Comparing the Effect of Distance Education and Face-To-Face Instruction on the Academic Achievement of French Learners, in Two Skills of Oral Production and Comprehension

Razieh Sadeghpour
PhD. in French Education, University of Tarbiat Modares, Tehran, Iran

Hossein Ghanaat
M.A. in Educational Psychology, Qom University, Qom, IRAN

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Abstract

The objective of this study is to compare the effect of distance education and face-to-face instruction on the academic achievement of French language learners in terms of both oral production and comprehension. In terms of applied object, this research carried out pre-test and post-test and in terms of research methodology it utilized the quasi-experimental method. The population of this study consisted of 891 learners who applied for the TEF test in Iran in 2018. The sampling method was convenient sampling consisted of 30 people. The experimental group participated in a 10-session distance learning courses; on the other hand, the control group was trained face-to-face during these 10 sessions. To measure students’ academic achievement, the cumulative grade point average of scores on the two-skill trial TEF test was used as a pre-test and their average of the main TEF test was used as the post-test. A statistical analysis of covariance test on the data from this study shows that the distance education method is effective and that its effectiveness is not different from the face-to-face instruction method.

Keywords: Distance Education, Face-to-face Instruction, Academic Achievement

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