, that is our students' perspective in using Internet to supplement their learning. They might have their own thoughts on this matter. On the other hand, the interface of the Internet Explorer and Browser on foreign courses is very adult, and much of the vocabulary would be inappropriate for our beginner or intermediate level learners. Thus, those programs in the Internet very obviously might not be intended for them. Thus, this research aids as a preliminary step to probe this concern.

Research Questions

The study is designed to elicit answers to the following questions :-

1. What role does the instructor (lecturer) play in WBI, and how important is the instructor's presence?
2. Are the lab and the online resources accessible and useful to students?
3. What is the technology's perceived effect on the learning of subject matter and language skills?
4. Do students enjoy the WBI activities and experience, and are the activities relevant to either their present or future use of the respective foreign language they are learning?
5. Do students perceive that they gained confidence as learners, gained technical skills, or improved their performance on class assessments as a result of the WBI experience?

Research Objectives

- A. To identify the factors influenced the feasibility of using WBI to supplement the on-campus foreign language courses in UiTM
- B. To assist the researcher to discover the problems faced by the faculties in applying technology in learning foreign languages.
- C. To suggest some possible ways to utilize technology in enhancing foreign language learning.

Significance of the Research

The findings of this research will help the faculties to examine the feasibility of using WBI to supplement the on-campus foreign language courses in UiTM. Benefits that are significant include the following :-

- A. Assisting the faculties to discover the feasibility of using WBI in the learning and teaching process.
- B. Assisting the faculties to see the problems and difficulties faced in using WBI to supplement the teaching of foreign languages as the third languages and help them to overcome these problems.

Research Limitation

The research focused on the respondents who are taking foreign language courses in UiTM Dungun Campus, Terengganu as the third languages. These courses are Mandarin, French and Arabic. This research serves as a preliminary attempt in the feasibility of using WBI in enhancement the foreign language courses in UiTM.

The obvious limitation of this research is that it is done only in one branch campus of UiTM as there are 14 branches in the whole of Malaysia in which Mandarin, French and Arabic are offered as the third language courses.

Therefore the finding of this research cannot be generalized to every branch campus as each branch will have its own characteristics and approaches in teaching Mandarin, French and Arabic as the third language. Furthermore, there are additional foreign language courses e.g. Japanese in the main campus and other branches. Thus, the finding of this research will serve as a reference in using Web-Based Instruction to supplement the on-campus foreign language courses in UiTM.

Research Design, Data Collection Strategies and Procedures

The focus of this research was from the perspectives of the students who take foreign languages in UiTM. Thus, this research used qualitative methodology. It is to gain profound information on this topic. Purposive sampling technique of Bumiputera students who are taking Mandarin, French, and Arabic courses in UiTM Dungun as samples was used to gain information.

Table 1 below shows the samples involved in this research.

Table 1 : Samples involved in the research

	<i>Mandarin</i>	<i>French</i>	<i>Arabic</i>
Level 1	3	3	3
Level 2	3	3	3
Level 3	3	1	2
TOTAL	9	7	8

Before the interview, the following training was given to the students that were interviewed at the beginning of the semester after the purposive samples were identified.

- (1) Searching the Web
- (2) Evaluating their findings
- (3) Creating bookmarks

The interview script for the semi-structured interviews was modified from the questionnaire used by Stepp-Greany (2002).

The interview protocol was used to conduct a 30-60 minute audio taped interview. The stages of research interviews were as suggested by Mariampolski (2001).

The interviews were transcribed using the Transcription Conventions (Drew, 1995). Some of the prominent matters which should be taken into consideration during transcribing interviews were as proposed by Krueger & Casey (2000). The coding and categorizing system was based on the system suggested by Flick (2002).

Data Analysis

Information gathered through the interviews were analyzed by using the constant comparative and content analysis (Silverman, 2001).

Findings and Summary

The result of this research is discussed according to the research questions :-

1. What role does the lab instructor/lecturer play in WBI, and how important is the instructor's presence?

Generally, the students would have positive perceptions on the interaction with the lecturer. There are a lot of help which the instructor could offer particularly in the four dimensions of language learning, to be exact are listening, reading, writing, and speaking. The instructor is perceived as the director of target language learning. This would instigate the foreign language learning.

In general, the students do perceive that there would be vocabulary assistance offered by the instructor. For instance, the French lecturer would lend them a good French dictionary. They can also use online/electronic dictionary downloaded from the Internet.

The students do perceive that the instructor would help out in using the tools needed for the particular websites, open pages on the web, overcome technical problems with the help of the lab instructor, as well as to search for the required websites. Searching for useful websites is the preliminary step to utilize WBI in foreign language learning. The students would have to be steered in searching for the required useful websites. Some of the tools used in the websites, for instance, for Chinese character writing in correct strokes, the students would have to know how to click on the fastidious boxes to set eyes on the animations of the strokes. Without the assistance from the instructor, the students might not know how to utilize this for their Chinese learning. There is supplementary guidance obtainable from the lab instructor for the most part on the technical problems encountered.

In the main, the instructors are needed when the students can seek their help in time of their needs, or they would like to ask for explanations and advice. The presence of instructors is also essential to help in overcoming and solving technical problems. These might ameliorate the completion of the learning tasks faster and easier.

Succinctly, the role of the lab instructor is highly acknowledged above the lecturer in utilizing WBI in foreign language instruction.

Briefly, the perceptions on the instructions are intensely affected by the perceived target language proficiency.

Once the students have learned how to do, some students still perceive that they need the presence of the instructors. On the contrary, some students do perceive that the presence of the instructor is not needed.

2. Are the lab and the online resources accessible and useful to students?

Most of the students do perceive that it is a lack of access adequacy on account of time factor and the availability of the lab.

Pithily, there is a more compelling negative perception on the time in using the lab or the computer.

Furthermore, most students don't have a personal computer. It is costly to search the information in the cyber café. Therefore, they would prefer going to the lab because they don't have to pay a single cent. For those who do have personal computer, they would face the

problem of that their personal computer does not have Internet access. This might be due to the fact that there isn't any telephone/Internet line in their hostel.

The students who perceive that there is a need of having regularity in going to the lab by the reasons of they don't have so much time, and they are also having problem in managing their time. Furthermore, they would need to book the computer lab earlier (first come first serve basis). So, a specified time is more effective for their language learning. They give concrete examples such as GAL (Group Access Learning) and SAL (Self Access Learning).

3. What is the technology's perceived effect on the learning of subject matter and language skills?

Each and every one of the students has a negative perception on the need of time spent into WBI activities. They would prefer to employ their time in the regular foreign class. For them, personal interaction with lecturer and fellow students is more crucial. Somehow or other they are deterred by the frequent computer technical problem which poses as the major encumbrance of utilizing WBI.

In a nutshell, the students do hold positive and negative stands on the impact on the listening skills by using WBI.

Concisely, the students do cleave to positive and negative points of view on the knowledge gained about the culture of the target language via WBI. Generally speaking, there is a more negative view echo from the perception of the students on the accomplishment in competing the activities suggested. For the Arabic learners, they affirm that there are some useful learning materials concerning the culture learning, for instance they could learn about fruits, vegetables and daily food of the Arabs. Most of the students contend that their reading skills do not improve via WBI. However, some Arabic learners do find out that WBI helps them in improving their reading skills.

Each and every student has a positive perception on the interactive activities. They enjoy learning conversational dialogues as well as the game activities. There are plenty of language exercises, for examples, fill in the blanks, match words with pictures, etc... All these activities are interconnected to pronunciation of words and phrases, learning of vocabulary, listening activities, speaking activities, reading activities and writing activities as well. The language proficiency test found in the websites is considered as an interactive activity which makes the students to be interested in it, for example the Arabic language proficiency test. Another example is the interactive Arabic alphabet magnetic board designed for basic spelling skills which would make learning easy. The students can practice to spell the Arabic words.

On the whole, the students have more negative perception on the upshot on the writing skills via WBI. On the other hand, there are some Arabic learners do discover that WBI is advantageous on improving their writing skills.

4. Do students enjoy the WBI activities, and are they relevant to use of the respective foreign language they are learning?

For the students with positive point of view, they would say that they could get more information about the target language. They can repeat several times in the vocabulary drill and practice lesson too. They do not depend on lecturer as the only source. It would be more convenient for them to learn without having to attend the class. Furthermore there are more

facilities in searching information needed in the computer lab. They also enjoy games and quizzes.

The students enjoy the attractive lesson presented in the sites. Normally there are lots of colorful websites with sounds and animations. There is a wide variety of learning materials together with interesting quizzes and games. In addition, they can also have self-evaluation with feedback from the exercises done in the WBI activities. Thus, they can have learning to occur anytime and anywhere as they wish. They can also seek useful information via WBI.

Taken as a whole, the French learners are having more positive perception on the relevance of the materials in WBI to real life need.

Nonetheless, most of the students would prefer regular on-campus foreign language courses due to the facts that they would be able to focus their learning attention on gaining knowledge of details of the target language. This is because they can easily communicate with their lecturer. Their respective lecturer would offer his/her help if the students do not understand and they would also explain more niceties. They can understand effortlessly. On top of these, they also have the opportunities to practice the speaking, listening and writing skills with the lecturer. The lecturers teach consistently and provide feedback about their accuracy. The students subsequently are able to take notes while listening to a lecture. What is more, they can have fun with their friends as well.

WBI is a new and enriching learning experience for the students. They are quite positive in this area. They proclaim that there is a wider range of activities to choose as well as to use. Direct and immediate feedback of the WBI activities is the strength of the WBI. Games and quizzes for learning the target language are another strong suit of this WBI. There are lots of interesting, interactive and attractive features in the websites. Another strong point is it saves the students' time and energy to go to the library searching for the required information. Online dictionary is one more asset, e.g. <http://www.tigernt.com/cgi-bin/cedict.cgi> for Mandarin.

There are majority of the students who choose a regular on-campus foreign language class on the basis that they can concentrate more and better in a regular class. The students have a very good perception towards their lecturer. Lecturer is alleged to be a good instructor whom they can ask question if they do not understand. Lecturer teaches consistently. (S)He often uses games as drill and language practice. The input from the lecturer is perceived as easy to be understood. The lecturer is alleged to be able to give more information about the language and culture of the target language. The students can communicate rapidly and interact very actively with their respective lecturer. They can seek their instructor's help anytime they are in need. Communication is viewed as a vital factor in choosing this mode of learning. Communication with fellow learners is also important for them. The students admit that they cannot catch-up with the activities in the WBI. Computer input is said to be not enough if compared to the input from the lecturer during a regular class.

Apart from the two alternatives discussed, the participants do give an extra option which is quite remarkable that is a mixed mode. The students suggest that they can obtain benefit from both modes of learning, that is a discussion in regular class plus self-learning via WBI. It is suggested that one week learning can be in a regular class setting, and for the alternate week would be in a computer-assisted target language class setting.

5. Do students perceive that they gained confidence as a result of the WBI experience?

Students with positive perceptions realize that they can gain more knowledge and more references via WBI. Furthermore they can use online dictionary downloaded from the Internet searching and checking for unknown words.

On the contrary, those students with negative perceptions state that there are not many exercises and these WBI activities are more suitable for the higher proficiency level students. Thus, they claim that WBI is not really effective for learning the target language especially for the beginners. They are still unable to do the more difficult activities due to the actuality that there are still many words and phrases that they do not understand.

Whilst for the students with negative views, they say it is too difficult and not suitable to learn the target language as an independent learner. There are too many words and phrases that they yet understand. So, they do need the help from their lecturer and pals to assist them in the learning of this target language.

The students who are initially frustrated convey their opinions that they do not understand the meaning of the words because of their limited vocabulary and their proficiency level is low in the target language. They are not really expert in using the computer and in surfing the Internet and they are not really familiar with learning through WBI. In addition, they find that there are too many activities and questions, and not all the activities on the web can be useful. The explanations are also found to be too long and hard to understand.

The students with positive views acknowledge that they gain computer and technology competency via WBI. Their computer knowledge and competence were found to be improved. They are becoming familiar in finding the information through the websites and customary with the use of websites learning. They are acquainted with the way to download the interesting websites and the required concerning program. Hence they find irresistible to explore the computer activities subsequently.

Concomitantly, most of the students hold a dissimilar stand. They argue that they just know how to search through the Internet and they would instantly shut down or re-start the computer when there is any computer problem. Therefore, they do not have the confidence to handle any technical problem and they still need the lab assistants to help to overcome all the technical problems. In spite of everything, they need the technician to assist when the computer broke down. Assistance from more experienced technicians is considered a necessity. Practically, WBI does not help in upgrading the technical skills on the computer.

At the same time as the students with negative view assert that WBI causes more troubles than giving genuine support. This is because they do not have time to search for the information and too much time has to be spent to go to the lab to do the WBI activities. Another vital plunge is that the materials found are not relevant to the syllabus. There are not many learning materials relevant to the language learned and there is not much information covered if compared to face-to-face learning class. Fundamentally, the students do need appropriate practice exercises. With hindsight, the Chinese learners could not understand the information from the websites that is explained solely in the Chinese language. A French learner says there are limited relevant exercises, e.g. for French on '*bienvenue chez nous*' (the French textbook for Hotel Management students).

Discussion, Implication and Suggestions

Incorporating the Internet into foreign language learning has become increasingly important. Students will want to work with texts which are didactically prepared on different levels, search completely independently for information or simply establish contacts via email or chat rooms. The new media will not solve the basic problem of learning a foreign language outside the target language area but they do enable teachers to react to the existing limitations in an innovative and imaginative way and permit the boundaries of classroom learning to be pushed back further by integrating elements of natural language acquisition (Rösler, 2000).

A point which should be given distinctive consideration and which is not discussed in detail in this study is the different impacts carried by various foreign languages. For instance, for Mandarin learning, they are different problems meticulous to it. Above all, the learning of Mandarin in UiTM is facilitated by the used of Hànyǔ Pīnyīn. This may cause realistic problems in using WBI where most of the websites would be using Chinese characters. Whereas for French, this would not be perceived as a problem since there isn't any different of the writing systems used in UiTM and in the websites. Moreover, Arabic learners seem to have gain more benefits through WBI since there are websites using Malay as the medium of instruction that would sure facilitate Arabic learning. Nevertheless, further research would have to be done using quantitative methodology to broaden understanding about this area statistically.

1. Pedagogical Implications

This study implies that instructors have an important role in technology enhanced learning environments, especially those that incorporate complex learning paradigms involving constructivist or whole language principles. It corroborates other reports (Glisan, et al., 1998; Kern, 1996; Weiss, 1994), which indicate that the role of an instructor as facilitator is important and complex in technology-enhanced environments and involves well-developed instructional skills.

The issue of teacher facilitation must also be addressed in such environment. Although students in this study regarded teacher interaction favorably, negative perceptions about the learning value of the instructional components may imply that instructor facilitation was still insufficient. This may be especially true for low ability students, who have needs for increased assistance, (Lee, 1993) and for students with little prior background (Young, 1986). The instructors still will have to play a very imperative role in order to help out in the changing of a more positive perception.

2. Use Web-based Learning: Implications for Student and Lecturer

In order to produce a feasible WBI in UiTM for the foreign language courses, there are some implications for course delivery and for it to be effective (Stepp-Greany, 2002):

1. Both lecturers and students must be aware of, and sensitive to, the learning ethos within which web-based learning is to be encouraged;
2. Students must be prepared to investigate, or be persuaded of, potential benefits accruing from web-based learning;
3. Students should be respected and nurtured as the users of this resource. Their collective experience should be viewed legitimately as a potential resource of considerable value. Time factor might be important to them.

Planned use of web-based support has the following implications for students with the intention of helping to make the WBI practicable (Stepp-Greany, 2002):

1. Student-internet contact should supplement formal lecturer contact sufficiently to identify, discuss and explain minor difficulties and to identify and report major problem areas.
2. Students themselves should discover the extent of the resource available in the websites.
3. Students should develop their skills in identification and effective use of relevant resources in the websites.
4. Students should accept greater responsibility for their own and for the perceived quality of their course.
5. Greater emphasis may be placed on student-led activity within and outside the academic course.
6. Students' study techniques should seek to develop topic-specific learning, contextual awareness and computer skills.
7. Students may become freer to manage their work program to reflect their own rate of development.
8. A more open course structure may take it less likely that students will have to clear rigorously defined interim hurdles. Assessment styles are likely to become more open-ended.
9. Students may be more likely to research information relevant to their course but outside the topic areas formally lectured and assessed.

3. How can we know that students think about enhancing learning through Web-Based Instruction (WBI)?

Apart from the implications for pedagogy, students as well as the lecturers discussed above, we have to make sure that the students do think that Web-Based Instruction may contribute to their enhancement of foreign language learning. There is a range of ways in which we can discover what students think (Stepp-Greany, 2002):-

1. Track their usage
2. Ask learners
 - What do you like most about the websites?
 - What do you like least about the websites?
 - What is the most important thing you have learned from the websites?
3. Working through the materials ourselves: It is valuable to identify the points at which learners could find themselves needing extra information and guidance.
4. Get groups of learners to evaluate the websites.

4. Web-based Instruction in Mass Higher Education: Some Obstacles

Despite the argument above, another foremost important facet is to determine the obstacles in utilizing WBI before implementing this to augment foreign language learning as to some extent done by in this study. These obstacles are namely (Stepp-Greany, 2002) :-

1. The learning objectives appropriate for web-based learning are not the same as those for more on-campus teaching and learning.

2. Web-based learning requires changes not only in the methods themselves, but in the whole teaching and learning system at institutional and curriculum level.
3. Nothing significant will happen without a major effort in staff development.
4. The Funding Councils to realize that all innovatory work needs pump priming and to develop funding mechanisms for this.

If the above-mentioned obstacles could be tackled, probably it is not possible to further instigate the feasibility of using WBI to supplement the on-campus foreign language learning.

Universities participating in using WBI to supplement on-campus foreign language learning found that the most imperative obstacle is concerning human factors. Therefore, efforts have to be made on changing the minds of the faculties involved and the students for learning acquired in nontraditional ways in accordance with the principles of autonomous learning.

5. Information Services (IS) to Support Learning Activities

Once the key obstacles are in the processing of incessant overcoming, then the ongoing efforts on searching for available resources will then make sense. The following resources are available (Lyn Oates and Les Watson, 1997) :-

1. Networked CD-ROM
2. Internet
3. Remote database online
4. Print-based and computer-based flexible learning materials
5. Flexible learning development collection
6. Open Study center
7. Language laboratory

On top of the information services given, the commitments should embrace offering services to students with specific learning difficulties or needs that will assist them, as much as is possible, to have the full access to all skills of their language course, become independent learners and achieve their potential within the University environment; as well as providing information, advice and training for University staff to help them enhance their professional interactions with such students. This is to make sure that the foreign language academic staff and non-academic staff could confer cooperative action to assist students' access to the WBI. If not, all the information services prepared which might have used a large fund are simply white elephants that might not give any genuine aid that will contribute to actual language learning. Feedback and evaluation are two essential elements to ensure the appropriate functioning of the information services.

In a nutshell, unremitting Information Service (IS) to support learning activities is the spine of WBI to substantiate the practicability of utilizing WBI to supplement the on-campus foreign language courses.

Conclusion

This qualitative study has illustrated the perceptions of UiTM Dungun Campus students about language learning in a technology environment. These were elementary language learners

who perhaps had limited Mandarin, French and Arabic skills. The students' rather negative perception regarding the effect of technology-enhanced instruction on their learning of foreign languages requires follow-up study. This is due to teaching processes and techniques rarely have an objective efficacy in themselves; rather they tend to be efficacious only insofar as each learner makes them so (The British Council, 1978).

Reports in the research note that teachers' jobs are harder in the early stages of a technology's implementation, that positive changes from technology are more evolutionary than revolutionary, and that these changes occur as teachers become more experienced with the technology (Weiss, 1994).

This study has several limitations. The information is through interview, and factors that may influence student perceptions such as student ability, prior experience with technology, prior background in foreign languages, and personality type, were not considered. Also, due to the descriptive and qualitative, rather than statistical, nature of the data, results may not be generalized to other language programs. Nevertheless, since little research is available on student perceptions about language learning using a variety of multimedia, this study may provide insights to universities currently implementing or contemplating the implementation of technology enhanced instruction (Stepp-Greany, 2002).

In addition, comparative studies could be done on comparing different foreign languages in using WBI since there are specific and unique characteristics associated to the particular language. For instance, for Mandarin language learning by using WBI, there might be a lot of constraints due to the limited or even no Mandarin characters learnt by the students. As a result, it is not possible for them to utilize WBI to supplement their Mandarin learning for the reason that they learned only Romanized Mandarin in their on-campus Mandarin courses. Another pertinent case might be Arabic. The situation might be better compared to Mandarin (which might be more script-based Arabic writing in the WBI) in view of the fact that the students know more of the Arabic writing system. Whereas, for French students, seeing as they learned French not through Romanized system as in Mandarin or using transliteration as in Arabic, it would be more potential for the students to employ WBI in supplementing their on-campus French courses.

Lastly, there are three principal areas need to be attended to on drawing implications in ensuring a successful WBI (McDonough, Steven, 1978):

- 1) The role of the teacher
- 2) The importance of individual difference
- 3) Further research in more precisely defined areas will be necessary before detailed instructional implications can be worked out.

To sum up, we would anticipate a feasible and viable use of WBI in supplementing the on-campus foreign language courses in UiTM in the near future.

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