The Effect of the Substrate Type in Virtual Concurrent Classes on the Oral Comprehension of the Iranian Language Learners: the Case of Adobe Connect Platform and Skype Software

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In the following paper, the effect of substrate type in virtual concurrent classes has been surveyed on the oral comprehension of the Iranian French language learners. The survey made a comparison between the growth of the language competence among Iranian French language learners in virtual and attendance courses.

Local researches in the field of language teaching have not directly paid attention to virtual concurrent classes. The current research aims to focus on online-learning, concurrent technical and teaching features, oral comprehension and also the function of teaching and technology in concurrent and online-learning teaching.

The view of our comparative study was based on the fact that in virtual courses in Iran whether Adobe Connect Platform and/or Skype Software would have a better effect on the progress of oral comprehension of language learners. It seemed that Adobe Connect Platform, due to its teaching nature would have a better function on language skills growth.

In this practical study that was testable, we examined the homogenous sample by pretest and post-test and also by control group to decrease the function of interfering factors. In this research subjects to test was 18 learners of level A1 from 2: language institutes located on Tehran, that was randomly selected and the progress of oral comprehension of these language learners was analyzed by 3 main Hypothesis.

Hypothesis 1: Using audio files in Adobe Connect Platform had a better effect on oral comprehension in comparison to control group (French language learners in attendance courses).

Hypothesis 2: Using audio files in Skype Software had a better effect on oral comprehension in comparison to control group (French language learners of attendance courses).

Hypothesis 3: Using audio files in Adobe Connect Platform had a better effect on oral comprehension in comparison to Skype Software.

The statistical findings showed that oral comprehension in all three groups

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(French language learners using Adobe Connect Platform, Skype Software and attendance courses) learning French, has had a positive progress. However, French language learners of virtual courses in the language competence performed more successful than attendance courses. And the French language learners using Adobe Connect Platform to learn French had a better progress in oral comprehension in comparison to French language learners using Skype Software.

Thus we can say that French language learners of virtual courses feel less confused in listening to audio files and their hearing habits make easier oral comprehension in class.

Keywords: Simultaneous virtual language teaching, Adobe connect platform, Skype, Iranian learners.