

Investigating the Impact of Alpha Training on Persian Language Learning for Non-Persian Speakers Using the Tandem Method

Mino Fazlinejad 

1. PhD student, Department of Linguistics, Faculty of Literature and Humanities, South Tehran Branch, Islamic Azad University, Tehran, Iran. Email: minoo.fazlinejad@gmail.com

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ABSTRACT

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The use of technology in the field of training, especially the second foreign language, has become very common. The use of different media, such as sound, photo, video, animation, text, etc., together with each other to better convey the message, is called multimedia, which is used in contrast to text-only programs. According to Zanganeh, in such programs, less text is used as much as possible and the main burden of conveying the message is placed on other visual or audio media. In this research, it is pointed out that most of the language learners are interested in learning through technology and computer tools, but the factors that can cause them not to be interested in learning from this method are their lack of familiarity with technology tools, lack of facilities, and the lack of familiarity and mastery of teachers in teaching with this method. Brammertz says: In this learning method, pairs of native language learners are used with the help of an intermediate language and using computers and the Internet. In addition to language training, this method has social and cultural exchange. These interactions are the self-motivation of the two partners during the simultaneous and regular weekly exchange based on the MOO (Position-Oriented Multi-User Domain).

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Introduction

The rapid evolution of technology has revolutionized various sectors, including foreign language pedagogy. In the era of multimedia, the integration of audio, visual, and textual elements has become essential for effective communication. For non-Persian speakers, traditional classroom settings often face challenges such as high costs, geographical limitations, and a lack of physical resources. One promising alternative is the “Tandem Method,” a dyadic learning approach where two learners with different native languages interact through a shared medium to teach and learn from one another. While much theoretical discussion exists regarding virtual learning, there is a scarcity of operational studies specifically examining the effectiveness of digital tandem models in Persian language instruction. This research aims to fill this gap by empirically investigating the impact of “Alpha Training”—a structured digital tandem approach—on the Persian language acquisition of non-Persian speakers.

Method

This study employed a descriptive-analytical approach, utilizing inferential statistics to generalize findings from a sample to the broader population. The research targeted a group of 1,900 potential learners (the statistical population), from which a sample of 372 individuals was selected using simple random sampling without replacement. The participants were diverse in age (ranging from 22 to 52), gender, and educational background, primarily consisting of undergraduate and graduate degree holders.

The “Alpha Training” intervention was implemented over a six-week period, consisting of 12 sessions (30 minutes per session, twice a week). The sessions were conducted online via Telegram, utilizing a dyadic (tandem) model. Each session began with bilingual greetings, followed by a structured conversation phase where learners took turns playing the roles of “teacher” and “learner.” To facilitate learning, the researchers used multimedia tools, including instructional videos, podcasts, and audio files. In cases of phonetic difficulty, text-based phonetic notation was provided. Progress was measured through weekly tests and a 5-point Likert scale.

survey to assess learner satisfaction and the effectiveness of the tools. Data analysis was performed using Structural Equation Modeling (SEM) to test the primary hypothesis.

Results

The statistical analysis yielded several significant findings:

۱. **Reliability and Validity:** The Kaiser-Meyer-Olkin (KMO) measure was 0.635, and the Bartlett's test of sphericity was highly significant ($p < 0.001$), confirming the adequacy of the sample for factor analysis. Three components were extracted, explaining 87.86% of the total variance.
۲. **Demographic Profile:** The sample showed a mean age of 36.25 years, with a majority of respondents being male (67.2%) and holding a Bachelor's degree (47.8%).
۳. **Structural Model Fit:** The measurement models showed excellent reliability, with Cronbach's alpha and Composite Reliability (CR) values exceeding the recommended 0.7 threshold, and Average Variance Extracted (AVE) values above 0.5.
۴. **Hypothesis Testing:** The structural model confirmed the primary hypothesis. The path coefficient (β) from Alpha Training to Persian Language Learning was 0.469, with a significant ttt-value of 12.766 ($p < 0.05$). This indicates a positive and significant impact of Alpha Training on the language acquisition process.
۵. **Predictive Power:** The R^2 value was 0.22, suggesting that Alpha Training accounts for 22% of the variance in the learning outcomes of non-Persian speakers. The Goodness of Fit (GOF) index was 0.64, indicating a strong predictive capability for the model.
۶. **Learner Satisfaction:** Qualitative feedback through surveys indicated high levels of satisfaction, enthusiasm, and perceived progress among learners.

Conclusion

The study concludes that the Alpha Training method, implemented through a digital tandem approach, is an effective and economically viable tool for teaching Persian to non-native speakers. By leveraging the “teacher-learner” role reversal, the method fosters an engaging and low-stress environment that encourages active communication. Despite the initial anxiety reported by learners, the structured use of multimedia (audio and text) and the social-cultural exchange inherent in the tandem method significantly enhance the learning experience. This research provides empirical evidence that virtual, dyadic language exchange can serve as a robust alternative to traditional, resource-heavy classroom settings, offering a scalable solution for the global interest in Persian language and culture.