Investigation the Role of Training French Language based on Simulation of Experimental Interactive Environments

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ABSTRACT: The aim of this article was to investigate the effect of training based on simulation of experimental interactive environments on the four language learning skills in French language lessons in individuals. Based on the objectives pursued in the study, the method of this research is applied in terms of purpose and in terms of implementation is quasi-experimental with pre-test and post-test and considering a control group. The statistical population of this study is all male language students aged 20 to 38 years who have registered in one of the online France language schools in in the first half of the 2018-2019 academic year to teach and learn France. In order to determine the sample, the "Available Sample" sampling method was used. Data collection tools were prepared in this research and with the cooperation of 4 instructors with educational background and a master's degree in French language teaching, these tests were performed in four sections of listening (answering 20 questions based on hearing four Conversation), expressing (answering twenty conversational sentences), reading (a text with twenty-four-choice questions) and writing (twenty-four-choice questions related to grammar and sentence structure). The validity of the measurement tools of the studied variables in all four sections was determined by French language teachers in online French language schools. To confirm the reliability of the method of implementing two single forms of a subject without time interval and by calculating the correlation coefficient between the data of the two tests listening (0.92), expressing (0.88), reading (0.79), Writing (0.91) was used. In order to analyze the data from descriptive statistics (mean and standard deviation) and to determine the degree of homogeneity or inhomogeneity of groups in the studied variables in the pre-test of inferential statistics test (multivariate analysis of variance and citing the results of effect tests Pilapi, Wilkes lambda, hoteling effect and the largest root test) and in the comparison and analysis of post-tests, "analysis of covariance with control of pre-test effect" tests were used.

Keywords: Simulation of language teaching, Teaching France language, Correlation coefficient.

INTRODUCTION

Today, French language teaching has become a global priority due to the development of information, technology and communication. But in our country, language teaching, especially at the level of middle and high schools, which is the cornerstone of language teaching, faces its own problems and issues (Kalantari and Gholami,

2013, p. 100). The source of many of these problems stems from the fact that French language teaching, like other subjects in many schools and even private schools, is teacher-centered and lacks an interactive environment (Hosseini Fatemi et al., 2010, p. 5). And yet, language teaching and learning has undergone many changes in this century and is perhaps more practiced in the classroom than any other discipline in the world.

The only reason for a learner's success or failure in foreign language classes and institutions is not his or her innate intelligence and talent. Rather, it covers more aspects. The field of language teaching is usually limited to the learner within the classroom, and the teacher's perception of learning is an "island" attitude. Because it tries to make the whole process of inclusive learning in the classroom (Pishgadam and Moradi Moghadam, 1392, p. 31). And while the results of many studies have made it clear that language teaching is more dependent on the environment than anything else. Because the language teaching approach is communicative in an interactive environment instead of relying on constructivist linguistic foundations and the behaviorist learning hypothesis is based on reproductive linguistics and cognitive learning theory. In addition, in this approach, instead of linguistic competence, communication competence is targeted and the structural classification of the program shifts to focusing on actions, concepts, or role-playing in linguistic interaction (Roberts, 1982, cited). From Shushtari sack, 1996, p. 88).

Therefore, in the last decade, the role of interactive environments and communication methods of language teaching, more than other methods, has been considered by researchers (Chang and Lehman, 2002, p. 81). And the method of using oral language communication has been proposed as one of the most well-known educational communication strategies (Lam, 2006, p. 142). Based on this and considering that it is not possible for language learners to be present in real environments for learning French, by simulating these environments in educational spaces, a sense of being in a real environment can be provided for learners. Accordingly, this study aimed to investigate the role of education based on simulation of experimental interactive environments on improving the level of French quadruple skills.

In traditional teaching-learning methods, which are now referred to as passive methods, the teacher has an active role in the teaching process and speaks orally in class, and students without an active role only need to speak. Listen to him and memorize the content. In such circumstances, the necessary grounds for social growth, academic achievement and intellectual development of learners are not provided. For this reason, today the subject of active educational methods, and active learners, has found a special place in educational topics (Yaryari et al., 2008, p. 146).

This is even more important in the case of French language teaching because the learning process never takes place in a vacuum and the end product involves a variety of interactions with the world around it. Most of the time, the learner is measured in the form of a two-way teacher-learner relationship, and in this regard, the school and classroom environment is the first and last to be looked at. Due to the importance of ecological and environmental factors in learning French, creating and simulating interactive and experience-based learning environments for learners has a high potential for learning (Pishgadam and Moradi, 2013, p. 31).

According to linguists, the basic French language learning skills are listening, speaking, reading, and writing, respectively. In cases where French is taught as a foreign language, it is not possible for learners to use the mentioned skills in the classroom (Abbasi et al., 2009, p. 143). Therefore, learning French is difficult for this group of children, and success in achieving the complexities of this language requires a lot of effort. Although French language classes as a place to improve the language of individuals, it is difficult to present the innovations of teachers and language learners to facilitate this process (Mohammadi, 2009, p. 103). In this regard, the constant use of traditional and uniform methods by teachers has caused frustration and fear of learners of language learning.

Research background

The results of existing studies have reported various reasons for the weakness of language teaching in Iran. Mathematics (2005) attributes the main problem of language teaching in Iran to the lack of a clear program or policy on language teaching. Bateni (1990) believes that language programs in schools are not effective except for wasting capital and material resources. Birjandi (2012) is one of the authors of French textbooks, weak abilities and skills of teachers, lack of facilities in book resources and preparation, lack of cooperation of school officials, school space and facilities, lack of audio-visual equipment, lack of fixed classroom for language lessons And the lack of a codified policy on language learning goals is one of the limitations of writing French language books.

Zia Hosseini (1997) states the reason for the failure and progress of the French language in Iran due to the use of the dominant teaching method "translation-grammar" and states: "Although new methods are recommended in recent years, but due to the lack of "Good, active and expert teachers, as well as the lack of teaching hours and the wrong way of taking exams and emphasizing written exams, unfortunately, there is still no significant success and progress in the process of learning French in our country." Bakhshi et al. (1996) by studying the educational status

of French language in seven provinces of the country, the reasons for the lack of progress and success of French language due to low level of parental literacy and lack of communication with school, lack of teaching aids, overcrowded classrooms, Poor books based on communication-cognitive criteria, lack of pre-test tests in the first year of school to better understand students and their needs, the focus of written tests by the relevant ministry, little teachers' salaries and lack of sufficient motivation and lack Some teachers have expressed their ability to teach.

In this regard, and in order to find suitable ways to solve some of the existing problems, a lot of research inside and outside the country to search for ways, methods, patterns, tools and effective solutions to improve the level of learning French in learners. What most researchers emphasize is the effect of the environment on language learning. How do children of any land learn their mother tongue? Although being in real environments is possible except for a very small number of people, but with a proper design, these environments can be created in school conditions. Therefore, the main question and issue of this study is to determine the effect of creating such an environment on improving the level of four language learning skills in adolescents. In this regard, this study tries to create an interactive-experimental environment based on audio and video systems and by creating a real situation for language learning, the effect of creating such an environment on each of the four basic French language skills Determine the study.

RESULTS

Given that the design of the present study is a pre-test-post-test with the control group, in this study the differences between groups in terms of several variables are examined simultaneously, and therefore each variable may be different between Do not show groups. While the dependent variables may be correlated with each other and a suitable combination of them shows this difference. Therefore, to find this combination, a multivariate analysis of variance that has more power than other tests is necessary. The general principle in multivariate analyzes is that a weighted sum of dependent variables is extracted so that the difference between the means of the groups in terms of this new variable is maximized. This new variable is called the standard variable. The results of Table 1 according to the presented means, show that the situation of the two groups in the studied variables is almost equal and a slight difference is seen in some cases between the performance of the two groups.

Table 1. Mean and standard deviation of pre-test and post-test scores for each dependent variable

Sample volume	Deviation		Mean		Group	Dependable variables
	Pre-test & Post-test		Pre-test & Post-test			
22	96/1	25/3	26/18	48/9	Test	
22	42/1	16/3	01/17	77/10	Control	Listening
44	8/1	23/3	64/17	12/10	Total	
22	62/1	73/2	5/17	34/4	Test	
22	89/1	84/3	04/14	86/4	Control	Speaking
44	47/2	3/3	77/15	6/4	Total	
22	53/1	51/4	07/18	75/8	Test	
22	37/2	73/3	68/15	31/7	Control	Reading
44	31/2	16/4	87/16	03/8	Total	
22	28/2	57/2	18/15	91/2	Test	
22	03/2	03/2	86/11	91/2	Control	Writing
44	29/2	29/2	52/13	91/2	Total	

In order to analyze the data and examine the research hypotheses, it is first necessary to examine the data obtained from the research in the pre-test section in each of the variables and to examine the assumption of homogeneity or non-homogeneity of the study groups. Multivariate analysis of variance test format It is necessary to first examine the assumptions of this test.

Covariance-variance homogeneity: Box test was used to test the null hypothesis of equality of covariance matrices in two groups. If the null hypothesis of equality of matrices is accepted, it means that the assumption of covariance homogeneity is accepted.

The equation of the covariance box matrices is given in Table 2:

Table 2. M-box test

66/17	M-box
58/1	F amount
10	Degrees of freedom 1
47/843	Degrees of freedom 2
105/0	Meaningful

According to the information in Table 2, it can be seen that since the F-ratio is not significant at the 95% confidence level (P <0.05), the covariance matrices are approximately equal and the null hypothesis cannot be rejected. This information means that the multivariate analysis of variance test can be used to check the homogeneity or non-homogeneity of the pretests.

Also, the results of Leven test to check the hypothesis of homogeneity of variance of the variables studied in the pre-test indicate that this homogeneity test considers the variance error equal and does not question the assumption of equality of variances, so using Manova test to examine this variable is allowed. These results are presented in Table 3:

Table 3. Leven test results to test the hypothesis of homogeneity of variance error

Meaningful	Degree of freedom 2	Degree of freedom 1	F amount	Variable
606/0	42	1	271/0	Listening pre-skill
052/0	42	1	007/4	Speaking pre-skill
261/0	42	1	297/1	Reading pre-skill
314/0	42	1	039/1	Writing pre-skill

Table 4 presents the results of the Manova test to examine the assumption of homogeneity or non-homogeneity of the subjects in the research variables.

Table 4. Multivariate analysis of variance test to check the homogeneity of pre-tests

P	Error df	H df	F	V	Group
229/0	39	4	476/1	131/0	Pillay effect test
229/0	39	4	473/1	869/0	Wilkes Lambda test
229/0	39	4	473/1	151/0	Hoteling effect test
229/0	39	4	473/1	151/0	Test the largest zinc root

According to the data in the table above (P = 0.229; F = 1.473; Wilks 'Lambda = 0.869). It can be said that there is no significant difference between the performance of the experimental and control groups in terms of the studied variables in the pre-test (listening skills, articulation skills, reading skills, and writing skills) and the two groups in terms of the variables studied. They are homogeneous and it is possible to perform experiments on them.

Summary of results

The following table summarizes the research results in reviewing the research hypotheses.

Table 5. Summary of research results

Squared root	Meaningful	F amount	Dependable variable	Number
096/0	044/0	335/4	Listening skill	1
499/0	000/0	808/40	Speaking skill	2
300/0	000/0	544/17	Reading skill	3
328/0	000/0	044/20	Writing skill	4

Summarizing the research results in reviewing the 4 hypotheses presented in the research, in general, shows the positive effect of education based on experimental interactive environments compared to the traditional method of schools in improving the level of language learning skills in English language teaching. In an overview of the

research results (ETA coefficients) in the table above, it can be said that education based on experimental interactive environments had the greatest impact on students 'expression skills and its least impact on learners' listening skills.

CONCLUSION

The variable studied in this study (language learning skills) was a composite variable that consists of four main components (listening, speaking, reading and writing). Since these four components are interdependent in nature and are influenced by each other, so it is not possible to make separate proposals for the results of each hypothesis. Based on this, the following suggestions are presented in line with the results.

The results of examining the four hypotheses presented in the research showed that the use of experimental interactive environments can be effective in improving the level of language learning skills including listening, speaking, reading and writing of learners in French, based on this can be made the following suggestions:

- The use of experimental interactive environments in formal learning environments in order to provide language lessons should be considered.
- In the construction of middle and high schools, an audio-visual space should be created with the necessary facilities and equipment to provide education based on experimental interactive environments.
- Establishment of language learning towns in the form of experimental interactive environments with the necessary facilities and stimuli in each education department in order for students to benefit from these environments in order to teach language, a suitable solution to improve the level of language learning skills of learners.
- Educating French language teachers on how to use the interactive environment and managing education in these environments is one of the best ways to lay the groundwork for using this effective teaching method.

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