



DEPARTAMENTO DE CIENCIAS HUMANAS Y SOCIALES

**CARRERA DE LICENCIATURA EN LINGÜÍSTICA APLICADA AL
IDIOMA INGLÉS**

RESEARCH PROJECT

THE INCIDENCE OF THE INTERACTIVE SOFTWARE “ROSETTA STONE” IN THE DEVELOPMENT OF LISTENING AND SPEAKING ENGLISH LANGUAGE SKILLS, IN STUDENTS ATTENDING THE 8TH YEAR AT UNIDAD EDUCATIVA COMIL-3 “HEROES DEL 41” IN MACHALA, EL ORO’S PROVINCE, DURING THE SECOND ACADEMIC TERM 2014-2015.

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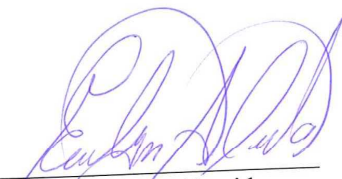
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SANGOLQUI 2015

APPROVAL SHEET

We MSc. Evelyn Almeida, Director and MSc. Carlos Espín, Co-director, truly certify that the Thesis under the title: "THE INCIDENCE OF THE INTERACTIVE SOFTWARE "ROSETTA STONE" IN THE DEVELOPMENT OF LISTENING AND SPEAKING ENGLISH LANGUAGE SKILLS, IN STUDENTS ATTENDING THE 8TH YEAR AT UNIDAD EDUCATIVA COMIL-3 "HEROES DEL 41" IN MACHALA CITY, EL ORO PROVINCE, DURING THE SECOND ACADEMIC TERM, has been totally done by Mr. Juan CerafinVelasqueTonato and Mr. Wellintong Segundo Intriago Alcivar, who have finished their studies in Applied Linguistic in English Language, distance modality at Universidad de Las Fuerzas Armadas "ESPE". The dissertation is authorized in front of the correspondent University authorities.

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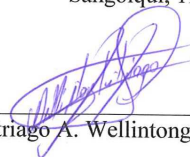
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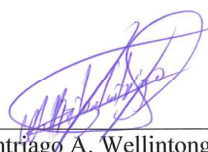
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We, Juan Cerafin Velasque Tonato y Wellintong Segundo Intriago Alcivar, authorize to Universidad de las Fuerzas Armadas "ESPE", the publishing of our research project under the title: **"The incidence of the interactive software "Rosetta Stone" in the development of listening and speaking English language skills, in students attending the 8th year at Unidad Educativa Comil-3 "Hroes del 41" in Machala city, El Oro province, during the second academic term 2014-2015"** on the virtual library.

Sangolquí, 19th of June 2015



Juan C. Velasque T.



Intriago A. Wellintong S.

DEDICATION

First, our wish is to dedicate this work to God because we are completely sure He has been next to us during all dawns and nights that we have spent to achieve this dream that today has come true.

To our wives, since they have been and they continue being our support to overcome any obstacle that does not allow achieving the goals set in our lives. Equally, we are proud to dedicate this work to our children because they are the light that illuminates our fade...they are our inspiration.

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Juan CerafinVelasqueTonato

&

Wellintong Segundo Intriago Alcivar

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“You are always a student, never a master. You have to keep moving forward.”
Conrad Hall

Juan CerafinVelasqueTonato

&

Wellintong Segundo Intriago Alcívar

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EXECUTIVE SUMMARY

Based on the core beliefs that learning a language should be a natural and instinctive process, and that interactive technology can activate our minds to learn languages by mean of the immersion method, Rosetta stone is a computer program that has the capability to make easier the process of learning Languages. Although this software is used in the four skills, this study is focused on two skills that, from authors´ point of view, are the most difficult skills to be mastered when learning English (Listening and speaking). By carrying out this study we are going to get valuable information through the application of three tools for data collection: Observation sheets, survey questionnaires, and tests, divided into pre-test and post-test. This research is focused on the incidence that the interactive software “Rosetta Stone” has on the development of listening and speaking skills in students attending the Second Term of 8th Year of Secondary School at Unidad Educativa Comil-3 “Héroes del 41” located in Machala city, El Oro´s province.

KEY WORDS:

ROSETTA STONE

TOTAL IMMERSION METHOD

LISTENING SKILL

SPEAKING SKILL

TECHNOLOGY

INTERACTIVE SOFTWARE.

INTRODUCTION

It is well known that when learning English students have to face two difficult challenges, listening and speaking skills, which are the causes of frustration and even the abandon of English classes. Considering this, it is easy to guess that many methods and strategies have been applied to change this situation. Nowadays it is common to see teachers practicing listening skill by mean of Cd-players or by watching videos. Regarding to speaking skill, the outlook could be seen as easier than listening, since the English teacher can interact directly with the student. Nevertheless, in many cases, once English learners have finished their classes and try to establish communication with a native English speaker, either American or British English speakers, one discovers that the communication is cut because the way they speak do not match the learned pronunciation.

Thus, we could say that the usage of technology is excellent to reinforce the lack of immersion into English Language that learners have to face during the teaching-learning process. Nowadays English teachers are using extra material, new techniques and tools in order to improve listening and speaking skills, for example: YouTube videos; videos including in the students' material; online conversations, and audios. All this, also focused in a further imitations that re guided by teachers where students try to match native pronunciation, which lead them to acquire better abilities to listen and speak.

However, for many students this is not enough since they would like to find out how Right their pronunciation is and what is their real level to understand native speakers. These facts lead us to claim that there is a lack of immersion in the teaching and learning process and even effort

carry out by teachers are weak to make this two skills can be overcome by English learners, who do their best in order to improve their listening and skills performance.

In this respect, the software Rosetta stone offers a new methodology to learn, not only English, but many other Languages. The Total Immersion Method claims that students will learn the target Language in the same way they learnt the first one. This method relates images and actions that are repeated by students, once they have listened a native speaker' pronunciation that previously was setup according to user's genre and age. The user has to listen to, compare and imitate raising and falling intonation until he/she matches the native speaker's pitches of voice; once the pronunciation is similar, the user is allowed to go on in the next activity.

So, the focus of this research is to discover the incidence that the interactive software "Rosetta Stone" has on the development of listening and speaking skills in students attending the Second Term of 8th Year of Secondary School at Military High School "Héroes del 41" located in Machala city, El Oro province. All this by applying observation sheets, pre-test/post-test, and questionnaires that are going to provide valuable information to ensure whether this software and its Total Immersion Method improves significantly listening and speaking skills or it is just another tool that could be implemented as support tool in English classes.

CHAPTER I

CHAPTER ONE

REFERENCE FRAMEWORK

1.1. RESEARCH TOPIC

“The incidence of the interactive software “Rosetta Stone” in the development of listening and speaking English language skills, in students attending the 8th year at Unidad Educativa Comil-3 “Heroes del 41” in Machala city, El Oro’s province, during the second academic term 2014-2015”

1.2. PROBLEM IDENTIFICATION

From the beginning of the study of new languages, listening and speaking skills have been considered as the most challenging skills to be mastered by learners. Thus, English Language requires students to master the four skills to have an effective communication. It is not a secret, many learners can read and write, though they are not able to understand, what a native speaker says. In the same way, English learners face problems when they try to transmit their feelings or ideas. That is, they have low speaking performance.

Therefore, to identify the problem research, this investigation has applied the problem tree technique. By mean of these techniques, it is going to be possible to identify the core problem as well as its causes and effects, which will be a valuable resource to continue with the development of this study.

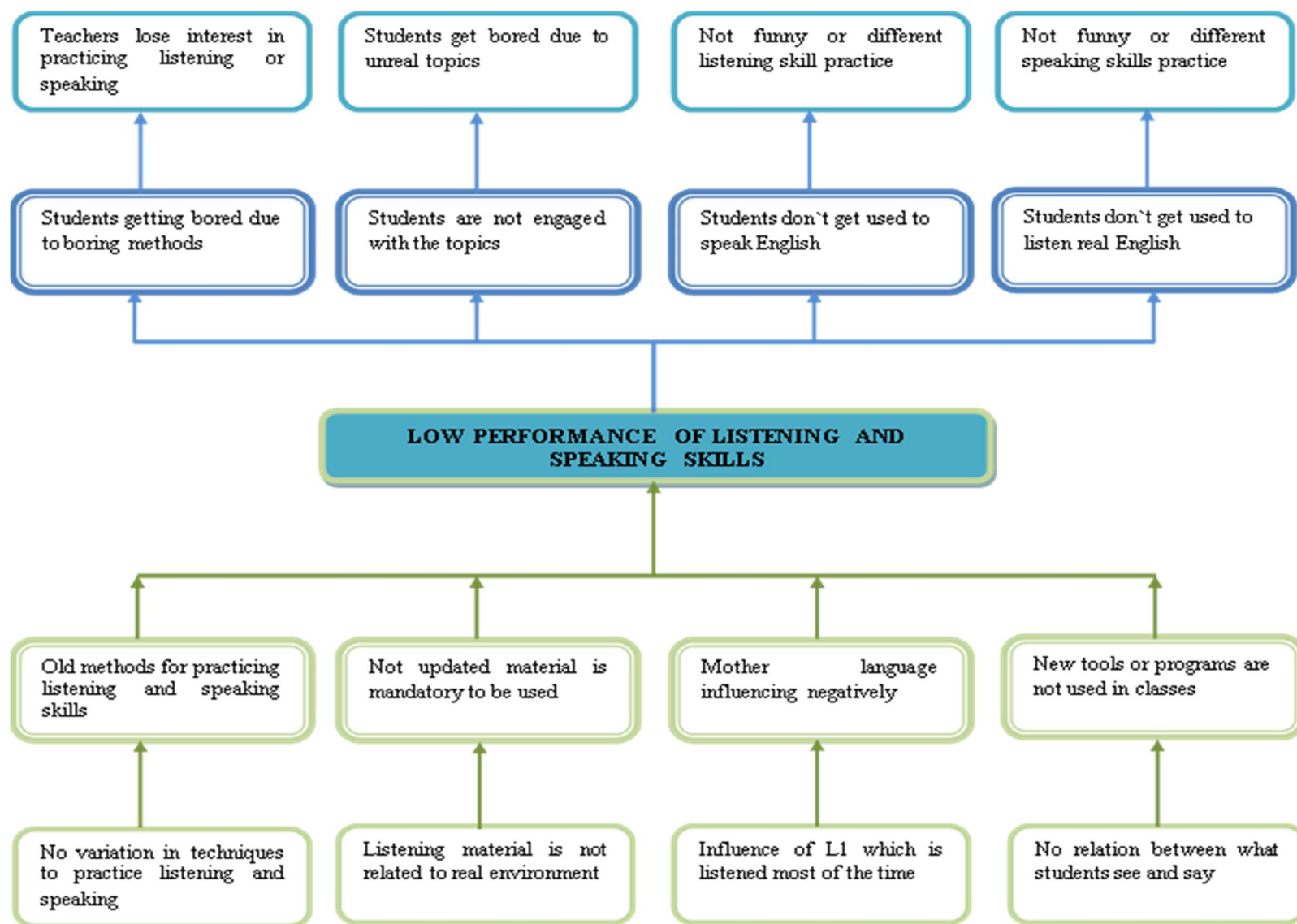


Figure 1: Working out matrix

1.3. PROBLEM FORMULATION

“Low performance of listening and speaking English Language skills in students attending the second term of 8th year of secondary school at Military High School “Heroes del 41” located in Machala, El Oro province”.

1.4. VARIABLE MATRIX

1.4.1. INDEPENDENT VARIABLE

Interactive software “Rosetta Stone”

1.4.2. DEPENDENT VARIABLE

Listening and speaking English Language skills

1.4.3. VARIABLE WORKING OUT MATRIX

Chart 1: *Working out matrix*

| VARIABLES | DEFINITION | DIMENSIONS | SUB DIMENSIONS |
|--------------------------------------|--|---|---|
| Interactive software “Rosetta Stone” | Rosetta Stone is a computer program used to learn about 30 languages applying the Total immersion that relates images with actions and audios spoken by students until they reach a Right proficiency of their pronunciation. Its name comes from a stone found in ancient times and helped investigators to decoded some texts. | Rosetta Stone`s methodology Rosetta Stone`s overview | <ul style="list-style-type: none"> ➤ Dynamic immersion method ➤ Method to think in English ➤ Rosetta stone`s content ➤ Rosetta Stone`s available courses ➤ Rosetta stone`s available software and versions |

Continue →

| | | | |
|---|---|----------------------------------|---|
| Listening and speaking English Language skills | Listening is a receptive skill, while speaking is productive skill; they both are the most challenging skills students have to master when learning English language. | Listening English Language skill | <ul style="list-style-type: none"> ➤ Making predictions ➤ Listening for main ideas ➤ Listening for specific information ➤ Listening for details |
| | | Speaking English Language skill | <ul style="list-style-type: none"> ➤ Communication ➤ Vocabulary ➤ Pronunciation ➤ Grammar ➤ Speaking fluency |
| Interactive software “Rosetta Stone” influencing listening and speaking English Language skills | Rosetta Stone is educational software in which people around the world, of any age and genre can learn languages independently or directed by tutors. This software focuses on the four English skills. Nevertheless, this software possesses some tools focused, specifically, on listening and speaking English Language skills’ development. | Rosetta stone on listening skill | <ul style="list-style-type: none"> ➤ Making predictions with Rosetta stone ➤ Listening for main ideas with Rosetta stone ➤ Listening for specific information with Rosetta stone ➤ Listening for details with Rosetta stone |
| | | Rosetta Stone on speaking skill | <ul style="list-style-type: none"> ➤ Communication in Rosetta stone ➤ Vocabulary in Rosetta stone ➤ Pronunciation in Rosetta stone ➤ Grammar in Rosetta stone ➤ Speaking fluency in Rosetta stone |

1.5. OBJECTIVES

1.5.1. GENERAL OBJECTIVE

To determine the incidence of the interactive software “Rosetta Stone”, in the development of listening and speaking skills.

1.5.2. SPECIFIC OBJECTIVES

- To identify the methodology applied by Rosetta stone to teach and learn English Language.
- To establish the validity and reliability of Rosetta Stone's content used to develop listening and speaking skills.
- To define the methods applied to practice listening and speaking English Language skills, including its sub-skills.
- To determine the results gotten by learners of Rosetta Stone software regarding to the development of listening and speaking English Language skills and sub-skills.

1.6. JUSTIFICATION

English is an important language in the whole world. In our country, educative institutions have implemented English into its curricula to allow students to acquire English as a second language. This focused on the "Plan Nacional del Buen Vivir" which is concern about the improvement of the Ecuadorians' live.

Thus, to accomplish the main aim of this Government: A better world for everyone. English Language domain is an excellent tool in this process, since this is linked to three goals of this progression: To improvement of the life's quality; to guarantee dignified work in all its forms; and to promote the transformation of the productive structure.

Hence, as English is one of the most influencing Languages around the world, this will allow Ecuadorians learners to contribute in the consecution of the three goals named above, because they will have the possibility to go beyond frontiers and become both better people and professionals.

Consequently, according to the ministerial agreement N° 0041-14 which data in March of 2014, the government implemented a new curricula into the general basic education so, English becomes fundamental and necessary, it is a tool of communication which allows to access to the scientific and technological information. Then English in the new curricula is considered as priority as the other subjects.

Accordingly, The Armed Forces University facing the globalized world trains English's professionals oriented to the scientific and technical formation in linguistics and investigation area who will apply their knowledge as teachers, consultant and planner of English as linguistic and educational researchers, all this to collaborate to the accomplishment of this general idea: "To improve Ecuadorians' quality of life".

Thus, The Military High School "Heroes del 41" involved in the educative process, conscious with the new challenge and according to the new curricula include English as part of the teaching with the same priority of the other subjects. However, students who are attending eight year of basic education present low development in listening and speaking skills, in that evident problem of learning and teaching process we propose to give a possible solution, which will let to be confident with English as a second language.

Rosetta stone is software with five levels that allow students to learn English correctly especially in listening and speaking skills. After we have done some researches at “Héroes del 41” Military High School in Machala, we mentioned that the main problem in students is the low listening and speaking skills, therefore in order to solve this problem we have selected the interactive software Rosetta Stone as a possible solution.

This computer program will benefit teachers and students because it will put apart traditional methods to teach and it will be more dynamic by using technology according to the technological learning world. This project intends to help students of 8th year at Unidad Educativa “Héroes del 41” to improve listening and speaking skills.

CHAPTER II

CHAPTER TWO

THEORETICAL FRAME

2.1. THEORETICAL AND CONCEPTUAL FOCUS

With regard to technology being included in education, especially in teaching and learning languages, there are many investigation related to the fact that by using technology it is possible to improve English Language skills. In fact, this investigation is also focused on the idea that Students attending the 8th year at Military High School “Heroes del 41” could improve listening and speaking skills by using regularly the interactive software Rosetta stone.

Nowadays, it is possible to claim that technology has spread incredibly in the field of teaching and learning languages. “Due to the popularity of the website, its free-of-charge availability and easiness of use, many language teachers have started to use the YouTube website to teach different languages by uploading language learning videos” (Alhamami, 2013). In this case, we can find that some teacher, upload videos to the net in order to make a difference in the way to motivate students to practice English skills. This fact let us to notice that technology has spread in education and although YouTube website is not the focus of this research it is worthwhile to use this example to demonstrate that teachers are looking for new ways to encourage students to keep in touch with the target language the as time as it is possible.

That it is to say, one of the reason of using technology in teaching and learning language is students’ attitude and the utility teachers can give to these tool. “This paper has shed some light on one of the most used social media tools to teach and learn languages” (Alhamami, 2013). He said this taking into consideration the fact that by using tools and elements it is achievable to increase students’ and teachers’ motivation when learning and teaching languages, especially English.

But...What about the usage of others kind of technological tools? “As we enter a new century and millennium, we might expect to find more methodological innovations revolving around the teaching process itself. Technological advances have already ushered in new pedagogical strategies in the form of computer-assisted learning and the use of Internet” (Freeman, 2000)

This fact guides us to search and discover new methods, devices, and tools that could be used inside and outside the classrooms by teachers and learners in order to make a difference in the way we teach and learn English Language, because this technological world keep moving quickly looking for advances that are directed to improve all human activities. So it is important to consider other alternatives when teaching and learning English Language, which gives us the possibility of using an interactive software to improve the performance of students, especially in listening and speaking skills, which are considered by learners as the most difficult abilities to be mastered when learning English Language.

2.2. INTERACTIVE SOFTWARE ROSETTA STONE

In 1797, about 35 miles north of Alexandria, a French soldier discovers a black basalt slab inscribed with ancient writing near the town of Rosetta. Several scholars, including Englishman Thomas Young made progress with the initial hieroglyphics analysis of the Rosetta Stone. French Egyptologist Jean-Francois Champollion (1790-1832), who had taught himself ancient languages, ultimately cracked the code and deciphered the hieroglyphics using his knowledge of Greek as a guide. Hieroglyphics used pictures to represent objects, sounds and groups of sounds. Once the Rosetta Stone inscriptions were translated, the language and culture of ancient Egypt was suddenly open to scientists as never before. (This day in History)

That is to say, Rosetta stone helped too much to progress in the understanding of old and new languages of that time. As result, an international company was founded under the name “Rosetta

Stone”. This foundation is specialized in teaching languages around the world. This company works under the idea of a man who failed and got frustrated when trying to learn foreign languages.

“Allen Stoltzfus began studying Russian in the 1980s, but became frustrated with his slow progress. Fortunately, he knew a better way to learn a language, through immersion; in the same way he had acquired his first language...naturally and without translation” (Rosetta Stone). That is to say, that man believed that any person was able to learn any language in the same way one learnt his/her mother language.

Once the idea was set, Allen Stoltzfus had to face another enormous challenge...how to make a learner work through immersion?, he had had the chance to learnt by mean of immersion method because he had the opportunity to travel abroad and keep in close contact with native speakers in real L2 environments. So, “Allen envisioned using computer technology to simulate the way that people learn their native language—with pictures and sounds in context, and with no translation, but Allen had to wait until technology caught up with his vision” (Rosetta Stone).

Thus, “The Company was founded in 1992 on the core beliefs that learning to speak a language should be a natural and instinctive process, and that interactive technology can activate the language immersion method powerfully for learners of any age”. (Rosetta Stone)In fact, Rosetta Stone Company offers about 30 languages that could be learnt by people from any country, any age or genre, by mean of the application of dynamic immersion method.

The name of this new method is property of Rosetta Stone Company, and it became famous thanks to contract signed between Rosetta stone Inc. and U.S. Army. In 2005 and was renewed until 2010. However “On September 24th, 2011 The Army contract allowing all active Army, Army National Guard, Army Reserve, DA Civilians (Department Army Civilians), and USMA (United State Military Academy) or ROTC (Reserve Officers' Training Corps) contracted cadets expired, ending Rosetta Stone access through Army e-learning” (Rosetta stone: U.S. Army)

Despite these facts, Rosetta stone’s product still continue available for soldiers that wish to continue studying languages by mean of using an interface similar to which was offered before on-line. However, this time they would have to buy the package by themselves and anymore sponsored by U.S. Army, since Armed Forces wanted to apply they own language programs.

In other words, by applying a method, considered as the most effective method to learn foreign languages. “Dynamic Immersion” Rosetta Stone Company holds that it is possible to learn languages without translation and without the need of any teacher who supported or guided students. In this respect, it is important to analyze how dynamic immersion method works and how a learner is able to apply the immersion when he/she is not living in the country of the target language, only by using the Interactive Software Rosetta Stone.

2.2.1. Rosetta stone's methodology

Rosetta Stone Company created software that uses images sounds and exercises displayed in the screen in order to users relate context with real life. That is to say, learners have to related audios and images to understand and systematically learn the target language.

According to the Company, users only need about one hour per day to enhance his/her domains of the four skills involved in any Language. That is, by spending one hour per day the dynamic immersion method is able to represent the same process that a person followed to learn his/her Mother Language.

Consequently, Rosetta Stone's methodology set that from the very beginning the only language that students are going to listen to is the target Language because its interface is programmed in that way and there is no way to use L1 during the lessons that are progressing according to students' improvement and the time dedicated to study the language.

As a result, students are going to pass from one level to another and according to Rosetta Stone's product, learners are going to be able to establish a real conversation after approving its 250 hours course, which follow the next sequence:

1. Sights & Sounds.- In this level students see a sight and listen the sound, which must be memorized and

2. Words.- In this level students memorize words and repeat them trying to imitate the audio patterns.

3. Sentences.- This time students listen to sentences and relate them with the image or action that they are watching.

3. Conversations.- Finally, learners are able to deduct grammatical rules and establish a conversation without problem.

Furthermore, in Rosetta stone's website this explanation is showed deeply. "We introduce new words and concepts in a carefully designed sequence that accelerates your language-learning process. As you progress, you'll use the words and phrases you've learned to understand new vocabulary that's introduced" (Rosetta Stone). This explanation shows how easy will learn the target language by using this methodology. The advantages of this method would be:

- There is neither translation nor grammatical explanations
- The learning is memorized intuitively by associating images with words that were previously listened and read.
- Users develop listening, reading, speaking, and writing skills.
- All the material is interactive, and the students do the exercises from the beginning of the course.
- The voice recognition tool is used to improve the pronunciation.

With regard to the technology that is applied by means of dynamic immersion, Rosetta Stone holds that:

(Rosetta Stone) Our technology-based approach recreates the immersion method, allowing you to learn a new language effectively. Rather than allowing you to rely on repetition and parroting, our sequence leads you to arrive at the right answers intuitively. Learning actively helps you retain your new language skills and before you know it, you will be thinking in your new language-instead of just speaking it.

The first aspect that is possible to analyze in this method is that neither repetition nor parroting is allowed. However, students have to repeat some patterns once and again until they reach a similar sound pattern. The second aspect is related to the memorization which is not used, and although the intuition is applied, it is mandatory students memorize the patterns showed in the screen.

As a final point, students are pushed to think in English, which is completely true because users are not going to find any word in his/her L1. Although, this happens only during the time he/she dedicates to learn English, because during the rest of the day, they go back to L1 environment.

This fact is contradictory to the purpose of the methodology, since total or immersion methodology is based on the idea that ESL learners should live and share the everything related to the target language during the whole day and the need to communicate his/her feelings, ideas and needs will push learners to start using the target language.

To conclude, it is important to say that the methodology used in this software is incredible and let us to think that master any Language is possible just spending 1 hour per day during 250 lessons, which has not been possible so far.

2.2.1.1. Dynamic immersion

Rosetta Stone Company established the dynamic immersion method; actually, dynamic immersion method belongs to this Company, which holds its strength on this method that claims any person at any age could learnt any language by mean of using this computer-based method to learnt languages. So, immersion means a person is completely surrounded by the Language he/she is learning, with no translation, just the follow the way the learnt the first Language.

The dynamic immersion or interactive immersion method holds that “From lesson one, the language a learner is learning is the only one he/she hears and use. Without the native language for help, you'll learn actively - which makes students more successful” (Rosetta Stone) What is more, Rosetta stone software offers that following a sequence of four steps, and spending about no more than one hour per day learners can get involved in dynamic immersion.

By using dynamic immersion, a learner applies four techniques to complete the method. In the first, one uses images to connect it with meaning of the world around us, so without translation the meaning arrives to learners. The second technique is

related to intuition, which leads learners so that intuitively they discover the answers. The third one is the interactivity that users face by using Rosetta stone program, since if the learners are right have the chance to continue, if not they have another chance to complete the interaction process and by mean of this the learning-teaching process is completed. The last one is the way instructions are given only by mean of the target Language, from the very easy instruction to complex ones, that is, systematically. Therefore, by combining these four techniques dynamic immersion method makes learners master English in 250 hours of instruction, which follows the natural process that a baby follows to master the mother Language.

On the other hand, if we talk about immersion we assume that a person should live the target language most of the day. Anyway, it is important to study the process offered by Rosetta stone's interactive software that states, "Rather than allowing you to rely on repetition and parroting, our sequence leads you to arrive at the right answers intuitively. And before you know it, you'll be thinking in your new language instead of just speaking it" (Rosetta Stone). That is the reason why we are going to follow gradually the process of this "incredible" dynamic immersion method.

The first step relates sound with sings. To illustrate, if we see the red color, the pronunciation will say "red"; if we see a man drinking coffee the audio will say, "The man is drinking coffee". Actually, people listen what they see and repeat it after to try

to match their speeches with the audio they listened before in order to get the right pronunciation.

However, to talk about dynamic immersion or total immersion method, language learners should live in the target language environment, which is impossible. If we considerate that users of Rosetta stone have only one or two hours per day to keep in touch with the target language and the rest of the day, students have to go back to L1 environment. To illustrate what is known as dynamic immersion method, it is important to share some writers' ideas, for example:

(Muciaccia, 2012) holds that Learning English is easier than one can imagine. The key point of this method is: "People will speak English only when they learn to think in English" This means that the students will learn to speak, read, and write only through a total immersion in the language and the culture (pag. 1)

That is, if an ESL learner is able to think in English it will be easier and quicker, but how to get this purpose, when the learners are living in a country where most of the people speak their L1? What is more, how is it possible that any software has the resources to offers the total immersion only using 1 hour per day? Besides, this study is based on the version 3, which does not have the possibility to schedule sessions with native speakers. This is possible only in the version 4.0, which was published recently.

From our point of view, the only way to make total immersion method works properly is through the need to speak and think in English. That is, those who have the chance to live in countries where people speak the target language and learners have the obligation to speak English to transmit their feelings and needs. A Right example are migrants, for them is mandatory to speak English, on the contrary they could end up isolated in front of a society that speaks English.

In this respect, (Muciaccia, 2012) says that Immigrants must also learn English in order to understand the American legal system. This understanding is critical for anyone wanting to pass the United States citizenship exam. Speaking English and having knowledge of American government are both necessary pre-requisites to becoming a citizen of the United States and feeling legally bound to its society.

Therefore, a method that supports its bases on total immersion will be possible only for those who live in a country or a community where the target language is the official one. In this respect, we could suppose that Rosetta stone uses the dynamic immersion method as a branch of the real total immersion, since it is clear that immersion is applied in the interactive software that let students learn English intuitively and without translation, which will be the topic of our next review.

With regard to using software to learn a foreign language (James, 2014) holds that “Using software can help you to incorporate natural abilities to speak, listen, read and write and receive instantaneous feedback. Each time you build your vocabulary, you

will feel confident to master grammar and vocabularies in additional learning” If this statement is true, English teachers are going to be useless, and software would be the option to learn foreign languages, which from our points of view, is a mistake since the guidance provided by teachers is irreplaceable.

2.2.1.2. Method to think in English

The core principle of dynamic immersion is to push students to think in English and by mean of this; they should avoid using their Mother Language, at least during the English classes. (Robertson, 2007) agrees this idea when he said “Where learners have little opportunity to meet and use the L2 outside the classroom, it is very important that L2 uses is maximized in the classroom” Rosetta stone applied this idea but not inside a classroom, but inside the interface of the program.

This fact would lead students to avoid translating words, phrases, and sentences into L1. As result, they would start to think in English. This method is not only applied by Rosetta stone’s software, but also in some classrooms where teachers do not use L1., and the whole classes are taught in English.

Nevertheless, some experts hold that using the Mother Language to give instructions and to explain the meaning of some words save a lot of time in the teaching-learning process. There are some studies related to the utility of using L1 in English classes, which is not in favor of this methodology.

Accordingly to (Robertson, 2007) “There are two obstacles to the automatic interpretation of the products of the decoding process in the L2 classroom: one obstacle is the incomplete knowledge of the code, and the other stems from the irrelevance of the semantic interpretation of utterances” (pag. 16). That is to say, to understand the utterances produced in L2 it is necessary that learners have some background knowledge. The second obstacle goes beyond since to talk about semantic meaning; students should know a little bit more about L2 language.

In this respect, we could assume that to get better results from working completely in L2 it is necessary to analyze the group of students that a teacher is working with. Contrary to this situation, Rosetta stone software offers an interface where learners can choice his/her age, although there is no difference between content for adults or young learners.

It is well known that the process that adults follow to learn languages is different from that followed by children. In the thesis presented by (Shimizu, 2007) it is held that “Although comprehensible input may be more accessible to children, the ability to obtain comprehensible input may increase with age, giving older learners an advantage over younger ones”. Thus, to make L2 learners think in English is a very difficult task, which by mean of using Rosetta stone program would be even more difficult; according to this view.

In the same thesis (Shimizu, 2007) claims that “Four studies (neurological, cognitive, affective, and linguistic considerations) found that the younger someone starts studying a second language, the better the result will be in accent, syntactic proficiency, listening and total proficiency”. So, children are better to learn language than adults in areas that are needed to establish communication without questioning semantic or grammar patterns.

In addition, another study carried out by (Shimizu, 2007) shown that “Although the younger learners heard more simplified language spoken by a native speaker, the older learners were better at managing the conversation to obtain more comprehensible input. They were more successful in keeping the conversation going”.

Hence, language interest are not the same for adults and children, actually they learn differently from each other, which is a weakness, presented in Rosetta stone, since the interface is the same for children as well as for adults.

As interests and ways of learn are unlike for each group, it is a little bit complicated to make they think in English using the same interface, because something that keep the attention of adults is not going to keep children’s attention as well. This information takes us to analyze and review literature about some methods that claims the usage of L1 in English teaching classroom is useful when used in the correct time and space.

(Robertson, 2007) There are numerous ways of conveying the meaning of an unknown word. These include a definition in the second language, a demonstration, a picture or diagram, a real object, L2 context clues or L1 translation. In terms of the accuracy of conveying meaning, none of these ways is intrinsically better than any of the others. It all depends on the particular word concerned. However, studies comparing the effectiveness of various methods for learning always come up with the result that an L1 translation is the most effective. This is probably because L1 translations are usually clear, short and familiar, qualities, which are very important in effective definitions. (pag. 52)

In fact, L1 usage is considered as a very important tool in the teaching-learning process, and although according to students' progress the usage of L1 is reduced more and more, some explanations are given in L1 in order to facilitate the understanding.

(Levine, 2011) claims that "L1 served not just as the code that learners resorted to when language ability proved inadequate, rather it served three main functions: construction of scaffold help, establishment of inter-subjectivity, and use of private speech" (pag. 80) That is, teachers as well as learners can take big advantages of using L1. If they both use L1 to explain instructions; to make sense of some sentence; to catch the meaning of words; and to save time, L1 turned into a powerful tool to build knowledge.

In the literature review of this sub-topic, the focus has been set on the classroom. However, Rosetta stone uses a platform L1 is not allowed, because of its interface that forces learners to use and think in English, at least during the hour each lesson last.

Therefore, this fact is not a constancy that learners are using L2 all the time, since as they are learning alone the usage of dictionaries and technological tools could take place as consequence of getting stuck in a task.

2.2.2. Rosetta stone`s overview

In this dimension of the investigation, we are going to analyze some aspects involved in the interactive software Rosetta stone. That is, content, kind of courses, and available software and versions of the programs advertised by Rosetta stone Inc.

Rosetta Stone Inc. (NYSE: RST) is dedicated to changing the way the world learns... Founded in 1992, Rosetta Stone pioneered the use of interactive software to accelerate language learning. Today the company offers courses in more than 30 languages, from the most commonly spoken (such as English, Spanish and Mandarin) to the less prominent (including Swahili, Swedish and Tagalog). (Rosetta Stone, s.f.)

According to this information, Rosetta stone Inc. has improved and grew incredibly in the field of teaching languages, and now is time to analyze level by level its content; what users are going to learn in each course?; what are the computer programs and versions available in the market?; how does this program work? Moreover, what did some theorists think about the aspects taking part in English courses sold by this company.

2.2.2.1. Rosetta Stone's content

Rosetta stone's content is organized sequentially, from easier to difficult tasks. Therefore, we are going to analyze the content of each one of the five American English's level according to the information published by Rosetta stone Inc., and supported by other information published in the web site of a University of New York.

Chart 2: *Rosetta stone's content I*

| LEVEL I Unit I: Language basics | | |
|------------------------------------|---|-------------------------|
| Lesson | Core concepts | Grammar and usage |
| Basic sentences | People and common activities | Forming plurals |
| | Third person pronouns and plurals Define and indefinite articles Singular, plural and gendered nouns Subject verb agreements | Greetings and farewells |
| Everyday items | Common foods | Present progressive |
| | Animals Everyday items Direct objects Negation Direct mixed gendered "they" Question word "What" Yes/No questions | Negation |
| Colors and sizes | Adjectives | Personal pronouns |
| | Color and sizes Professions First and second person pronouns | Adjectives |

| | | |
|------------------------|---|--|
| | Nouns | |
| Clothes and quantities | Number 1-6 Marry household object and clothing words Question words “who” and how many” | Direct objects Quantity comparisons |

(Binghamton University, 2005)

Chart 3: Rosetta stone’s content I

| LEVEL I Unit II: Greetings and introductions | | |
|---|---|--|
| Lesson | Core concepts | Grammar and usage |
| Family relationships | Family relationships Possessive pronouns Numbers 7-12 People’s ages Questions words | Compound subjects Family relationships |
| Around the house | Household words Rooms in the house Common appliances Prepositions Family relationship | Nouns Articles Prepositions Syllables |
| Making acquaintances | Talk about self Identifying your country of origin Names of several countries and cities Words for city landmarks Greetings Question words | Personal pronouns Titles and addresses |

| | | |
|----------|---------------------------------|---------------------|
| Clothing | Colors and Articles of clothing | Descriptive |
| | Adjectives to describe self | Predicate adjective |
| | Personal physical states | |

(Binghamton University, 2005)

Chart 4: Rosetta stone's content I

| LEVEL I | | |
|--------------------------------|---|--|
| Unit III: Work and school | | |
| Lesson | Core concepts | Grammar and usage |
| Locations and times of the day | Workplaces Times of the day and time-of-day greetings Question words "When and Where" Time and place related prepositions Numbers 13-20 | Inside and outside Numbers |
| Senses and body parts | Calendar time Days of the week Polite language Preposition "with" Visiting a friend Parts of the body Sensory words | Demonstrative adjectives Days of the week |
| Languages | Language user speaks/does not speak Numbers 21-69 Names of languages | Simple present Punctuation |
| Daily routine | Reflexive verbs/New adjectives | Subject and verb agreement |

| | |
|------------------------------|---------|
| Morning washing routine | Because |
| Bedroom and bathroom objects | |

(Binghamton University, 2005)

Chart 5: Rosetta stone's content I

| LEVEL I Unit IV: Shopping | | |
|--------------------------------|--|---|
| Lesson | Core concepts | Grammar and usage |
| Landmarks and directions | Shopping Names of several stores Things commonly bought Verbs about places and objects | Compound sentences Need and want |
| Currency, cost and preferences | Express likes and dislikes Compare things Things to do around town Sports Cost of items Common currencies | Progressive pronouns Forming questions |
| Material and merchandise | Common shopping phrases Different forms of payments Describing one shops for Comparatives | The stative passive Comparison |
| Comparing and contrasting | Quantity Comparison words Shopping | Category Aspect Sameness Difference |

(Binghamton University, 2005)

The first level is called Fundamental; its goal is to make students “Gain confidence by mastering basic conversational skills. This includes greetings, introductions, simple and much more” (Rosetta, 1999).

To conclude, in the first level students will learn to exchange simple greetings and farewells. They also will learn to introduce him/herself, friends and family. At the end of the lesson, learners can ask for prices and talk about the way they want to pay for something they buy in a shop or store.

Chart 6: *Rosetta stone’s content II*

| LEVEL II | | |
|-------------------------------|---|--------------------------|
| Unit I: Travel | | |
| Lesson | Core concepts | Grammar and usage |
| Destinations | Types of buildings | Prepositions |
| | Types of stores | Pronoun contractions |
| | Asking for directions | |
| | Following directions | |
| Directions and locations | Public transportation | The imperative |
| | Directional language | Ordinal numbers |
| | Vehicles | |
| | Verbs used with modes of transportation | |
| Time, arrivals and departures | Travel itineraries | Telling time |
| | Specific time words | Clock time |
| | Additional modes of transportation | |

| | | |
|----------------------------|---|---|
| | Numbers 70-99 | |
| | Useful vocabulary for airports and train stations | |
| Weather today and tomorrow | Travel destinations Weather language Temperature Kinds of precipitation Talking about the weather in the future | Future tenses Indefinite subject pronoun |

(Binghamton University, 2005)

Chart 7: Rosetta stone's content II

| LEVEL II Unit II: Past and future | | |
|--------------------------------------|---|---|
| Lesson | Core concepts | Grammar and usage |
| Correspondence | Past tense Indirect object Correspondence Future tense | Verb tenses Period of time |
| Meaning and understanding | Indirect objects Asking for clarification School subjects | Indirect object pronouns Asking for repetition |
| Careers | Imperfect tense Different levels of school and students Jobs and workplaces | The continuous past Punctuation |
| | | Present and past tenses |

| | | |
|--------------------------------|---|----------------|
| Formal and informal situations | Contrast between past tense and imperfect tense | Polite phrases |
| | Polite ways to make requests | |

(Binghamton University, 2005)

Chart 8: Rosetta stone's content II

| LEVEL II | | |
|-----------------------------------|--|--------------------------|
| Unit III: Friends and social life | | |
| Lesson | Core concepts | Grammar and usage |
| Giving and following instructions | Social life | Direct/indirect objects |
| | Leisure-time activities | Calendar terms |
| | Activity planning | |
| | Formal imperative | |
| Planning | Months of the year | |
| | Planning and event | Prepositional phrases |
| | Methods of communication | Numbers |
| | How to write and say dates | |
| | Informal imperative | |
| Celebration and culture | Numbers 100 through 1000 | |
| | Types of parties | Demonstrative adjectives |
| | Possession | Courtesies |
| | Phone etiquette | |
| | Demonstrative words: "This, that, these those" | |
| | Adverbs of place "Here and there" | |
| | Party language | Expressing politeness |

| | |
|-----------------------------|-----------------------------------|
| Invitations and Comparisons | Preferences |
| apologizes | Accenting/declining an invitation |

(Binghamton University, 2005)

Chart 9: Rosetta stone's content II

| LEVEL II | | |
|--------------------------------|--|--|
| Unit IV: Dining and vacation | | |
| Lesson | Core concepts | Grammar and usage |
| Dining in and dining out | New form of the future Food and restaurant language | Adverb of degree Preposition use |
| Landmarks and the arts | Landmarks Architectural features Musical instruments Art media | Negation Types of things |
| Emotions | Religious buildings Emotions Sight-seeing verbs Sequencing verbs | Expressing emotions Sequencing events |
| Vacation activities | Common vacation activities Places to go on vacation Things to see on vacation Vacation-themed clothing Weather | Possession Modal verbs |

(Binghamton University, 2005)

The second level is Connection. Its goal is to make students “Learn to navigate their environment and handle basic interactions. This includes giving (and getting) directions, using transportation, telling time, eating out, and more.” (Rosetta, 1999).

To sum up, this level is related to vacations and how to ask for directions to get anywhere. As the grammatical structure of the first level was too basic, in the second level students will learn, superficially, tenses like present simple, imperative forms, future tense, past tense, some adjectives, adverbs of degree and modal verbs.

Chart 10: *Rosetta stone's content III*

| LEVEL III | | |
|--------------------------------|---|--|
| Unit I: Home and health | | |
| Lesson | Core concepts | Grammar and usage |
| Special relations | Backyard Related verbs and nouns Comparison words | Verb tenses Imperative form |
| Household chores | Kitchen/Bathroom Living room Chore-related verbs | Compound sentences Inquiries and requests |
| Sports and exercise | Sports Exercise “Always, never and sometimes” | Punctuation Opposites |
| Injuries and health | Body parts Minor injuries | Expressing health needs Body language |

 First aid

(Binghamton University, 2005)

Chart 11: *Rosetta stone's content III*

| LEVEL III | | |
|----------------------------|---|--|
| Unit II: Life and world | | |
| Lesson | Core concepts | Grammar and usage |
| Needs and possibilities | Subjunctive mood: "Everyone, everything, probably and nothing" | Relative pronouns Compound words |
| Life events | Geography Birth Marriage Death Present perfect continuous | Present perfect continuous Social conventions |
| Geography and climate | Cardinal directions New countries Oceans Types of three Climatic regions Possessive pronouns | Direct and indirect speech Conjunctions |
| Description and possession | Animals New adjectives Possessive pronouns | Infinitive phrases |

(Binghamton University, 2005)

Chart 12: *Rosetta stone's content III*

| LEVEL III | | |
|---------------------------|---|---|
| Unit III: Everyday things | | |
| Lesson | Core concepts | Grammar and usage |
| Belief and option | Present perfect Adjectives and nouns formed with verbs Contrast words: Correct, if. | Conditional situations Gerunds |
| Taking things along | Shopping Containers Only and never | The subjunctive mood Syllables Stress |
| Measurement and fractions | Food /Shapes Fractions / Units of measure | An interrogative adverb Shapes /Close approximation |
| In the kitchen | Tools Craft supplies Cooking and cooking terms | Household and food terms Units of measuring and accurately |

(Binghamton University, 2005)

Chart 13: *Rosetta stone's content III*

| LEVEL III | | |
|----------------------------|--|----------------------------------|
| Unit IV: Places and events | | |
| Lesson | Core concepts | Grammar and usage |
| Politics and media | Politics Nationalities Heads of state News sources Political terms | Future plans Geographic names |

| | | |
|-------------|---|-----------------------|
| Language | Passive voice | Passive voice |
| and | Business vocabulary | Quantifiers |
| business | | |
| Learning | Memory | Adverbs |
| and | Learning | Degree |
| memory | Adjectival forms of the cardinal directions | Quantity |
| | “Too much/too many, since, okay, ever/never and again” | |
| Celebrating | Celebrations | Modal auxiliary terms |
| holidays | Festivals | Frequency |
| | Religious holidays | |

(Binghamton University, 2005)

The name of the third level is exploration. Its goal is to make students “Learn to share your ideas and opinions, express feelings, and talk everyday life. This includes your interests, profession, current events, and more” (Rosetta, 1999).

This mean, after finishing this level, students will be able to establish a conversation about health and well-being; talk about weight and they will be able to measure things; exchange ideas about how, when and where to celebrate important events like the marriage of friends and to talk about the weather.

With regard to grammar and usage of the language, students go a little bit further. In short, they will learn: Verb tenses, imperative form, compound sentences, inquiries and requests, punctuation, body language, relative pronouns, compound words, present

perfect continuous tense, direct and indirect speech, conjunctions, conditional situations, gerunds, plans, geographic names, passive voice, adverbs and modal auxiliary terms.

Chart 14: *Rosetta stone's content IV*

| LEVEL IV Unit I: Exploring the world | | |
|---|--|--|
| Lesson | Core concepts | Grammar and usage |
| Cultural tourism | Tourist destinations Guidebook information Negotiating admission | Review of interrogatives |
| Outdoor recreation | Outdoor activities Giving and getting directions Quiet and loud | Activity nouns from gerunds Expressing degree of interest |
| At an Art Museum | Art: Media and events Gift shop items Favorites | Indicating alternative actions with "Instead" |
| Fine dining | Interaction at a formal restaurant Menu items Dinning in and talking out | Prepositions: "With and without" |

(*Binghamton University, 2005*)

Chart 15: *Rosetta stone's content IV*

| LEVEL IV Unit II: Modern life | | |
|----------------------------------|---------------|-------------------|
| Lesson | Core concepts | Grammar and usage |

| | | |
|--------------------------|--|-------------------------------|
| Jobs and hobbies | Sports and competition Job and hobby Sensory verbs Discussing ideas | Adverbs: “Together and alone” |
| Office communication | Office location Appointments and dates Recurring events Designing and presenting Leaving a message | Passive voice |
| Exploration and research | Geographical terms Exploration tools Dark and light | Phrasal verbs |
| Sending and receiving | Leaving and returning Shopping terms Sending and receiving a package | Direct and indirect objects |

(Binghamton University, 2005)

Chart 16: Rosetta stone’s content IV

| LEVEL IV Unit III: Daily detail | | |
|------------------------------------|--|---|
| Lesson | Core concepts | Grammar and usage |
| Moving house | Verbs for moving and arranging Features of the home | Expanded practice of common verb tenses |

| | | |
|-------------------|--|--|
| | | Terms of appraisal: “mean and nice” |
| Household repairs | Home utilities Repair and damage terms Expressing relative time: “Since and until” | Imperfect and past progressive Intransitive verbs |
| Children and play | Toys Negotiating use Emotional states: “Surprised, worried and embarrassed” | Recent past and future: “Just and about to” |
| Cars and driving | Auto and street-related terms Driving directions | Formal and informal imperative Prepositions to clarify movement: “Through and toward” |

(Binghamton University, 2005)

Chart 17: Rosetta stone’s content IV

| LEVEL IV Unit IV: Personal comforts | | |
|--|--|--|
| Lesson | Core concepts | Grammar and usage |
| Clothing care | Laundry terms Clothing damage and repair Outerwear Making choices with clothing | Simultaneous actions Conjunctions: “Either and neither” |

| | | |
|-----------------------|--|--|
| Getting ready | Jewelry and personal appearance terms Fabrics and precious metal Describing hair qualities Discussing products of origins | Plural first-person imperative |
| Health and healing | Describing symptoms Treatment terms States of health and healing Health-related conversation: “Get well soon and Bless you” | Continuing and completed states Present perfect progressive |
| Groceries and cooking | Food preparations verbs Shopping and food terms | Past perfect Conjunction: “Both” |

(Binghamton University, 2005)

The fourth level is introduced as Clarity. Its goal is to make students “Learn to share your ideas and opinions, express feelings, and talk everyday life. This includes your interests, profession, current events, and more.” (Rosetta, 1999). The target of the fourth level is to make students start to use the language in a clearer way in order to be able to order food at a restaurant by using polite expressions. In addition, users are going to be able to arrange for repairs for home or cars, and to discuss personal well being.

In brief, these levels give students the tools to increase the fluency when speaking; it is focused on negotiations that are needed to talk with people inside and outside. This

level covers topics like: review of interrogatives, activity nouns from gerunds, degree of interest, prepositions, adverbs, passive voice, phrasal verbs, direct and indirect objects, terms of appraisal, imperfect and past progressive, intransitive verbs, recent past and future, formal and informal imperative, simultaneous actions, conjunctions, plural first-person imperative, present perfect progressive, past perfect.

Chart 18: *Rosetta stone's content V*

| LEVEL V | | |
|-------------------------------|---|---|
| Unit I: Business and industry | | |
| Lesson | Core concepts | Grammar and usage |
| Industry and energy | Industries and industrial materials Verbs of production and manufacture | Adjectival clauses and the subjunctive |
| Retail | Store detail Prices and availability Increase and decrease Clothing size | Dependent clauses and the subjunctive |
| Agriculture | Agriculture terms Solar time: "midnight, noon, sunrise, sunset" | Impersonal expressions |
| Services and information | Customer service terms Making and canceling plans Borrowing, lending and recommending | Nominalization Nouns with common roots |

(*Binghamton University, 2005*)

Chart 19: Rosetta stone's content V

| LEVEL V | | |
|--|---|--|
| Unit II: Reason and imagination | | |
| Lesson | Core concepts | Grammar and usage |
| Literature and film | Discussing options Songs and stories Genres and their characteristics | Emotive adjectives |
| Law, Government and citizenship | Government and citizenship Culture and tradition Legality and illegality | The conditional |
| Science and discovery | Branches of science Mathematical terms Experimentation: "to find out and an answer" | Conditional perfect |
| Learning and development | Expressing possibility Managing tasks Discussing success | Describing transformation: "To become" |

(Binghamton University, 2005)

Chart 20: Rosetta stone's content V

| LEVEL V | | |
|---------------------------------------|----------------------|--------------------------|
| Unit III: Emergency situations | | |
| Lesson | Core concepts | Grammar and usage |

(Binghamton University, 2005)

| | | |
|-------------------------|--|---|
| Getting help | Emergency situations Reporting emergencies | Counterfactual situations: “Pluperfect subjunctive with conditional” Related adjectives and adverbs |
| The emergency room | Emergency room terms Treatment and sensations: “To treat and to feel” | Relative importance: “Serious and minor” |
| Dealing with disasters | Weather phenomena Emergency services Community responses “To volunteer to donate” Describing frequencies “Normal and unusual” | Imperfect subjunctive |
| Solving travel problems | In-country resources: “Embassy, translator and customer” Theft and ownership Recounting experiences: “direct and indirect discourse” Expressing empathy | Direct and indirect discourse |

Chart 21: *Rosetta stone’s content V*
(Binghamton University, 2005)

| LEVEL V | | |
|-------------------------------|--|----------------------------|
| Unit IV: Family and community | | |
| Lesson | Core concepts | Grammar and usage |
| Extended family | Extended family terms Expressing reality: “To imagine, to tell the truth and to tell a lie” | Adverbs: “Yet and anymore” |

| | | |
|---------------------------|---|------------------------------------|
| Explanation and solutions | Describing and solving problems Simple and complex Providing examples and explaining connections Emotions : Nervous excited and confused | Introductory phrases |
| Spending time | Spending time with friends Expressing preferred activities Relative frequency “Rarely and often” | Constructions with “however” |
| Around the neighborhood | Neighborhood geography Identifying parts of objects Expressing interest Pollution and recycling | Adjectives: “Front, back and side” |

The last level is Conversation. Its goal is to make students (Rosetta Stone) “Discuss entertainment, culture, government, and the market place. Level Five is the place to refine and perfect your conversational skills”

By mean of the reinforcement of topics and the addition of some others grammatical structure and usage of language the last level of the English course is focused on speaking skill. In short, these are some of the topics of the last level: adjectival clauses and the subjunctive, dependent clauses and the subjunctive, impersonal expressions, nominalization, nouns with common roots, emotive adjectives, conditional perfect,

pluperfect subjunctive with conditional, related adjectives and adverbs, imperfect subjunctive, direct and indirect discourse and introductory phrases.

In addition, it is important to set that each level finishes in 50 hours, divides in 50 lessons and at the end of each unit learners has to complete interactive activities where they can practice and reinforce the topics learnt during the unit. These activities are called Milestone and lets learners practice key skills in real-life situations.

Taking into consideration Rosetta stone English course' content there is a research about drawbacks. This investigation took place in some in some schools where teachers set their opinions about this topic. (Daniel, 2008) "School A teachers stated that limited communication with support and lack of feedback created limited reinforcement for students. Rosetta stone's focus on basic skills and lack of support content material for science and social studies". (pag. 129)

The same study was carried out in others schools. The results found the next drawbacks: (Daniel, 2008) "Lack of content support; focus on basic skills, lack of content, vocabulary, and lessons limited overall support for Rosetta stone; lack of variety of lesson, extreme repetition of a skill which could lead to boredom of students" (pag. 129).

This investigation is clear enough to hold that by the content of Rosetta Stone it is not possible to cover a complete learning of English language. In fact, the content, vocabulary, grammatical structures are too basic.

To conclude, it is possible to see that the sequence of the contents that Rosetta Stone's English course follows is similar to those offered in any other computer program. Nevertheless, the contents is too basic and the vocabulary, grammar and usage of English language cover just few parts of the enormous world that a learner should discover to be able to master a language.

2.2.2.2. Rosetta Stone's available courses

Rosetta Stone is a program that offers about 30 languages that could be learnt by any user. The focus of this research is English, American English. The program covers all the skills involved in the learning of English language, however, there are persons that could use the program for specific skills, for example: reading, writing, listening and speaking or the full course.

Once the user has installed the program, he/she has to setup the user according to his/her age and genre, after that the user has to select the course from a list that is displayed in the program's screen. There are some options; we are going to talk about three kind of courses related to this investigation:

1. Full year curriculum course
2. Speaking and listening focus
3. Reading and writing focus.

The full year curriculum course last 250 hours of instruction and covers the four English skills (Listening, speaking, reading and writing). During this time, the users learn all the activities and tasks that take parts in the learning process.

Speaking and listening focus is a course where the users have to develop activities related specifically to listening and speaking. The course last 125 hours of instruction and it correspond to the 50% of the whole course. During the course, the learner has to develop tasks directed to the practice of pronunciation, repetition drill of words, phrases and sentences. There are also activities where earners listen chose the correct pictures.

Reading and writing focus is the course designed to practice reading and writing skills, to illustrate, a user read a sentence and then he/she has to choose the correct picture. In the writing part, which last 125 hours, students listen to the recorded audio or watch a picture and then he/she has to select the best option.

After approving all the activities involved in the first level students are able to pass to the next level and make progress in the course selected, in advance. As it is possible

to analyze, the formats of these courses are similar to those offered in any English course, so there is not too much to say about this topic.

2.2.2.3. Rosetta stone's available products and versions

Once the users have made his/her mind to learn English by using Rosetta stone, it is time to choose one of the products available in the web site and in the market. Therefore, the user has three options: Online subscription, Download and Cd-Room.

Each product is different, for example, the online subscription is for those people who own tablets or smart phones, because the program is designed to take everywhere. The download product is for those people who own Internet connection and spend long time surfing in it. The last product is made for those people who prefer stay at home and work in quiet spaces. The focus of this investigation is the last product since it is possible to install it anywhere including English laboratories.

With regard to the software's versions, so far Rosetta Stone has launched four, however, only the version 3 and four are available in the market, in fact, since the last year, Rosetta stone Inc. only sells the version 4 TOTALe.

Despite these facts, this investigation is focused on Version 3 because the new version was launched recently. The only difference between version 3 and version 4 is the Live Only Tutoring, which is scheduled by the user once he/she has finished each level of the selected course.

2.3. LISTENING AND SPEAKING ENGLISH LANGUAGE SKILLS

Listening and speaking English skills are two of the four skills that one has to master when learning English. Listening is a receptive skill, while speaking is a productive skill, and although they both belong to different groups, these skills share characteristics, for instance, listening and speaking are the most difficult skills to master by students.

(Yu, 2014) They, however, still feel difficult to break through the threshold of English proficiency under traditional multimedia instruction. A number of college students complain that their listening and speaking skills remain unchanged though they have made great effort to practice for over one decade. They still feel hard to understand English broadcasting and speeches on TV. They also think it difficult for them to open their mouths to speak English full of confidence. (pag. 1)

The above quotation is the result that many students face after studying English for long time; they end up frustrated, what is even worst, in some cases they give up studying English. All these facts, lead students toward what is called language anxiety where students could experiment at least one of the next situations:

(Yu, 2014) Language anxiety could negatively influence foreign language learning through interfering with the acquisition, retention, and production of the new language [28]. Many students feel more anxious in a foreign language class than other classes [29]. Anxious students usually sit at the back of the classroom and feel unwilling to participate in classroom activities. They always attempt to avoid the duty of doing assignment and tend to be involuntary for orally answer questions [28]. They also try to avoid complicated sentences when orally answering questions due to less confidence.

In order to change this situation, listening and speaking skills are practice in the same context; the tasks are part of activities that connect each other, teachers motivate students to take part actively in the learning process. To illustrate, students have to listen audios recorded, then they make predictions and inferences to decode the meaning. Once they have decoded the meaning it is time to repeat words, phrases, sentences and short conversations. That is, the two skills are improved systematically inside an English classroom or by mean of using a computer program.

2.3.1. Listening English Language Skill

Listening is one of the most difficult tasks to master when learning English. This skill allows to learners to understand what speakers said. Concordantly, listeners are able to decode a message and prepare an action according to each situation and context, so from our point of view listening is one of the main facts to establish communication.

(Downs, 2008)The word *listening* is defined as making an effort to hear something to pay attention or heed. It is different from *hearing*, which is the physiological process of the ear absorbing sound waves and transferring them along neural pathways to parts of the brain. Hearing is necessary for listening, but listening is much more than processing sound. Someone may hear very well but be a very poor listener. (pag. 1)

Therefore, it is possible to say that listening go further than simply hearing, since it is the skill that allows proving that other skills have been acquired normally. For instance, if a person is able to listen, he/she will be able to speak and write something about what he/she listened before. This mean, listening is the door to establish a real communication; otherwise, if a person were not Right in listening, the communication would not finish the whole circle of the communication.

(Downs, 2008) says “Listening generally involves a five step-process: attending, understanding, interpreting, responding and remembering. This process is active rather than passive and involves using a numbers of behaviors and tools to be most effective” (pag. 1). Thus, it is imperative to talk a little bit about these five steps.

In the first step, listeners only hear some words pronounced by any speaker. The second step decodes what speakers said. In the third step, listeners deduce what speaker said according to context and other facts. In the fourth step listener thinks the best response; in the last step listeners keep in mind what speakers said before in order to link ideas, continue and finish the communication process.

These strategies are pre-listening, where teachers give students a background and a general overview of the topic that is coming in order to students are able to make predictions about the topic. While-listening is the second strategy, and here students listen to for main ideas like, specific information, and details. The last strategy is post-listening, here learners are able to make conclusions about what they listened before in order to get ready to give and answer and let the communication goes on. In this research, these strategies are sub-dimensions, so we will analyze them in detail in the next paragraphs.

2.3.1.1. Making predictions

(Sinclair, 1989) “When you listen to a person speaking your own language, in many situations you can be one step ahead of the speaker. You can very often predict what that person is going to say next”. (Pag. 64) This mean, when listening is very important to make predictions, since this fact could give to listener the path in order to understand what the speaker is going to say, in some cases we can end the last line of the sentence.

In learning English to make predictions could give to the listener the ability to choose the words that are coming. (Sinclair, 1989) holds that “The more you can predict, the easier it becomes to understand – in a foreign language too. In fact, you will probably be surprised at how much you can predict in English”. (pag. 64)

Then, to make predictions is an excellent way to improve the listening skill, especially when a teacher gives to students some clues to understand what is coming, in fact this is an strategy applied in pre-listening as a kind of warm up, which prepares students or listener to get ready to do the activity.

(Espeseth M., 2004) A pre-listening task calls on students either to predict the content of the interview or share what they already know about the topic from their personal or cultural experience. Take enough time with this task for all students to contribute. The more they invest in the topic at this point, the more they will get out of the recorded interview. (pag xix)

However, to make predictions, learners need to follow some steps. To illustrate, one should know a little bit about the topic or situation; to recognize some signals given by speakers: to follow sequences and connectors words; and pay close attention to the intonation or tone of voice used by speakers.

So, according to (Sinclair, 1989) “Preparing yourself before listening and training yourself to predict can build up your confidence and help you to understand more” (pag. 61). However to make predictions one should have a Right vocabulary and knowledge of some grammatical structures, otherwise one could end up frustrated trying to predict unknown words and phrases.

2.3.1.2. Listening for main ideas

Listening for main ideas is part of while-listening strategy. Listening for main ideas is what learners do during the listening activities in order to know, what is the topic about?

Listening for main ideas is the connection between pre-listening activities, which allows students to make predictions about the audio recorded or conversation that listener is going to hear next. In fact, sometimes it is not necessary to understand everything that a speaker said in order to catch the main ideas of any conversation, thus the listener get on track and the listening activity turns into an easier task.

(Saddleback Educational Publishing, 2010) “When someone speaks to you, he or she may share ideas you need to understand and remember...Your notes shouldn’t contain every word... They will be more useful and easier to take if you write down only the important ideas”. This point of view leads us to understand the importance of listening for main ideas or listening for gist. Easily, one could lose the focus of the communication because we did not pay attention to previous information about the topic, speaker`s intonation, body`s movement, and context to be able to take notes.

2.3.1.3. Listening for specific information

(Miller J. F., 2005)“Sometimes we need to use specific listening strategies to help us to understand the message. This is called having a reason for listening”. (pag. 17) This activity is carried out once students already have a general overview, made predictions, and caught the main ideas. Likewise, specific information gives listeners the complement to understand in a broader way the target topic.

Specific information is to listen for key words, names, places, objects, or numbers. That is to say, one focus on information we are interested in. In an article published in (Macmillan, 2015) it is stated that “As you listen, you need to recognize when the information is about to be given, and pay particularly close attention at that point. Sometimes, listening for specific information also involves listening to determine whether information is stated or not”.

2.3.1.4. Listening for details

It is clear that listening for details goes further than listening for gist or listening for specific information. In fact when listening for details students are addressed to understand and remember details in what is said, improve comprehension of directions and questions, and remind colors, dates and others important facts that are useful to get a clearer understanding of what is said by speakers.

(Karlsson, 2003) We do this when we need to understand practically everything – public announcements at railway stations or airports, for example. However, even here, it may not be necessary to understand every word. Did you know that approximately 40% of the words used in spoken language are non-essential? Important announcements are often repeated in any case. You just need to be able to separate the essential information from the non-essential.

According to the text above, listening for details avoids misunderstanding. Additionally, it is not necessary to understand every word, but pay close attention to the essential information that lets to listeners to get relevant information to be able to answer question words like: What, when, where, who, how many/much, and others.

2.3.2. Speaking English Language skill

(Mahajan, 2004) sets that “Many language learners regard speaking ability as the measure of knowing a language...They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication”.

The introduction of this website is true; many people think that a person who is able to speak in English masters all the English skills. However, speaking skill is only one part in the whole process of communication. To illustrate this fact, one could say many things in English but when someone else says something, it is fundamental to understand what he/she said in order to give an answer and let the communication flows.

(Mahajan, 2004) “The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try avoiding confusion in the message due to faulty pronunciation, grammar, or vocabulary...” Regarding to this opinion, this research focus its goals on four sub-dimensions related to the speaking development like: Vocabulary, pronunciation, grammar and fluency.

When an English learner posses a large vocabulary the words come immediately into his/her mind. The right pronunciation does not let misunderstanding related to stress or intonation, which is the guide to answer in an appropriate way. Grammar is the usage of right words, tenses, coherence, etc. Finally, fluency is the ability to keep a conversation in a normal rate without hesitation, thinking in English and avoiding the usage of translations in the L1.

2.3.2.1. Communication

Communication or speaking interaction is the skill that any speaker should consider when starting a conversation or any process of communication. Speaking interaction is the exchange of turns when talking to each other, what is more, it make easier to listener the process of decoding the message or messages that are being transmitted.

(Bygate, 1987) In spoken interaction, speaker and listener do not merely have to be Right processors of spoken word, able to produce coherent language in the difficult circumstances of spoken communication. It is also useful if they are Right communicators, that is, Right at saying what they want to say in a way which listeners finds understandable. (pag. 22)

Most of the time, inside the classroom the teacher is who guides the speaking interaction, in fact he/she organizes groups in order to do some activities where the speaking time is controlled. However, teachers should pay close attention to the speaking time. In order to clarify this point, it is pertinent to consider the next:

(Joanna Baker, 2013)The more time you speak during the lesson, the less time there is for your students to speak. So, to help your students speak, you need to have several different roles. A teacher is giver of information and a corrector of mistakes. But in addition, at different times during the lesson, the teacher can also be a model, a prompt, an organizer, an encourager and a monitor. These roles can help you to manage the lesson and help the students learn. (pag. 24)

Thus, inside the classroom teachers organize the speaking interaction or the process of communication. However, it is relevant to say that independent students have to deal with these activities alone; actually, he/she has the responsibility to learn how exchange turns, recognize speaker or listener signals, and look for the best way to transmit the message in the clearest way.

2.3.2.2. Vocabulary

The only way to increase our vocabulary is by using it. Once a person knows a new word, immediately has to elaborate phrases or sentences in order to learn its meaning and usage, and above all remind it to get the ability of using it in future dialogues.

It is known that English Language possesses the largest vocabulary around the world, about 476,000 words. (Denning, Kessler & Leben, 2007) hold that “The most important factor in the growth of English vocabulary has been the ease with which it has borrowed words from other languages and them to its own uses” This is the reason why is so important to make our English vocabulary growth. In fact, as many words could have more than one meaning it is so imperative to know the meanings and usages of these words.

Concordantly, when learning a foreign language one needs to acquire vocabulary in order to succeed in mastering that Language. (Lewis, 2014) states that, “The more extensive your vocabulary, the better your chances for success, other things being equal—success in attaining your educational goals, success in moving ahead in your business or professional career, success in achieving your intellectual potential”

This idea is about vocabulary in general, and the same principle is applied in learning a new Language since, if a person does not have a Right amount of words in his/her mind it would be impossible to success in mastering it.

2.3.2.3. Pronunciation

(O'Connor, 1980) holds that “Many students want to be able to speak English well, with a pronunciation which can be easily understood both by their fellow-students and by English people” In fact, pronunciation is the key to be understood in a correct way by other English speakers.

However, pronunciation can vary according to the place or environment where a person has grew-up. In this respect (Wilfred Funk, 1991) holds that “The pronunciation of American English is, admittedly unstable: the sound of words changes according to geographical are, ethnic background, economic and social levels, etc...The first syllable of orange is pronounced or in California and are in New York”(pag. 14)

The same fact happens in British English and in most of the language around the world, so an English language’s learner should be aware of this situation and try to pronounce English words following a standard pronunciation, which could be understood by most of the English speakers. The only way to complete this

challenging task is by imitating English native speakers either by talking face to face or by listening and repeating audios or conversations.

2.3.2.4. Grammar

Grammar is one of the most tedious aspects when learning a new language. According to students' point of view, it should not be taught. That is the reason why many studies look for alternatives to teach grammar avoiding boredom and giving to this part of the language a trendy look which is accepted by English Language's learners.

However, to learn English and use it one should learn grammar. No matter the model, way, or method learners chose, it is mandatory. In the front page of the website (Talkenglish, 2005) it is written that, "You first need to know some basic rules of the language. Developing a solid foundation in English grammar will not only help you create your own sentences correctly but will also make it easier to improve your communication skills...". Thus, it is mandatory to enhance grammar proficiency, when learning English Language. Actually, so that a person can establish a Right communication it is necessary to consider words order, tenses and more, in order to speak properly.

Regarding to grammar, there are many methods that could be used, nevertheless it is important to talk about a method related to speaking skill. (Joanna Baker, 2013)

says that “Indirect teaching of grammar is when the teacher does not start with an explanation of the grammar, but helps students to understand the information they need to know using other methods” (pag. 62).

This could be considered as an excellent way to teach grammar applying the speaking skill, since the grammar exercises could be completed in a way that students do not realize they are learning grammar.

2.3.2.5. Speaking fluency

Speaking fluency is the confidence that a learner feel to speak in English, where listeners can hear very little hesitation in the speech. In addition, speaking fluency is the result of a Right performance or knowledge of speaking interaction, vocabulary, pronunciation and grammar. Actually (Nizegorodcew, 2007) sets that “Focus on fluency and accuracy, can be interpreted as moving to a higher level of expected optimal relevance”. (pag. 20)

Therefore, to talk about speaking fluency it is relevant to gain accuracy. Accordingly (Nizegorodcew, 2007)says that “When a teacher combines fluency and accuracy practice, and she makes learners attend to L2 forms while simultaneously focusing on a role-play or discussion topic, she communicates to them moving to a higher level of expected optimal relevance”(pag. 21).

Thus, speaking fluency is the ability to talk continuously at a normal speed without leaving empty spaces during the time that a person is talking. Additionally, (Nizgorodcew, 2007) states that “Fluency can be conceptualized as the facility of the execution of mental plans. In this sense, fluency encompasses control of the acquired knowledge with broad respect for intended meanings”. That is to say, speaking fluency is the combination of the knowledge of L2 and strategies that could be applied by learners to use it efficiently.

2.4. ROSETTA STONE INFLUENCING LISTENING AND SPEAKING SKILLS

Rosetta stone is one of the most acclaimed software for learning a foreign language. Rosetta stone focuses on the four English skills: Listening, reading, writing and speaking. (Jesness, 2014) says that “This is a fairly complete course that includes a comprehensive beginning vocabulary and key grammatical structures...Instant Immersion is Right, but as a supplement rather than as the main course”.

According to the time, a learner has spent learning English by using this course, he/she is immersed in more complex activities. In fact (Jesness, 2014) “Later in the course, the computer show pictures of someone about to jump, someone jumping, and someone who has just landed, and then ask to identify, who will jump, who is jumping, and who jumped”. Obviously, listening audios and speaking tasks reinforced these activities, which are repeated as many times as necessary to obtain the needed proficiency in these two skills.

2.4.1. Rosetta stone influencing listening skill

Rosetta stone is a computer program supported on images and audios, which led students to avoid using their L1 at all. Concordantly to these facts, listening skill is included in most of the tasks and lessons included in each unit.

This Language-learning computer program is based on activities like this described by (Rosetta Stone) “Sometimes a native speaker says words or phrases, and you choose a representative picture. At times, you may hear the native speaker but not see the text; you select the picture that matches the phrase spoken by the native speaker. That is to say, that Rosetta stone focus deeply in listening skill, which is considered as the skill that allows a learner to understand English.

2.4.1.1. Making predictions with Rosetta stone

To make predictions a learner needs to have background information or knowledge about the topic, in order to be one-step ahead from what is coming. Inside the classroom, teachers are in charge of sharing this information to the class. However, independent students have to deal with this situation by using any available resource.

The technique used by the Language-teaching computer program “Rosetta Stone” to make predictions is the connection between pictures and meaning. According to (Chang, 2009) “With the incorporation of real-life-successive images

and audio consisting of words and phrases spoken by native speakers, users are able to make instant connections between the images and the spoken words” (pag. 94) In fact, by mean of this language-learning software, intuition is what students use to guess the meaning that is coming. In others, during the learning process, learners spent a lot of time making prediction through images that appears at the beginning of each new lesson.

2.4.1.2. Listening for main ideas with Rosetta stone

Listening for main ideas or listening for gist is similar to skimming in reading. Actually if the listener is able to catch the central idea of an audio, conversation or literary work he/she probably is standing in the gateway of Right listening performance. Normally, to catch the main idea of a conversation is not a difficult task because most of the time the gist is named in the introduction, however there are possibilities that the main ideas is hidden in other passages of a story or conversation.

By using Rosetta stone, the screen shows a group of images, which displays the main idea or the gist about the topic. (Rosetta Stone) “When you see a phrase and hear the native speaker, you are prompted to choose a matching picture. Listen to the native speaker and choose the picture that matches the phrase you hear” are activities carried out in the listening activities. That is to say, Rosetta stone teaches listening for gist inductively by mean of the groups of images displayed in the screen. These images are related to one topic per time, for example, food.

2.4.1.3. Listening for specific information with Rosetta stone

In reading, the name of listening for specific information is scanning. Listening for specific information takes place when listeners do not need to understand the whole passage including each word to understand the message.

In Rosetta stone, the listening practice is done by mean of images connected to actions to form words, sentences and conversations. Therefore, tasks like: (Rosetta Stone) “Listen to the native speaker and choose the picture that matches the phrase you hear” repeated several times during the process so that the learner can understand completely what he/she hears. (Chang, 2009) “The movement through the lesson is dictated by the user who must select the picture that matches the spoken phrases, and as expected, each subsequent lesson becomes progressively more difficult” (pag. 94)

Thus, is easy to find out that, although listening is included in each lesson, this is not practiced in isolation, instead after each listening task students complete other tasks related to skills like speaking, and writing. These facts do not mean that listening is left apart. On the contrary, it is clear that most of the time learners listen for specific information.

2.4.1.4. Listening for details with Rosetta stone

Listening for details is to understand minimal facts of the recorded audios. After understanding the main idea, listeners have to be able to grasp details about the main idea in order to complete the required information to retransmit the message or simply give an answer.

In this respect, Rosetta stone presents all the images in order to listen and understand minimal details, for example colors, names, dates, grammatical structures and word pronunciation during each unit and lesson, which are more complex according to the level. (Rosetta Stone) “We introduce new words and concepts in a carefully designed sequence that accelerates your language-learning process. As you progress, you'll use the words and phrases you've learned to understand new vocabulary that's introduced”. Concordantly to this view, listening for details could be considered as one of the strengths of this computer program.

2.4.2. Rosetta stone influencing speaking skill

Of course, the highest strength of the Language-learning computer program is its influence on speaking skill, since its recognition voice system focuses its tools on improving speaking skill. Concordantly to (Rosetta Stone) “The Speaking Activity gives you plenty of speech practice, so you're confident speaking right away” which is true because students practice their speaking skill constantly during the course.

According to (Rosetta Stone) you begin speaking your new language immediately when prompted to repeat after the native speaker. The software uses speech recognition to indicate whether you have pronounced the words and phrases correctly. Rosetta Stone uses your natural ability to associate words and images by providing prompts and then asking you to continue the “conversation.” We call this process Contextual Formation because you learn the language well enough to form your own responses in the context of a “real-life” situation.

This is the strongest reasons why Rosetta stone is so popular among Language-learning computer programs. One is not allowed to speak in another language than English from the very beginning to the end of the course. What is more, the level of complexity to speak is more advanced according to the learners’ progress, which makes he/she takes part in the dynamic immersion methods that supports its success on two principles: (Rosetta Stone) “1.- The way we learn language as children...is the best way to learn a new language at any age. 2.- Interactive technology is a powerful tool for replicating and activating that process”.

2.4.2.1. Communication practiced in Rosetta Stone

In this investigation, communication represents the interaction that occurs in the process of communication. In this respect, the Language-learning computer program Rosetta stone makes students practice this interaction by mean of one activity located at the end of each lesson. This activity is called milestone and its purpose is to reinforce and practice all the knowledge acquired during each lesson.

(Rosetta Stone) Declares that a Milestone presents a real-life scenario and allows you to practice what you've learned by participating in the conversation. Use what you learned in the Unit and the context of the scenario to form questions and answers. Follow the scenario by watching the pictures slide across your screen. These pictures tell a story. The people in the scenario speak and sometimes ask you questions. Respond to the prompts in the conversation with speech that fits the context, and form questions for others to answer.

Thus, Rosetta stone achieves the purpose of its method, which include students in an English environment where he/she is considered as part of the learning process, by means of activities like milestone where he/she is part of the conversation by interacting with people represented in pictures.

2.4.2.2. Vocabulary learnt in Rosetta stone

Likewise, vocabulary is learnt as other Language's aspects involved in the English language learning process. That is to say, images are in charge of presenting the new words, which are repeated by English speakers. Actually (Rosetta Stone) states that "Vocabulary is reinforced through a combination of images, reading, and listening exercises to help you practice your new words"

The acquisition of new vocabularies is supported on a structured sequence of words that are included systematically and gaining in complexity according to each level. The official web site (Rosetta Stone, s.f.) sets that "We introduce new words

and concepts in a carefully designed sequence that accelerates your language-learning process” This methods is a kind of scaffold where students’ progress walk next to the level of knowledge acquired during the course, which let them to have excellent fundamentals about the English language.

2.4.2.3. Pronunciation practiced in Rosetta stone

There is no doubt that the best tool included in the Language-learning computer program Rosetta Stone is, its recognition voice system. This system allows users to match their pronunciation with those produced by native English speakers. Hence, (Rosetta Stone) holds that “The Pronunciation Activity focuses on refining your pronunciation by breaking down the words and giving you detailed visual feedback to compare your speech to that of the native speaker”

Furthermore, learners have the opportunity to repeat the word, phrase or sentence as many times as necessary to obtain similar pronunciations to those produced by the speaker he/she heard previously. Besides, the speech recognition system offered by (Rosetta Stone, s.f.) states “Every time you speak, our speech recognition technology identifies what you are saying, evaluate your pronunciation, and gives you real time assessment”

2.4.2.4. Grammar learnt in Rosetta stone

The dynamic immersion method included in the Language-learning computer program holds that grammatical structures should be learnt inductively in the same way that a person learnt L1. Consequently, (Rosetta Stone, s.f.) states “The Multiple Choice screens provide training on the structure of the language you are learning. For example, you may connect articles to nouns, form singular and plural words, or determine masculine and feminine forms”

So, when a person is learning English he/she is no going to find support on a teacher who is going to say which one is the correct structure, instead users have to choose the best answer according to his/her deduction. Additionally (Rosetta Stone) says “Our Contextual Formation learning method allows you to produce new phrases and sentences on your own. We prompt you carefully, using words and pictures. You produce a new word or phrase that fits the context” So, following Rosetta stone ideas there is no need in explaining grammatical structures to English learners since they are able to acquire this knowledge using the intuition and the deduction.

CHAPTER III

CHAPTER THREE

METHODOLOGICAL DESIGN

3.1. RESEARCH TYPE AND DESIGN

In order to carry out this research and according to the characteristics that are included type and design of the investigation, it is possible to establish that talking about the research type this study

is going to be: qualitative-quantitative; field research; transversal; experimental; correlational and descriptive.

According to the research design, this investigation is quasi-experimental applying the field design that uses the statistical design, and the method would be the mixed-method. The reasons why this investigation is involved in all this fields are going to be explained in detail below.

3.1.1. Research type

The first type of investigation, according to the tendency, is **qualitative-quantitative** because this study is going to describe, analyze and experiment with the variables that are included in this investigation and include the observation of situations that could affect listening and speaking development.

According to the place where this investigation is going to take place we could say that this investigation is going to be a field research, since this research is going to be applied in classrooms where students are going to use an interactive software, which will demonstrate its effectiveness or inefficiency.

Considering the period to carry out this investigation, it is possible to say this study is going to be transversal research because researchers are going to establish a period of about three months to get data from students' performance when applying the software Rosetta Stone.

Since this study is going to find out the causes affecting the development of listening and speaking English Language skills of students attending the 8th year in Heroes del 41 Military High School. Obviously this research is going to be experimental since this type of research will respond and explain the causes that will be found during this study.

Concordantly, this investigation is going to be Correlational and Descriptive: Correlational because it is going to find the relation that the variable, interactive software, Rosetta Stone, has with the variable listening and speaking; and descriptive because it is going to use the data that will be collected in order to show statistically the progress reached during this investigation

3.1.2. Research design

In order to be able to give answers to the research questions, and as this investigation is quantitative the research design is going to be experimental and subdivided in quasi-experimental, because it is going to be transversal, instead of longitudinal.

Besides, this investigation is going to collect information directly from the place where the phenomenon is happening or taking place, which lead us toward a field design, which is applied in this type of investigation, since we are not going to work in a laboratory. In fact and statistical design is also included in this kind of investigation because the proficiency level of listening and speaking skills is going to be measured at the beginning and at the end of the research.

In addition, another design is included in this investigation, since not only the data is going to be useful information to prove our hypothesis, but also the observation that is included in the structure of this investigation. That is the reason why a mixed-method (qualitative and quantitative) is going to be applied in this study, which will allow us to ensure the reliability and validity of this investigation.

3.2. POPULATION AND SAMPLE

The population of this research is focused on the students of the attending 8th year of general basic education of Unidad Educativa “Héroes Comil-3 del 41” while the sample will be taken considering that this investigation is quasi-experimental and is bound to choose two groups of students to be able to apply the experiment.

3.2.1. Population

The population of this research is based on 228 students attending 8th year of general basic education at Unidad Educativa Comil-3 “Héroes del 41” which is located in Machala, El Oro`s province.

3.2.2. Sample

Since this research is quasi-experimental, we have to choose two groups of students. The first group is going to be the experimental group, the group where we will implement the experiment; while the second group is going to be the control group from where we

will get the base to know whether the control group is being influenced by the application of the interactive software Rosetta Stone.

If contrary, there is no point in separating students by groups of ages or genres, since all of them are sharing the same interests and ages; what it is important in here, is to recognize male and female students. However, as the project is going to be quasi-experimental we will work with one classroom.

Concordantly, to the facts related to the size of population that is needed to apply the formula, in order to get sample of participants that is going to take part in a research. The researchers consider that the number of students is not enough to apply the formula, so, the sample of this investigation is going to be based on two groups of students, the control group and the experimental group.

3.3. FIELDING

The field of this study is located in the Parish´ Cambio, Machala-El Oro province at Unidad Educativa Comil-3 “Héroes del 41” , a town where there is a big influence of poverty and lack of resources.

3.4. INSTRUMENT FOR DATA COLLECTION

To carry out this study three instruments have been considered: Observation sheets, Survey questionnaires, and evaluations that include a placement test or a pre-test and a post-test or improvement test. These instruments are going to provide to this investigation the necessary

data to affirm whether the influence of the interactive software “Rosetta Stone” is a positive or not in the improvement of listening and speaking skills.

3.5. DATA PROCESSING AND ANALYSIS

The collected data will be analyzed by using the software Microsoft Office-Spreadsheet. By mean of its tools and formulas will allow us to get results and statistics in a faster way, which will be useful and reliable in this research. Furthermore, the data collected will be organized and displayed in rows and graphs by applying basic descriptive and inferential statistics.

CHAPTER IV

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This part contains diagnostic and post-listening test, those were applied to the experimental and control group according to the proposal; listening for making prediction, listening for main ideas, listening for specific information and listening for details. Each one composed with five questions. This part also holds pre-speaking and post-speaking test as well as the results of the observation sheets and the sample of the survey questionnaires used to accomplish this purpose.

4.1. OBSERVATION SHEETS

This research started with a complete work of observation of some factors, which were pointed out in observation sheets, and were analyzed as follow:

5 4 3 2 1

Excellent Very good Good Bad Poor

Chart 22: Observation sheet I

| Ord. | Facilities | 1 | 2 | 3 | 4 | 5 |
|------|---|---|---|---|---|---|
| 1 | English offices | | | | X | |
| 2 | English laboratories | | | | X | |
| 3 | English classrooms | | | | X | |
| 4 | English environment | | X | | | |
| 5 | English audio material | | | X | | |
| 6 | Technological resources | | | | X | |
| 7 | Internet access | | X | | | |
| 8 | English books | | | | X | |
| 9 | Didactic English material | | | | X | |
| 10 | English training planning to English teachers | | | | X | |
| 11 | English teachers | | | | X | |
| 12 | Students' behavior | | | | X | |
| 13 | Authorities of institution | | | | X | |

4.2. SURVEY QUESTIONNAIRES

Next, it will be detailed the survey questionnaires applied in this research. To fulfill our project we have done one questionnaire with three parts and to score the questionnaire we have used the adverbs of frequency as showed.

| 1 | 2 | 3 | 4 | 5 |
|-------|--------|---------|------------------|----------|
| Never | Rarely | Usually | Most of the days | Everyday |

PART I: Questions 1-5

1. How often do you use a computer to practice English?
2. How often do you practice listening and speaking with an interactive software?
3. How often does your English Teacher assign tasks with interactive software?
4. Have you ever practiced listening and speaking skill using interactive software?
5. Have you ever heard about interactive software “Rosetta Stone”?

After we have applied this questionnaire, we will show the results in the next chart.

Chart 23: Questionnaire's results 1-5

| Questions | Never | Rarely | Usually | Most of the days | Everyday |
|-----------|-------|--------|---------|------------------|----------|
| 1 | 4 | 10 | 11 | 12 | 2 |
| 2 | 4 | 22 | 9 | 4 | 0 |
| 3 | 25 | 12 | 2 | 0 | 0 |
| 4 | 8 | 20 | 8 | 3 | 0 |
| 5 | 39 | 0 | 0 | 0 | 0 |

Question 1. - We can see that most of the students use a computer to get involved with English; only two students use a computer every day.

Question 2. - According to the results in the survey questionnaire, most of the students said that they rarely use an interactive software to improve their listening and speaking skills.

Question 3. - The majority of students said that their teachers never send tasks by using interactive software.

Question 4. - We can see that most of students said they rarely practice English using some programs or software; they only do tasks as traditional form.

Question 5. - As we see, in this question, the whole students answered never, for them this software is new and they liked to work because it has been another Right and different form way to learn English actively.

PART II: Questions 6-10

In this part of questionnaire, we have used adverbs of degree as the following:

| | | | | |
|----------|--------------------|-------|-----------------|-------|
| 1 | 2 | 3 | 4 | 5 |
| | | | | |
| Disagree | Partially disagree | Maybe | Partially agree | Agree |

6. Is it a Right idea to include the interactive software “Rosetta Stone” in an English laboratory as an educational tool for improving listening and speaking skills?

7. Is it more enjoyable to practice listening and speaking skills with the interactive software “Rosetta Stone” where you can participate actively?

8. Is it worthwhile to watch and listen to native English speakers on their own environment?

9. Is it all right practicing speaking and listening skills by mean of traditional methods?

10. Are most of the students going to feel motivated by practicing speaking and listening skill by using the interactive software “Rosetta Stone” into an English laboratory?

Chart 24: Questionnaire's results 6-10

| Questions | Disagree | Partially disagree | Maybe | Partially agree | Agree |
|-----------|----------|--------------------|-------|-----------------|-------|
| 6 | 1 | 0 | 3 | 12 | 23 |
| 7 | 0 | 1 | 0 | 9 | 29 |
| 8 | 0 | 0 | 5 | 12 | 22 |
| 9 | 6 | 7 | 4 | 14 | 8 |
| 10 | 0 | 0 | 0 | 4 | 35 |

Question 6. - As we can see in this part it refers about interactive software Rosetta Stone and we asked them if this one could be as part of educational tool to improve their English. After they have practiced with the software, the majority liked it and most of them agree with this question.

Question 7. - Almost all of the students like to practice listening and speaking with Rosetta Stone because they can repeat the words and sentences.

Question 8. - At the beginning of the practice students were not confident because they were not used to practice in that way, however, at the end, they felt more confident and they said that learn listening native speaker.

Question 9. - In this question we can see that answer are divided, they like traditional method and they like to learn using others computer.

Question 10. - The majority of them are motivated to learn English differently. They were motivated practicing with Rosetta Stone Software.

PART III: questions 11-12

In this part of the survey, they had to write and support according to the questions.

11. Do you think; your listening and speaking skills have improved by using the interactive software “Rosetta Stone” into the laboratory?

12. Do you think, is important to include an interactive software called “Rosetta Stone” as an educational tool?

After we have checked their comments, we can conclude that all of them improved their English skills, they said that interactive software was right because they could speak, repeat according to pictures and follow the instructions given by the program.

4.3. EVALUATIONS

In order to get results from this research project, pre-test and post-test were given to students that conform the control group and the experimental group. This will give results that let us to confirm or deny the effectiveness of the computer language-learning software Rosetta Stone.

4.3.1. Pre-test

In order to obtain relevant information about the starting level of proficiency that students involved in this study possess on listening and speaking skills, the researchers applied a pre-test. Next, we will get the analysis of the results of the pre-test, both in the control group as well in the experimental group.

4.3.1.1. Pre-listening test - Experimental group "B"

PART ONE: Listening for making prediction

1.- Why do you think the line is in front of duck and kite?

Chart 25: Pre listening test "B" Making prediction Q-1

| Answer | Students | Percentage |
|-----------------|----------|------------|
| Right: | 0 | 0% |
| Wrong: | 39 | 100% |
| Total students: | 39 | 100% |

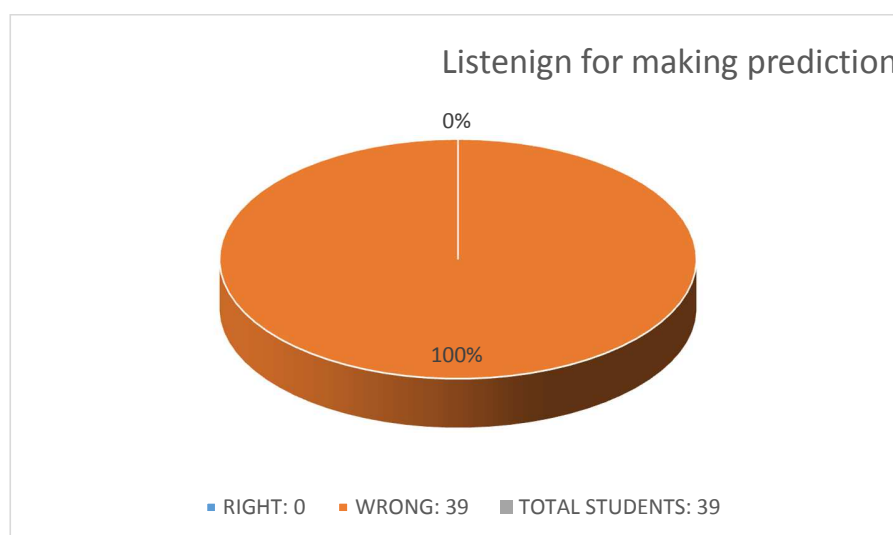


Figure 2: Pre listening test "B" Making prediction Q-1

We can see the data collected in the first question all of students got wrong, that means; they were not able to predict what the purpose of the lines was.

2. What do you think the girl is going to do?

Chart 26: Prelistening test "B" Making Prediction Q-2

| Answer | Students | Percentage |
|-----------------|----------|------------|
| Right: | 13 | 33% |
| Wrong: | 26 | 67% |
| Total students: | 39 | 100% |

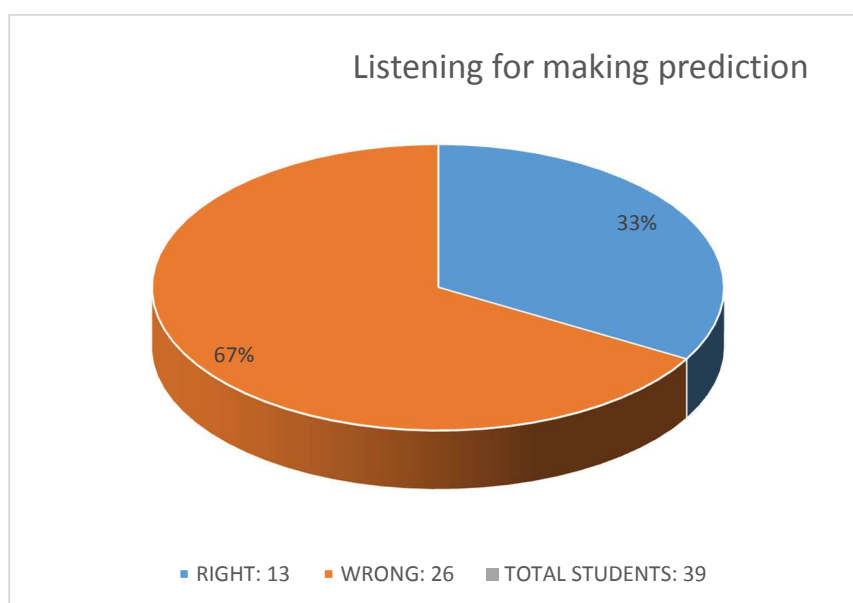


Figure 3: Pre listening test "B" Making prediction Q-2

About question N. 2, 33% of students predicted correctly, what the girls would do, that means, there is some difficulty to students can image what will happen after.

3. Where is the picture taken?

Chart 27: Pre listening test "B" Making prediction Q-3

| Answer | Students | Percentage |
|-----------------|----------|------------|
| Right: | 28 | 72% |
| Wrong: | 11 | 28% |
| Total students: | 39 | 100% |

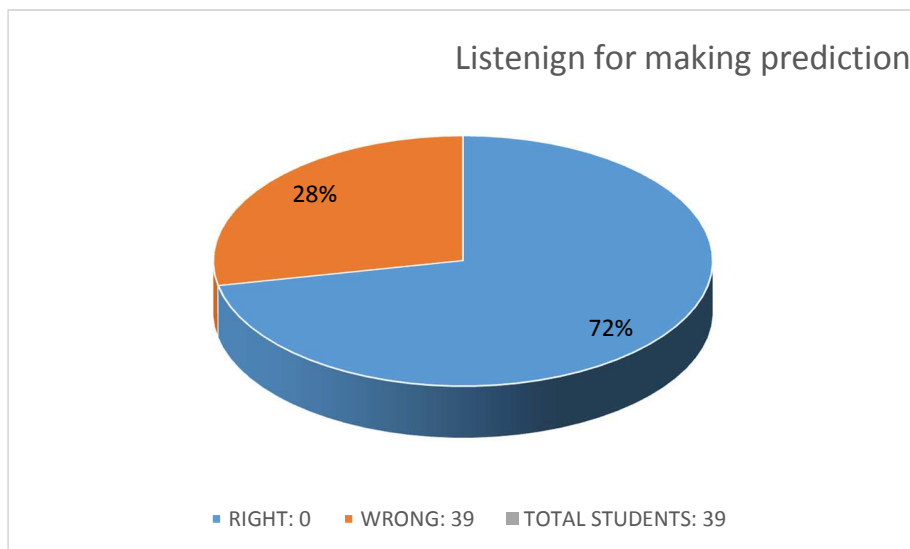


Figure 4: *Pre listening test "B" Making prediction Q-3*

We can observe that 72% of students predicted correctly according to the picture and listening, while 28% were wrong. That means, students opened their minds in a correct way.

4.- Do you think the girl like playing soccer?

Chart 28: *Pre listening test "B" Making prediction Q-4*

| Answer | Students | Percentage |
|-----------------|----------|------------|
| Right: | 3 | 8% |
| Wrong: | 36 | 92% |
| Total students: | 39 | 100% |

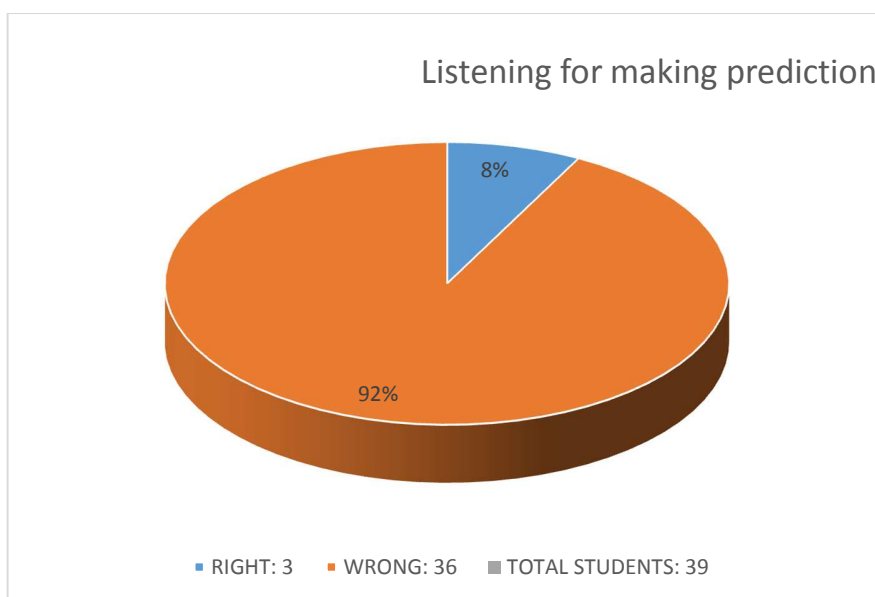


Figure 5: Pre listening test "B" Making prediction Q-4

The chart and graph show us that in this question the majority of students were not able to predict correctly, that is the reason why we can say that this ability is not developed.

5.- What will she do with the water?

Chart 29: Pre listening test "B" Making prediction Q-5

| Answer | Students | Percentage |
|-----------------|----------|------------|
| Right: | 1 | 3% |
| Wrong: | 38 | 97% |
| Total students: | 39 | 100% |

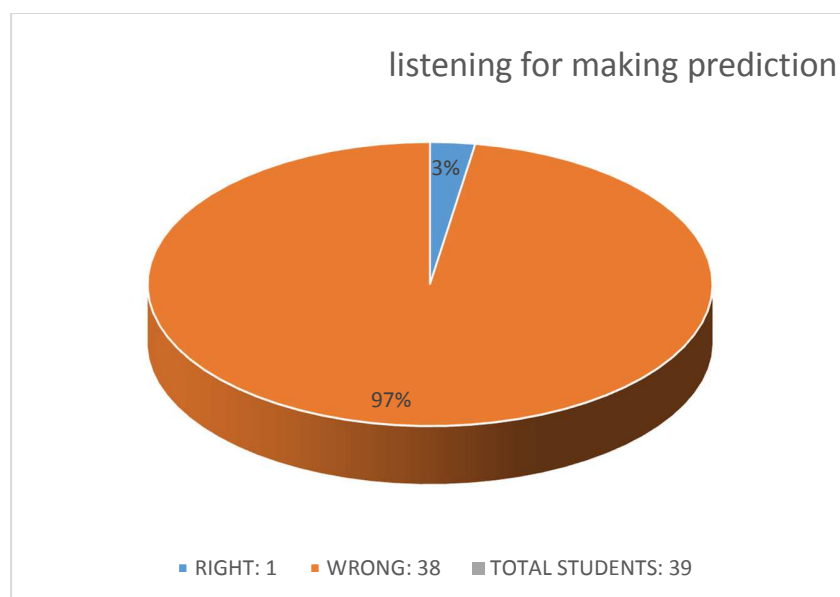


Figure 6: Pre listening test "B" Making prediction Q-5

According to the results, students were no Right in this question; we can see that only one student was correct. To conclude, making prediction has been the most difficult part to students.

PART TWO: Listening for main ideas

1.- How many small shirts does the boy want?

Chart 30: Pre listening test "B" Main ideas Q-1

| Answer | Students | Percentage |
|--------|----------|------------|
| a: | 28 | 72% |
| b: | 10 | 26% |
| c: | 1 | 3% |

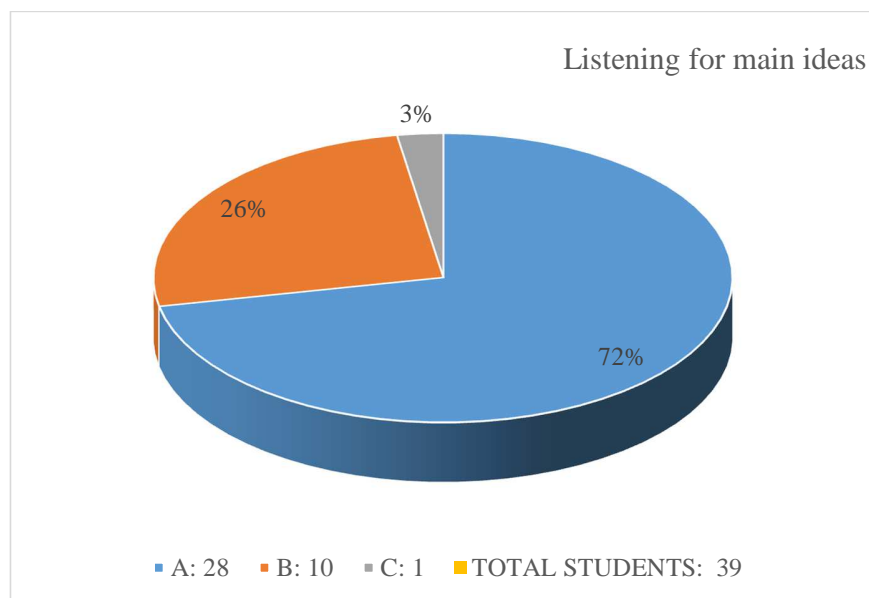


Figure 7: Pre listening test "B" Main ideas Q-1

In the part two; listening for main ideas question one, we can see that 72% of students selected option "a" which is the correct answer, 26 % selected option "b" and 3 % choose option "b". According to the graph, the majority of students were able to understand the listening.

2.- What is the teacher`s name?

Chart 31: Pre listening test "B" Main ideas Q-2

| Answer | Students | Percentage |
|--------|----------|------------|
| a: | 21 | 54% |
| b: | 12 | 31% |
| c: | 6 | 15% |

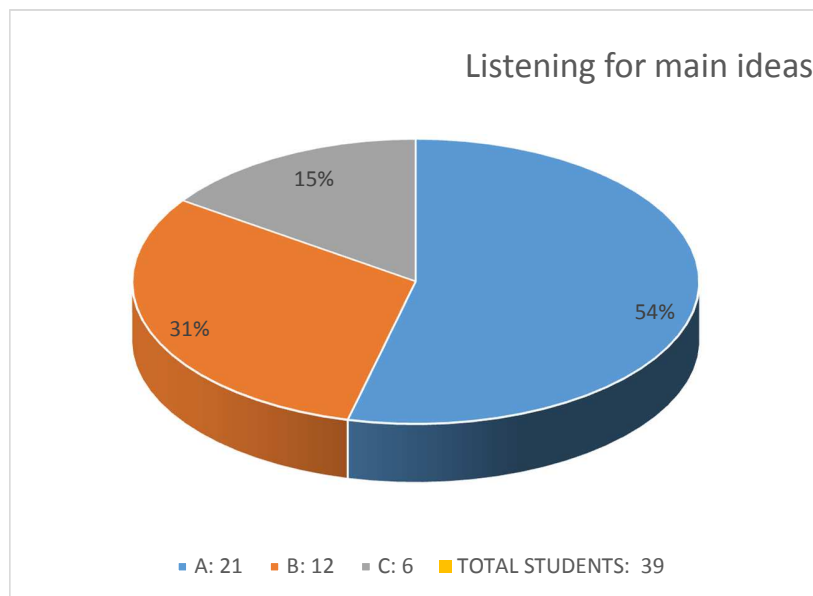


Figure 8: Pre listening test "B" Main ideas Q-2

In question two, we can observe that 21 students who correspond 54% selected option "a" which is the correct answer, 12 students with 31% and 6 students with 15% choose options "b" and "c". It was difficult for the students to select the correct answer.

3.- Which class is the boy in?

Chart 32: Pre listening test "B" Main ideas Q-3

| Answer | Students | Percentage |
|--------|----------|------------|
| a: | 7 | 18% |
| b: | 25 | 64% |
| c: | 7 | 18% |

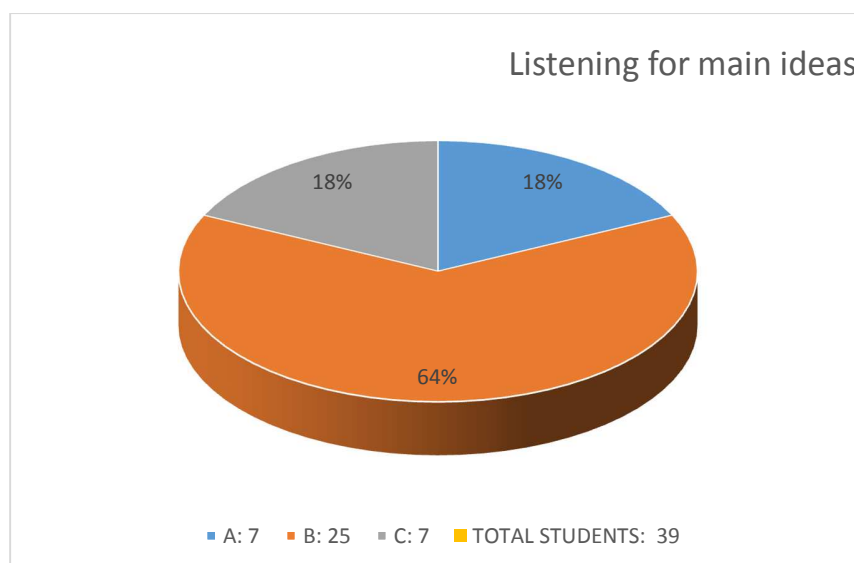


Figure 9: Pre listening test "B" Main ideas Q-3

In question three, the majority of students selected wrong answers, which means they were not able to listen and analyze for main ideas.

4. What is the boy's name?

Chart 33: Pre listening test "B" Main ideas Q-4

| Answer | Students | Percentage |
|--------|----------|------------|
| a: | 4 | 10% |
| b: | 21 | 54% |
| c: | 14 | 36% |

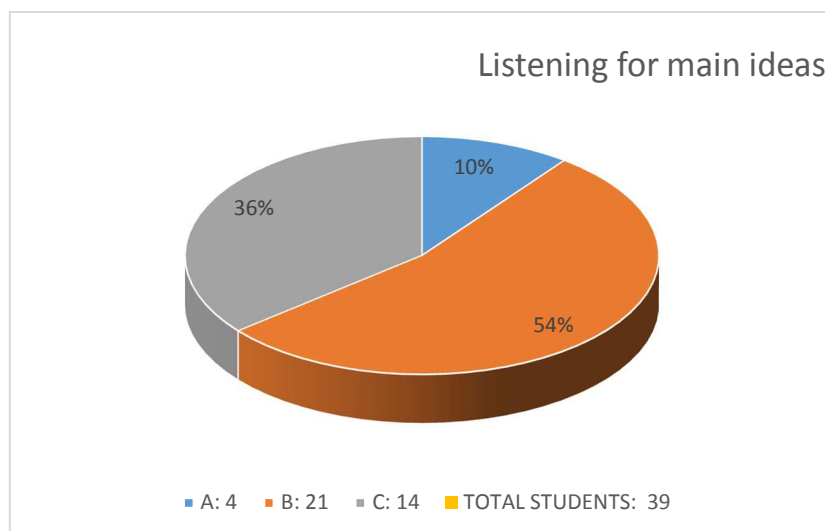


Figure 10: Pre listening test "B" Main ideas Q-4

The results in question 4 show that 54% of students were correct selecting option “b” which is the correct answer and the rest of students were wrong. That means they had difficulty in get the correct answer.

5. Where does the boy live?

Chart 34: Pre listening test "B" Main ideas Q-5

| Answer | Students | Percentage |
|--------|----------|------------|
| a: | 5 | 13% |
| b: | 26 | 67% |
| c: | 8 | 21% |

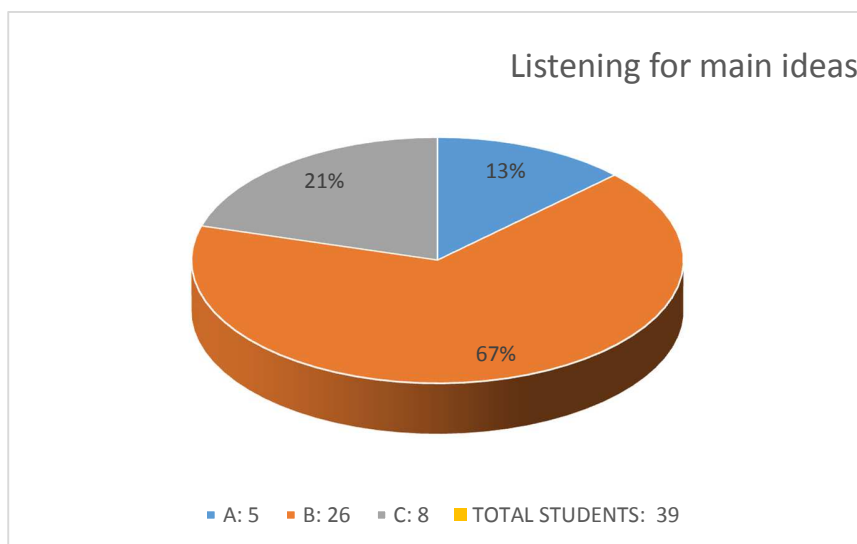


Figure 11: Pre listening test "B" Main ideas Q-5

The correct answer is option “b” where 67% of students were correct while the others were wrong. Therefore, we can conclude that there was some difficulty to select the correct option.

PART THREE: Listening for specific information

1.- What are the new animals at the zoo?

Chart 35: Pre listening test "B" Specific information Q-1

| Answer | Students | Percentage |
|--------|----------|------------|
| a: | 36 | 92% |
| b: | 2 | 5% |
| c: | 1 | 3% |

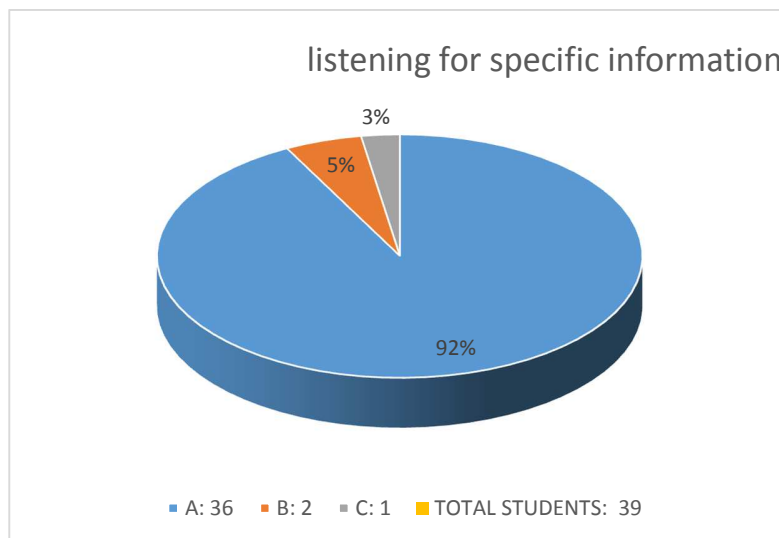


Figure 12: Pre listening test "B" Specific information Q-1

We can see that 92% of students selected option "A", which is the correct answer; while others who represent the minority choose the wrong options. Then we can say the majority of students were concentrated to get the correct answer.

2.- Where's Lucky's book?

Chart 36: Pre listening test "B" Specific information Q-2

| Answer | Students | Percentage |
|--------|----------|------------|
| a: | 4 | 10% |
| b: | 24 | 62% |
| c: | 11 | 28% |

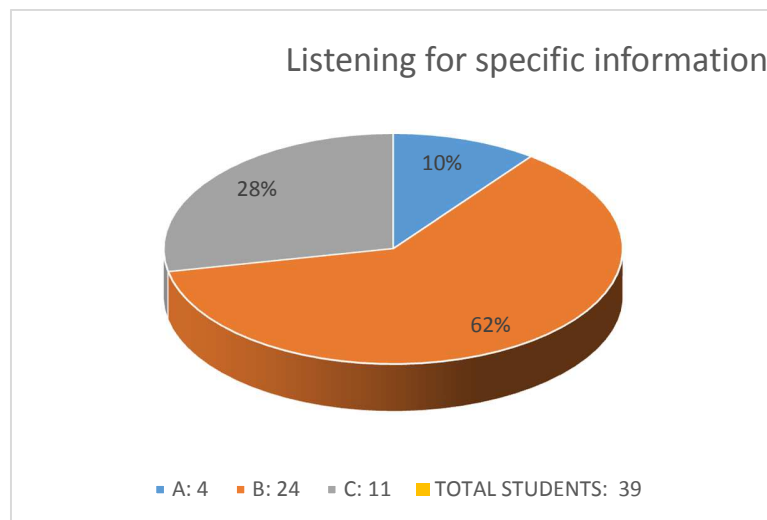


Figure 13: Pre listening test "B" Specific information Q-2

Second question shows us that most of the students got wrong, they selected options “a” and “b” which are incorrect and only 11 students who represent 28% choose option “c” which is correct. That means many students had problem finding the correct answer.

3.- What does Tom want for his birthday?

Chart 37: Pre listening test "B" Specific information Q-3

| Answer | Students | Percentage |
|--------|----------|------------|
| a: | 2 | 5% |
| b: | 25 | 64% |
| c: | 12 | 31% |

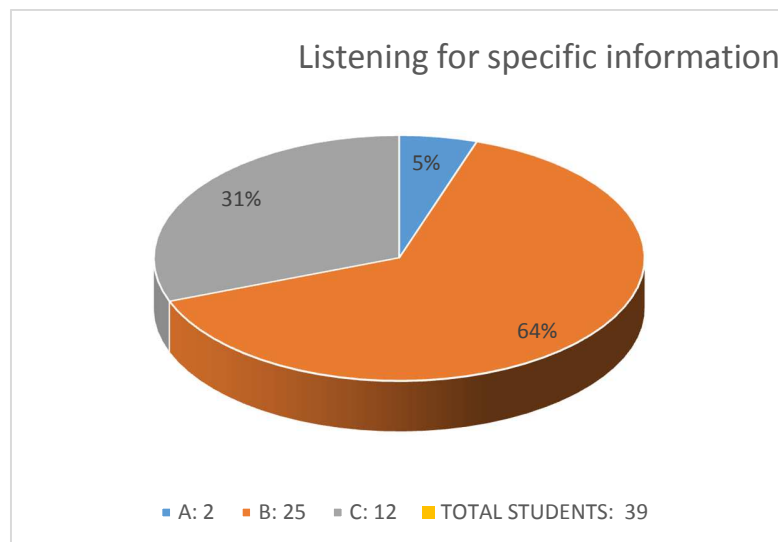


Figure 14: Pre listening test "B" Specific information Q-3

In this question 64% of students were correct because they selected option “b” which is the correct answer while 5% choose “a” and 31% choose “c”. It means there was some difficulty to get the correct answer.

4.- What can tony do with the ball in the house?

Chart 38: Pre listening test "B" Specific information Q-4

| Answer | Students | Percentage |
|--------|----------|------------|
| a: | 4 | 10% |
| b: | 7 | 44% |
| c: | 18 | 46% |

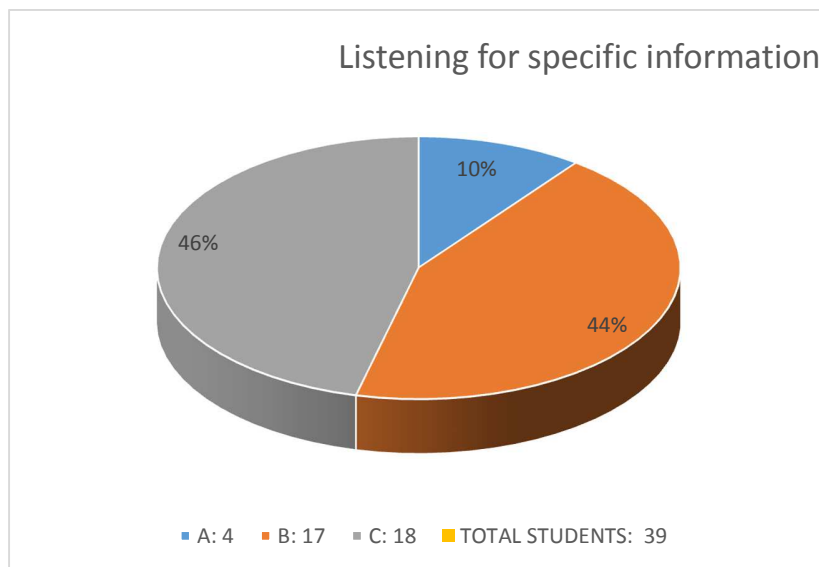


Figure 15: Pre listening test "B" Specific information Q-4

This chart shows us that students had problem to select the correct answer, 18 students who represent 46% were right while the rest were wrong. We can say that there is problem in listening for specific information.

5.- What cake can they make today?

Chart 39: Pre listening test "B" Specific information Q-5

| Answer | Students | Percentage |
|--------|----------|------------|
| a: | 2 | 5% |
| b: | 21 | 54% |
| c: | 16 | 41% |

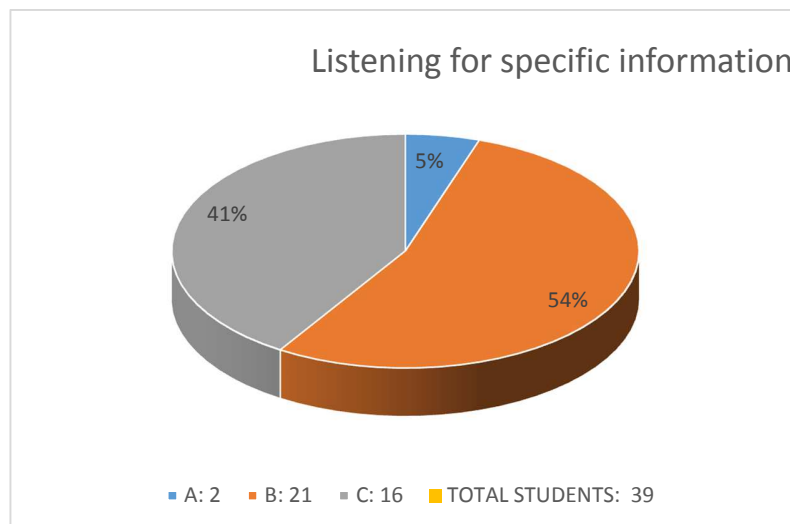


Figure 16: Pre listening test "B" Specific information Q-5

According to the results, we can deduce that most of the students were not able to select the correct answer; therefore, they need to pay more attention and concentration.

PART FOURTH: Listening for details

1.- Listen and color

Chart 40: Pre listening test "B" Details Question 1

| Answer | Students | Percentage |
|----------------|----------|------------|
| Right | 28 | 72% |
| Wrong | 11 | 28% |
| Total students | 39 | 100% |

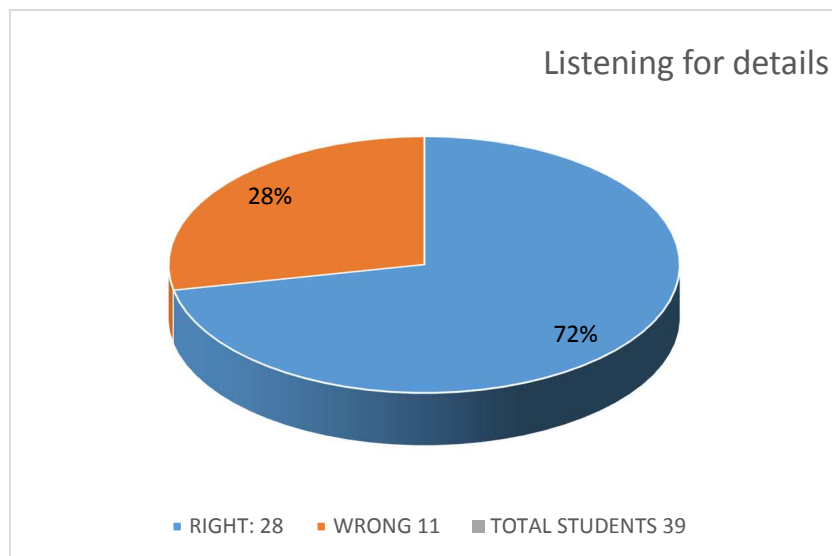


Figure 17: Pre listening test "B" Details Question 1

In this question, we can observe that most of students were right, so that 72% represent the majority who were able to follow the instructions.

2.- Listen and color

Chart 41: Pre listening test "B" Details Question 2

| Answer | Students | Percentage |
|-----------------|----------|------------|
| Right: | 24 | 62% |
| Wrong: | 15 | 38% |
| Total students: | 39 | 100% |

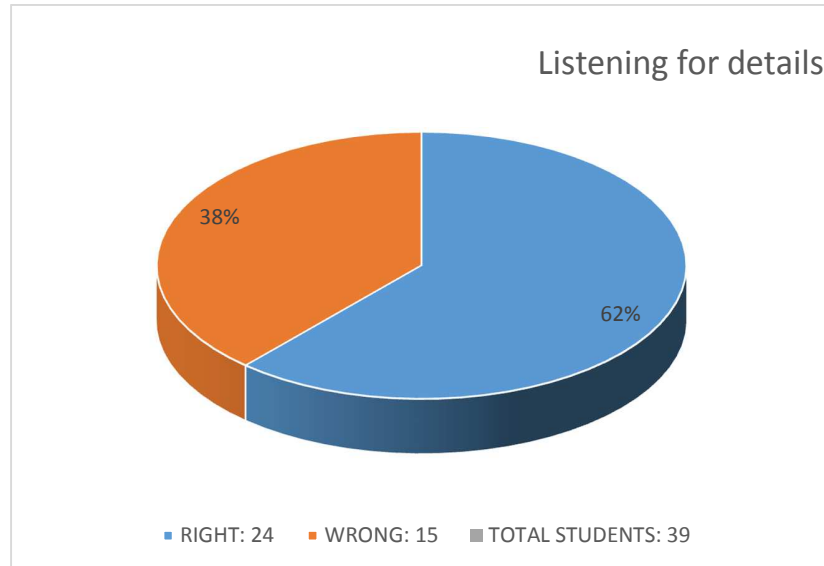


Figure 18: Pre listening test "B" Details Question 2

Students in second question 62% were able to fulfill the instructions, which mean 38% of students did not understand what they had to do.

3.- Listen and color

Chart 42: Pre listening test "B" Details Question 3

| Answer | Students | Percentage |
|-----------------|----------|------------|
| Right: | 18 | 46% |
| Wrong: | 21 | 54% |
| Total students: | 39 | 100% |

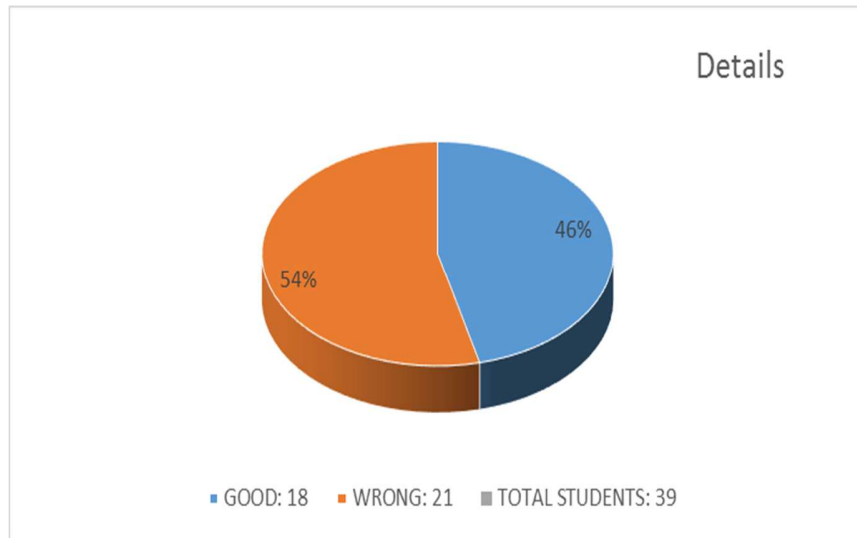


Figure 19: Pre listening test "B" Details Question 3

For this question, students failed, the majority got wrong because they were not able to follow the instructions. That means instructions come difficult to students.

4.- Listen and color

Chart 43: Pre listening test "B" Details Question 4

| Answer | Students | Percentage |
|-----------------|----------|------------|
| Right: | 12 | 31% |
| Wrong: | 27 | 69% |
| Total students: | 39 | 100% |

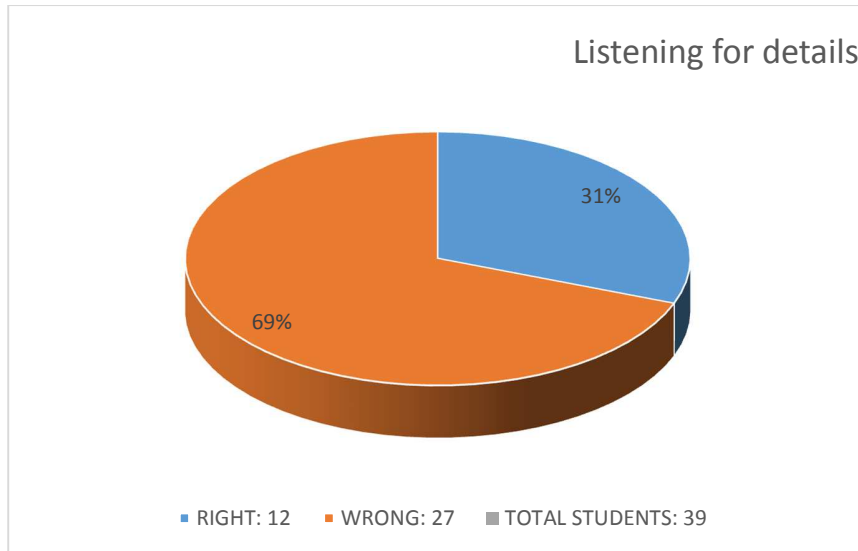


Figure 20: Pre listening test "B" Details Question 4

The results of this question show that 69% which represent the majority of students, did not complete the instructions; we can say that they need more practice in this type of activity.

5.- Listen and color

Chart 44: Pre listening test "B" Details Question 5

| Answer | Students | Percentage |
|-----------------|----------|------------|
| Right: | 5 | 13% |
| Wrong: | 34 | 87% |
| Total students: | 39 | 100% |

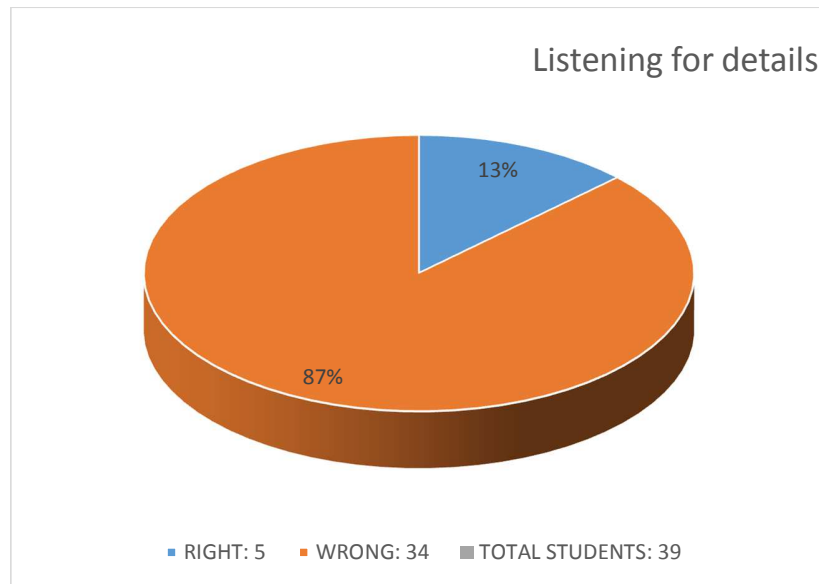


Figure 21: Pre listening test "B" Details Question 5

In the results collected at listening for details analyzing all charts and graphics, we can conclude that there are problem to fulfill the instructions. In this question, we can see that 87% of students were not able to listen the instructions; therefore, we must find the way to improve this ability.

4.3.1.2. Pre-listening test - Control group "A"

PART ONE: Listening for making prediction

1.- Why do you think the line is in front of duck and kite?

Chart 45: Pre listening test "A" Making prediction Q-1

| Answer | Students | Percentage |
|-----------------|----------|------------|
| Right: | 0 | 0% |
| Wrong: | 40 | 100% |
| Total students: | 40 | 100% |

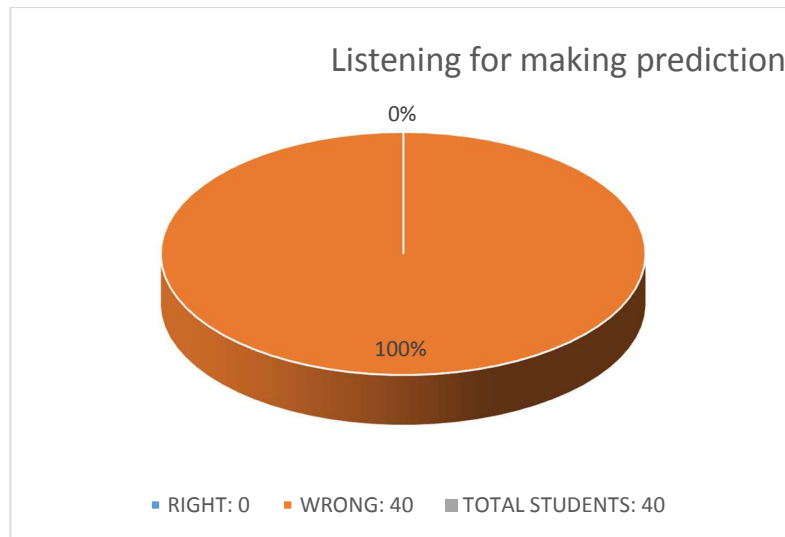


Figure 22: Pre listening test "A" Making prediction Q-1

In this question all of students got wrong, that means students were not able to predict what the purpose of line was.

2.- What do you think the girl is going to do?

Chart 46: Pre listening test "A" Making prediction Q-2

| Answer | Students | Percentage |
|-----------------|----------|------------|
| Right: | 12 | 30% |
| Wrong: | 28 | 70% |
| Total students: | 40 | 100% |

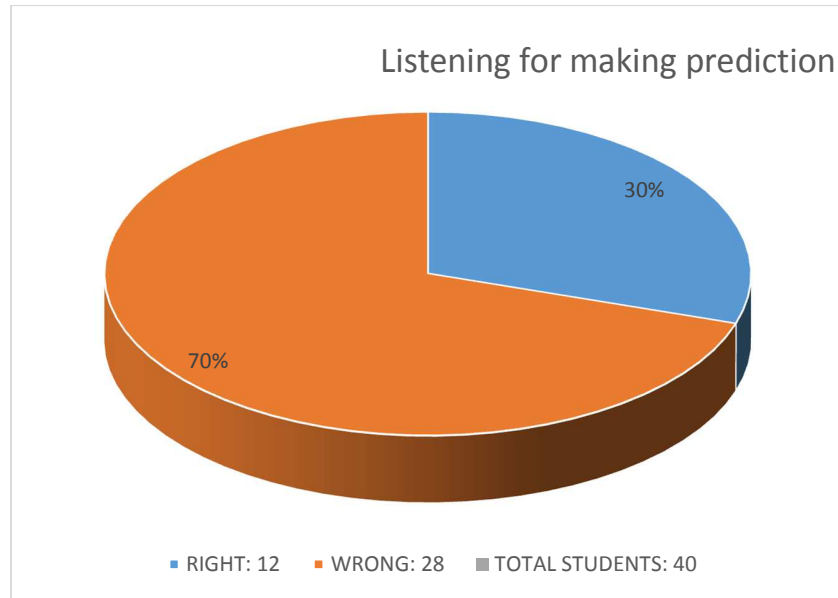


Figure 23: Pre listening test "A" Making prediction Q-2

We can see that 70% of students predicted correctly, 30% were not good because they had no idea according to the picture. That means teachers must pay more attention in that part.

3.- Where is the picture taken?

Chart 47: Pre listening test "A" Making prediction Q-3

| Answer | Students | Percentage |
|-----------------|----------|------------|
| Right: | 35 | 88% |
| Wrong: | 5 | 13% |
| Total students: | 40 | 100% |

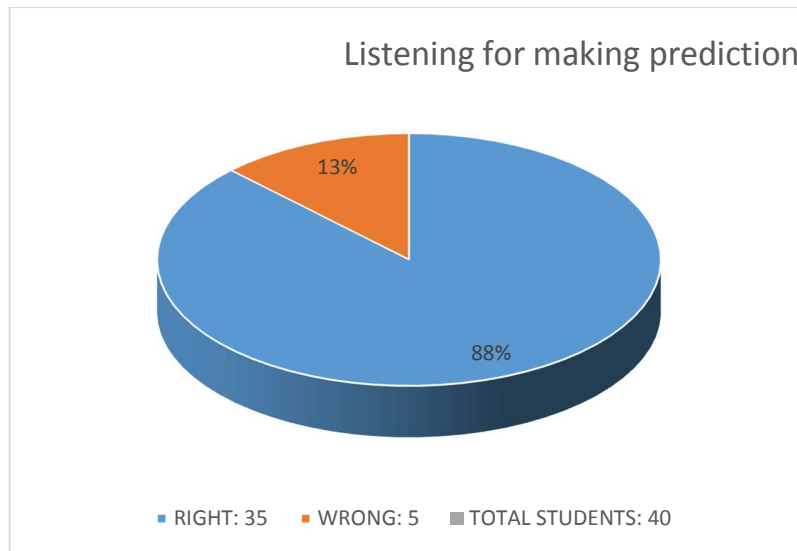


Figure 24: Pre listening test "A" Making prediction Q-3

88% of students were able to predict correctly and only 13% were wrong, that means students who were wrong need to concentrate and try to predict using the picture given.

4.- Do you think the girl like playing soccer?

Chart 48: Pre listening test "A" Making prediction Q-4

| Answer | Students | Percentage |
|-----------------|----------|------------|
| Right: | 26 | 65% |
| Wrong: | 14 | 35% |
| Total students: | 40 | 100% |

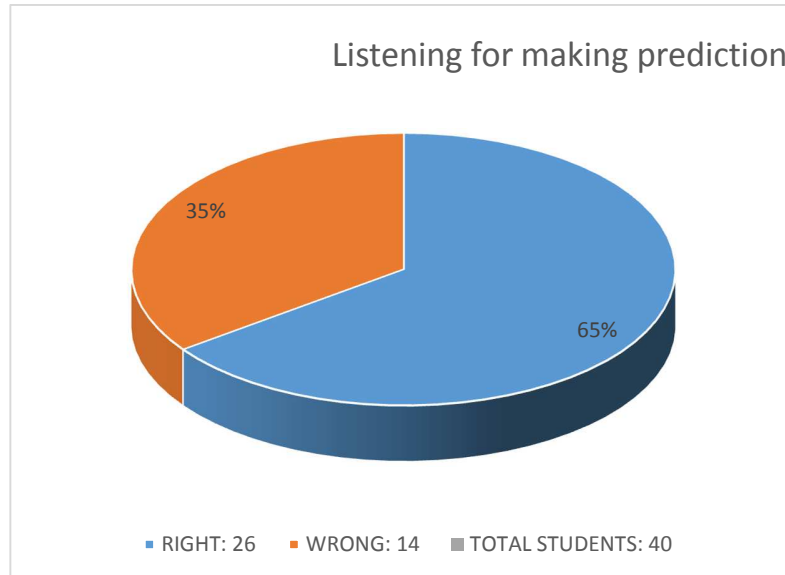


Figure 25: Pre listening test "A" Making prediction Q-4

The results show us that predictions in this part are divided; 65% of students were good and 35% were wrong.

5.- What will she do with the water?

Chart 49: Pre listening test "A" Making prediction Q-5

| Answer | Students | Percentage |
|-----------------|----------|------------|
| Right: | 1 | 3% |
| Wrong: | 39 | 97% |
| Total students: | 40 | 100% |

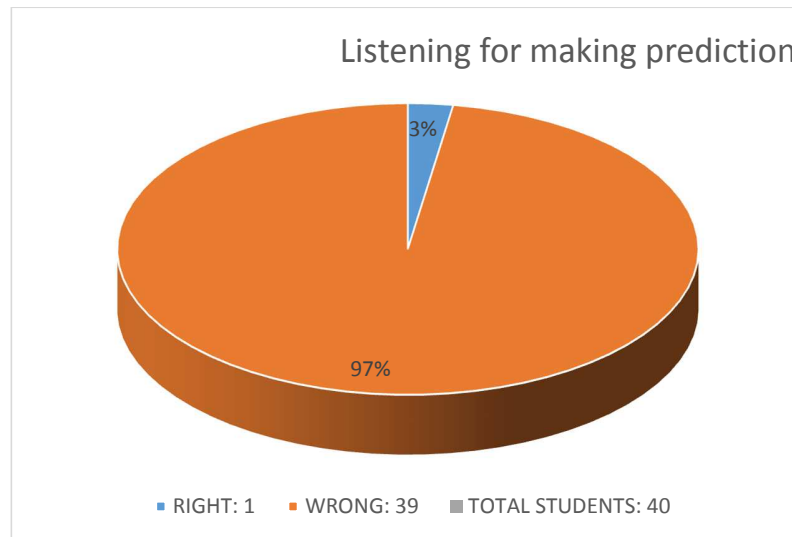


Figure 26: Pre listening test "A" Making prediction Q-5

In these chart and graph, we can see that only one student was able to predict correctly, the rest had no idea what the girl could do with the water.

PART TWO: Listening for main ideas

1.- How many small shirts does the boy want?

Chart 50: Pre listening test "A" Main ideas Q-1

| Answer | Students | Percentage |
|--------|----------|------------|
| a: | 39 | 98% |
| b: | 0 | 0% |
| c: | 1 | 3% |

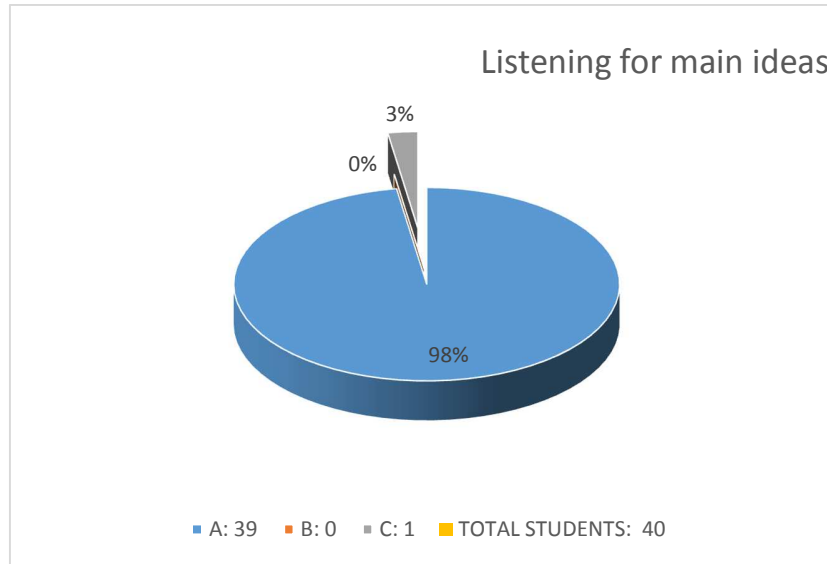


Figure 27: Pre listening test "A" Main ideas Q-1

We can see that almost all of students were good in this question, 98% of students listen and they chose appropriately the main idea. Only one student was not able to get the main idea.

2.- What is the teacher`s name?

Chart 51: Pre listening test "A" Main ideas Q-2

| Answer | Students | Percentage |
|--------|----------|------------|
| a: | 0 | 0% |
| b: | 19 | 48% |
| c: | 21 | 53% |

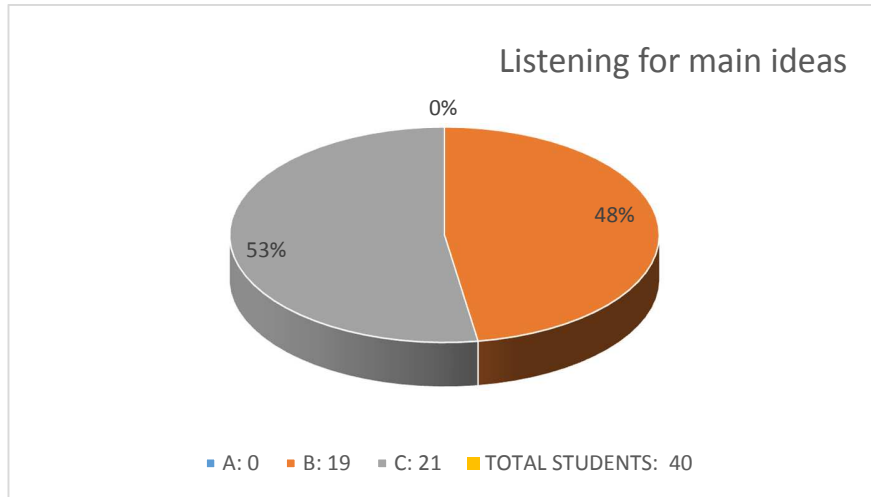


Figure 28: Pre listening test "A" Main ideas Q-2

According to the results, we can see the answers were divided; it means, almost half chose correct and half got wrong, so we can conclude listening was difficult to understand.

3.- Which class is the boy in?

Chart 52: Pre listening test "A" Main ideas Q-3

| Answer | Students | Percentage |
|--------|----------|------------|
| a: | 2 | 5% |
| b: | 17 | 43% |
| c: | 21 | 53% |

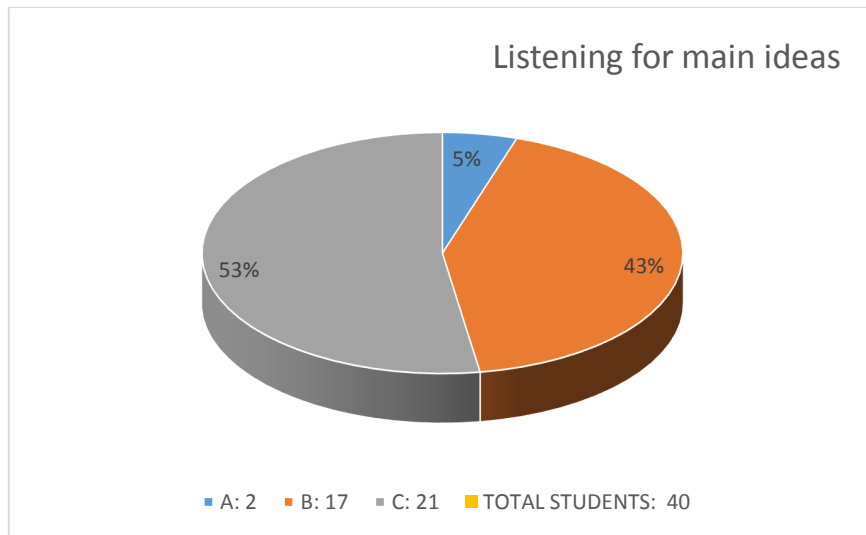


Figure 29: Pre listening test "A" Main ideas Q-3

We can observe in graph 3 that answer was divided again. 53% selected option “c” and 43% selected option “b” however those options were not the correct answer, then we make a deduction that students had strong problem in listening to select the answer.

4.- What is the boy's name?

Chart 53: Pre listening test "A" Main ideas Q-4

| Answer | Students | Percentage |
|--------|----------|------------|
| a: | 4 | 10% |
| b: | 27 | 68% |
| c: | 9 | 23% |

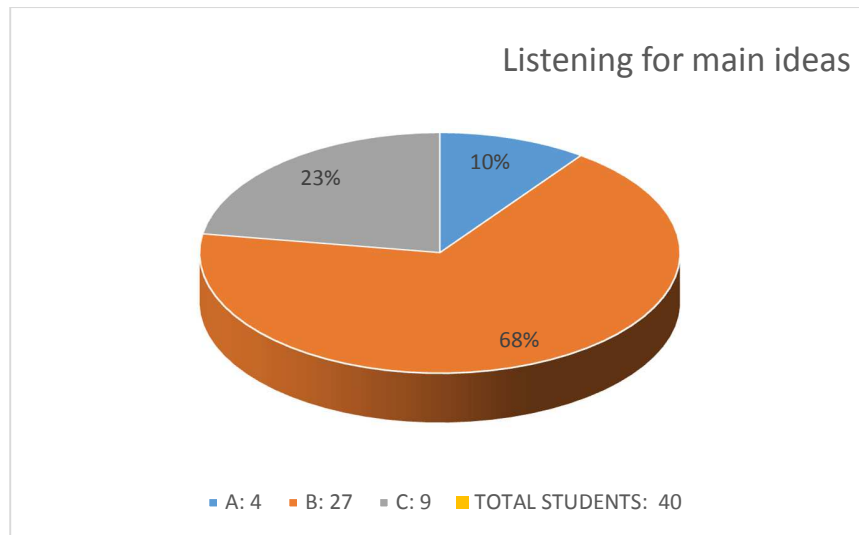


Figure 30: Pre listening test "A" Main ideas Q-4

The table shows that 27 students who represent 68% are good, the rest were confused and selected wrong answer. Therefore, we can conclude that this part of listening there was difficult to students the correct answer.

5.- Where does the boy live?

Chart 54: Pre listening test "A" Main ideas Q-5

| Answer | Students | Percentage |
|--------|----------|------------|
| a: | 0 | 0% |
| b: | 27 | 68% |
| c: | 13 | 33% |

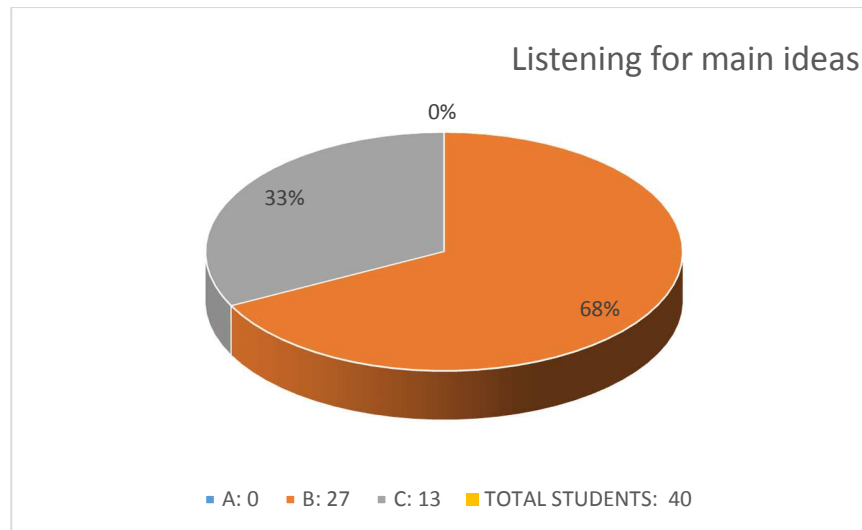


Figure 31: Pre listening test "A" Main ideas Q-5

From this graph, we can see that the majority of students were good, 27 students who represent 68% chose option “b” which is the correct answer. 33% of students chose option “c” which is not correct. We can deduce that some students need more attention in listening to get main ideas.

PART THREE: Listening for specific information

1.- What are the new animals at the zoo?

Chart 55: Pre listening test "A" Specific information Q-1

| Answer | Students | Percentage |
|--------|----------|------------|
| A: | 39 | 98% |
| B: | 1 | 3% |
| C: | 0 | 0% |

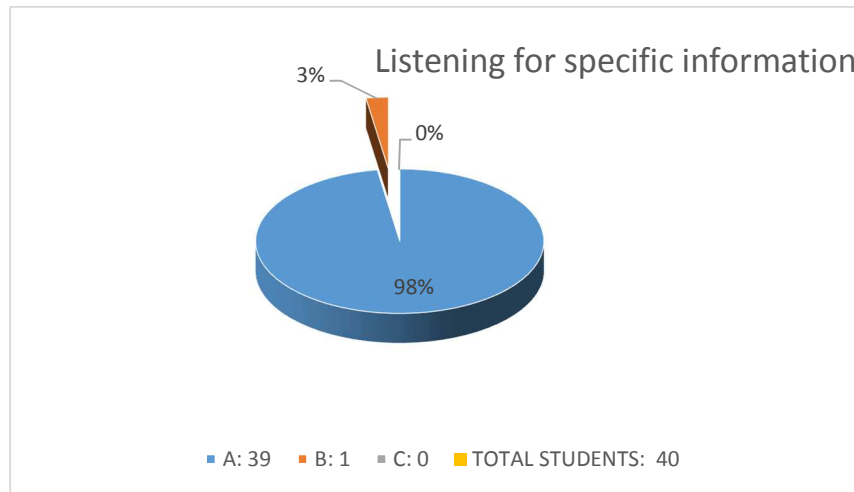


Figure 32: Pre listening test "A" Specific information Q-1

According to the results students in this part were almost excellent only one student was confused. Therefore, this part of listening comes easier to students.

2.- Where`s Lucky`s book?

Chart 56: Pre listening test "A" Specific information Q-2

| Answer | Students | Percentage |
|--------|----------|------------|
| a: | 5 | 13% |
| b: | 22 | 55% |
| c: | 13 | 33% |

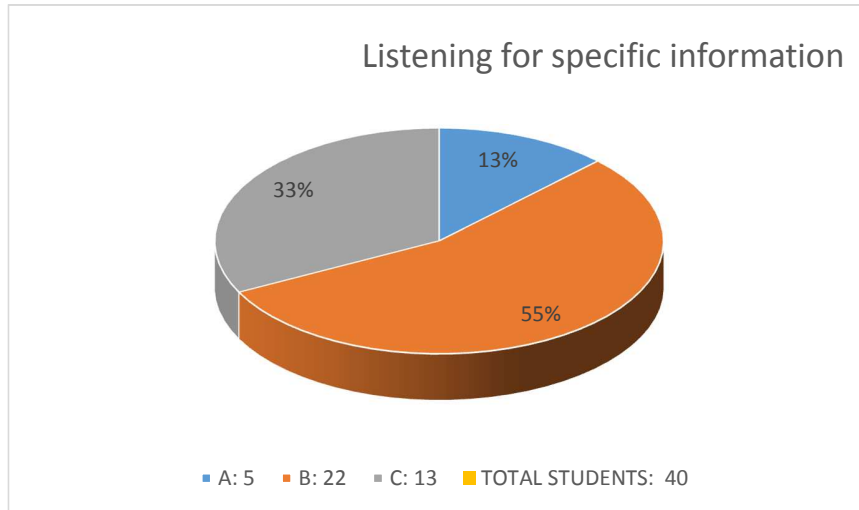


Figure 33: Pre listening test "A" Specific information Q-2

This chart shows us that only 33% of students were able to select the correct answer, the rest; 13% chose “a” and 55% selected “b”; so there is a problem in this question.

3.- What does Tom want for his birthday?

Chart 57: Pre listening test "A" Specific information Q-3

| Answer | Students | Percentage |
|--------|----------|------------|
| a: | 10 | 25% |
| b: | 17 | 43% |
| c: | 13 | 33% |

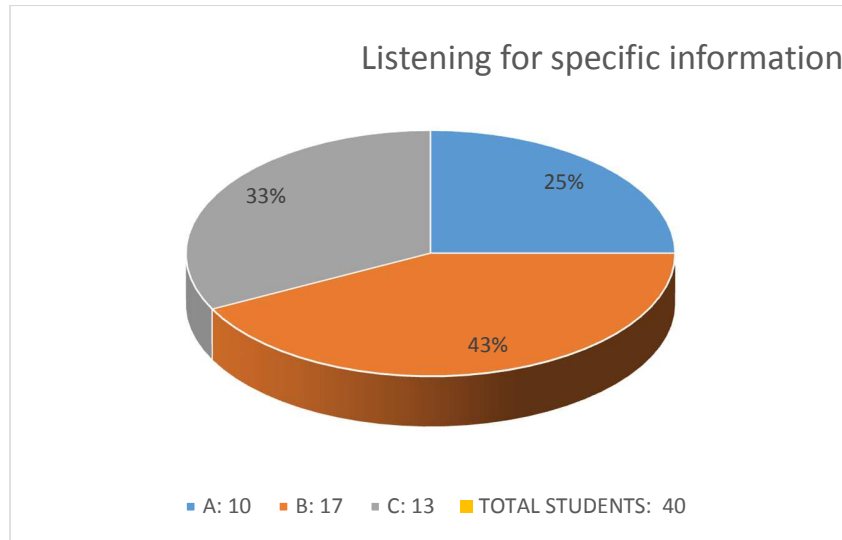


Figure 34: Pre listening test "A" Specific information Q-3

The table shows that the answers were divided, 25% selected “a”, 43% selected “b” and 33% of students selected “c” the correct option in this question is option “b”. That means students had serious problem trying to find the correct option.

4.- What can Tony do with the ball in the house?

Chart 58: Pre listening test "A" Specific information Q-4

| Answer | Students | Percentage |
|--------|----------|------------|
| a: | 6 | 15% |
| b: | 15 | 38% |
| c: | 19 | 48% |

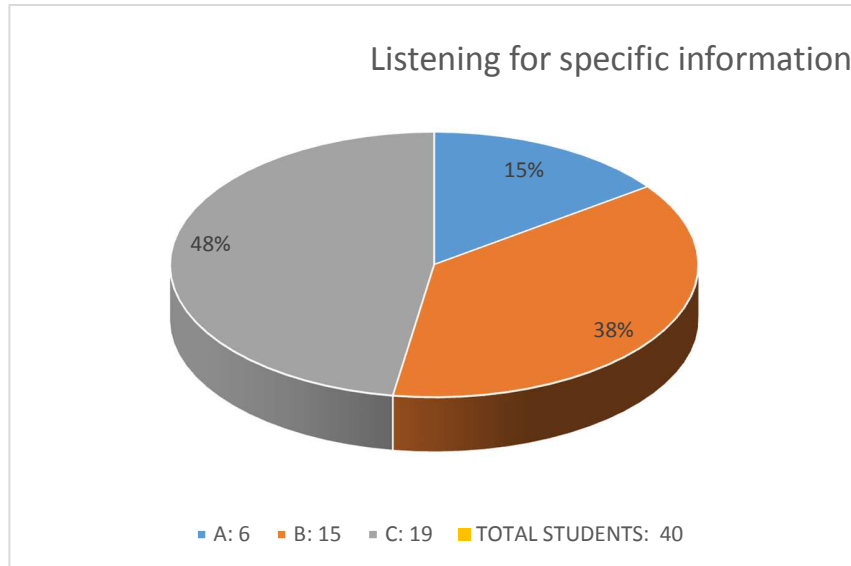


Figure 35: Pre listening test "A" Specific information Q-4

35% of students in this question got correct answer, 38% chose “b” and 15% “a” those options were wrong. We can conclude for this question that many students had problems in listening for specific information.

5.- What cake can they make today?

Chart 59: Pre listening test "A" Specific information Q-5

| Answer | Students | Percentage |
|--------|----------|------------|
| a: | 9 | 23% |
| b: | 16 | 40% |
| c: | 15 | 38% |

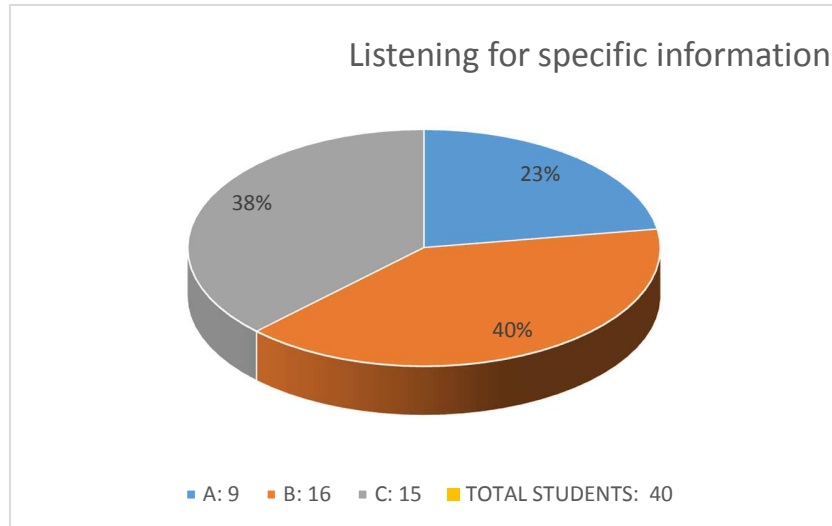


Figure 36: Pre listening test "A" Specific information Q-5

Answers to this part of listening have been divided, the majority of students had problem to find the correct answer, and then we can conclude that this part of listening must be developed in order to help students to be more confident.

PART FOURTH: Listening for details

1.- Listen and color

Chart 60: Pre listening test "A" Details Question-1

| Answer | Students | Percentage |
|-----------------|----------|------------|
| Right: | 33 | 83% |
| Wrong: | 7 | 18% |
| Total students: | 40 | 100% |

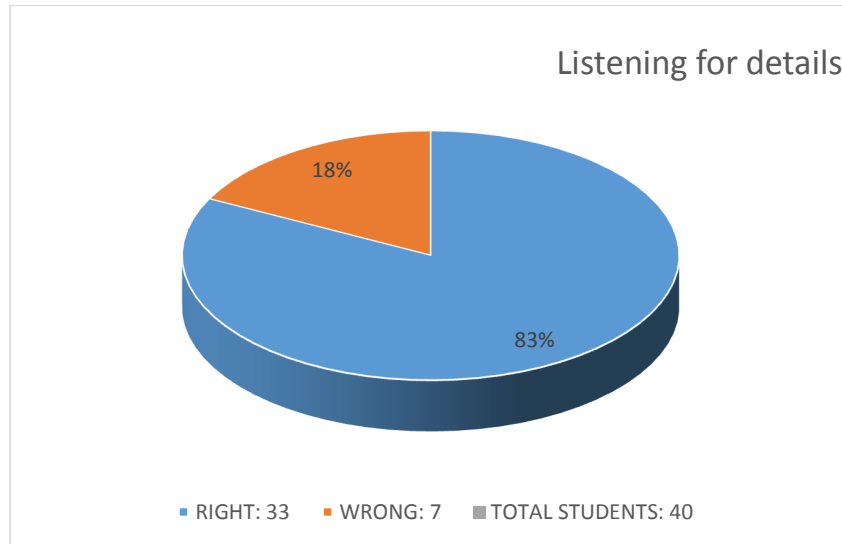


Figure 37: Pre listening test "A" Details Question-1

The graph in this question shows us that 83% of students were good because they were able to make what the instruction said. However, a considerable percentage needs to improve in this kind of listening.

2.- Listen and color

Chart 61: Pre listening test "A" Details Question-2

| Answer | Students | Percentage |
|-----------------|----------|------------|
| Right: | 12 | 30% |
| Wrong: | 28 | 70% |
| Total students: | 40 | 100% |

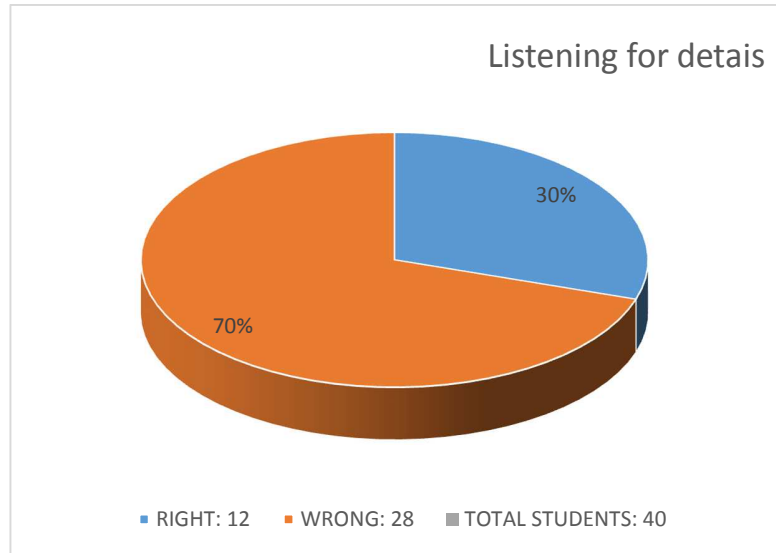


Figure 38: Pre listening test "A" Details Question-2

Instructions in this question were not clear for students, 70% did not write anything, that means this kind of work have not been practiced in classes.

3.- Listen and color

Chart 62: Pre listening test "A" Details Question-3

| Answer | Students | Percentage |
|-----------------|----------|------------|
| Right: | 0 | 0% |
| Wrong: | 40 | 100% |
| Total students: | 40 | 100% |

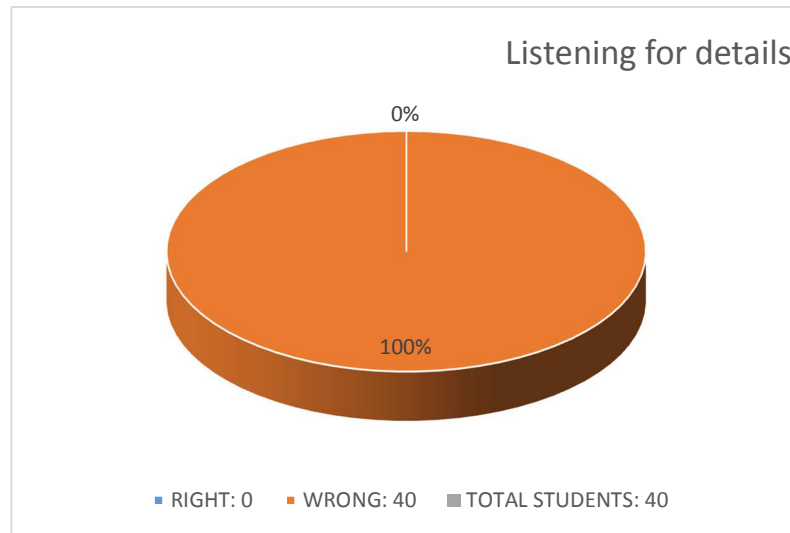


Figure 39: Pre listening test "A" Details Question-3

The results show that any students who represent the 0% were able to make what the instructions say, the majority were unable to fulfill with this activity. We can conclude that students need more practice in listening for details.

4.- Listen and color

Chart 63: Pre listening test "A" Details Question-4

| Answer | Students | Percentage |
|-----------------|----------|------------|
| Right: | 11 | 28% |
| Wrong: | 29 | 73% |
| Total students: | 30 | 100% |

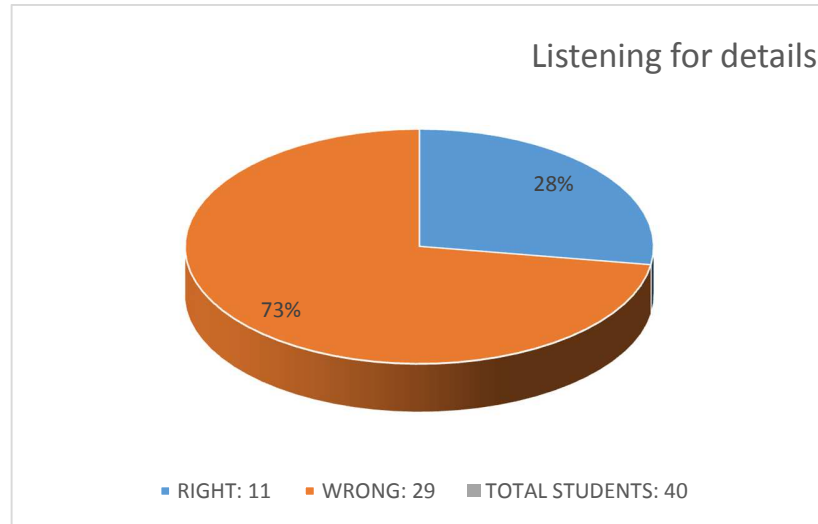


Figure 40: Pre listening test "A" Details Question-4

The majority of students are wrong 73% did other activity, which was not mentioned in listening, only 28% of students were more concentrated and they were able to develop the activity.

5.- Listen and color

Chart 64: Pre listening test "A" Details Question-5

| Answer | Students | Percentage |
|-----------------|----------|------------|
| Right: | 11 | 28% |
| Wrong: | 29 | 73% |
| Total students: | 40 | 100% |

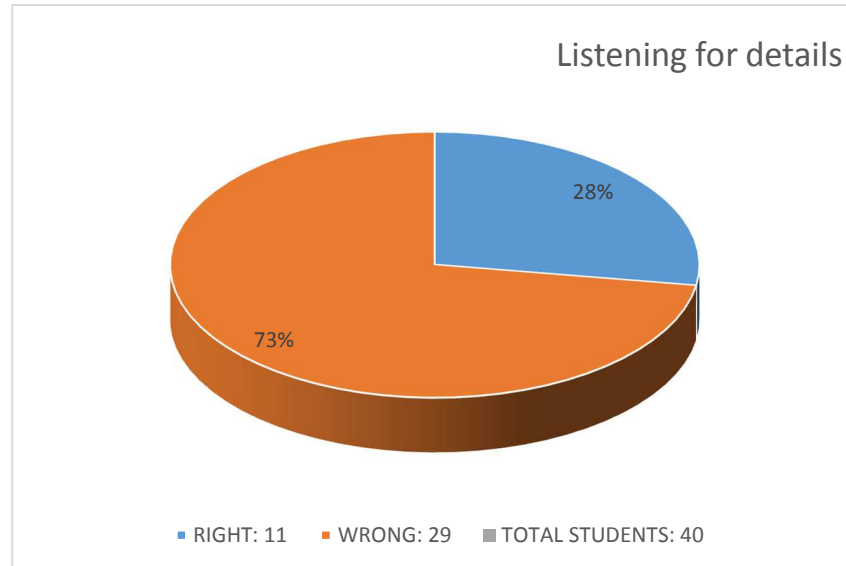


Figure 41: Pre listening test "A" Details Question-5

In this chart, we can see that students misunderstood the instructions, 73% did incorrect that activity. As a conclusion of this part of listening, we can say that students are not induced to fulfill activities with listening; they never have done as this activity because they are taught with traditional method.

4.3.1.3. Pre-speaking test - Experimental group "B"

PART ONE: Communication

Chart 65: Pre speaking test, Group "B", Communication

| Rating | Communication | Percentage |
|----------------|---------------|------------|
| 1 | 15 | 38% |
| 2 | 20 | 51% |
| 3 | 4 | 10% |
| 4 | 0 | 0% |
| Total students | 39 | 100% |

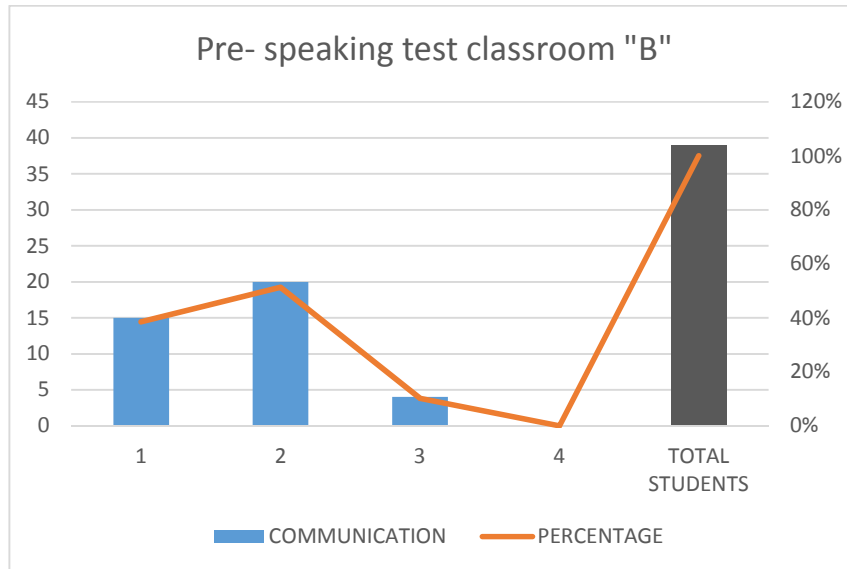


Figure 42: Pre speaking test, Group "B", Communication

We can see the total rating for speaking test is out of 10, in communication 15 students who represent 35% were scored with 1 point, 20 students = 51% got 2 points, 4 students = 10% got 3 points and any students scored 4 points. We can conclude that the majority of students can not communicate effectively.

PART TWO: Pronunciation

Chart 66: Pre speaking test, Group "B", Pronunciation

| Rating | Pronunciation | Percentage |
|----------------|---------------|------------|
| 1 | 18 | 46% |
| 2 | 20 | 51% |
| 3 | 1 | 3% |
| 4 | 0 | 0% |
| Total students | 39 | 100% |

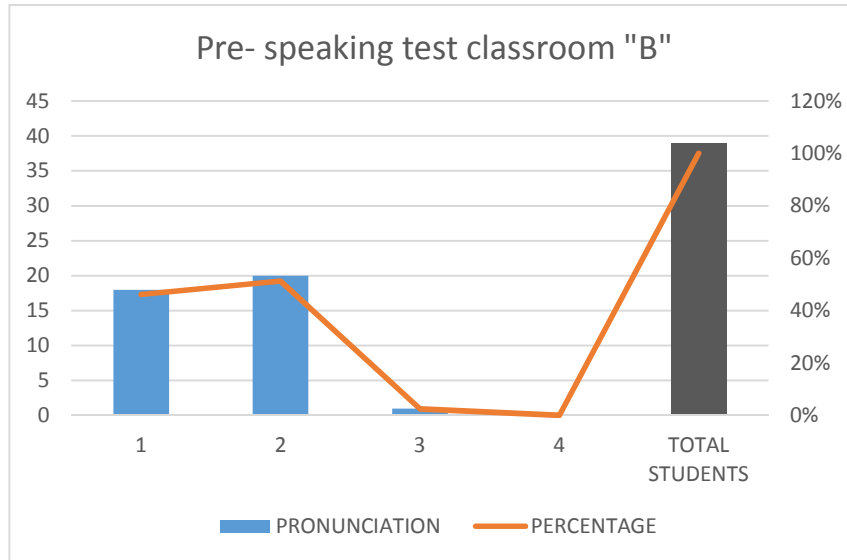


Figure 43: Pre speaking test, Group "B", Pronunciation

In pronunciation the results show us the majority of students got between one and two points, only one student got 3 points, then we can say that pronunciation is not good in students.

PART THREE: Fluency

| Rating | Fluency | Percentage |
|----------------|---------|------------|
| 1 | 23 | 59% |
| 2 | 14 | 36% |
| 3 | 2 | 5% |
| 4 | 0 | 0% |
| Total students | 39 | 100% |

Chart 67:
Pre
speaking
test, Group
"B",
Fluency

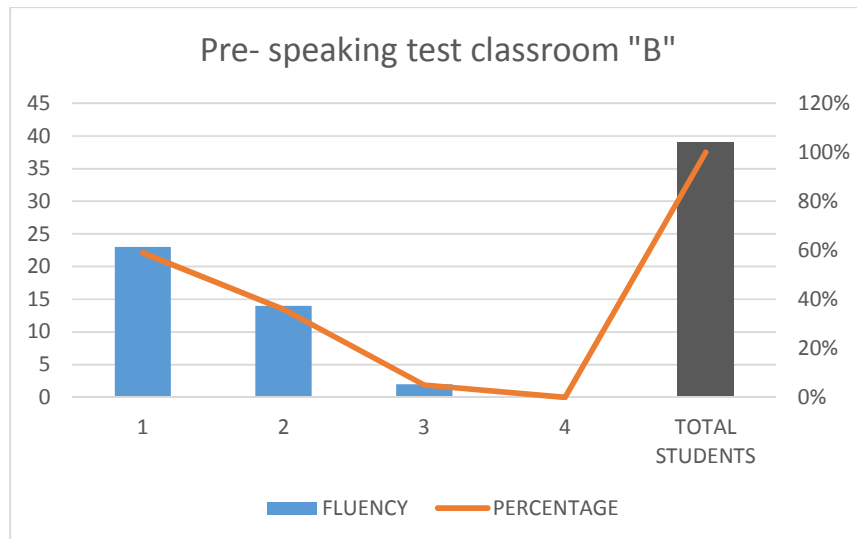


Figure 44: Pre speaking test, Group "B", Fluency

Chart for fluency show that 23 students who represent the majority with 59% got 1 point, 14 students = 36% got two points, only 2 students got 3 points and any student 4 points. We can conclude that fluency is not effective in speaking part.

PART FOUR: Vocabulary

Chart 68: Pre speaking test, Group "B", Vocabulary

| Rating | Vocabulary | Percentage |
|----------------|------------|------------|
| 1 | 19 | 49% |
| 2 | 20 | 51% |
| 3 | 0 | 0% |
| 4 | 0 | 0% |
| Total students | 39 | 100% |

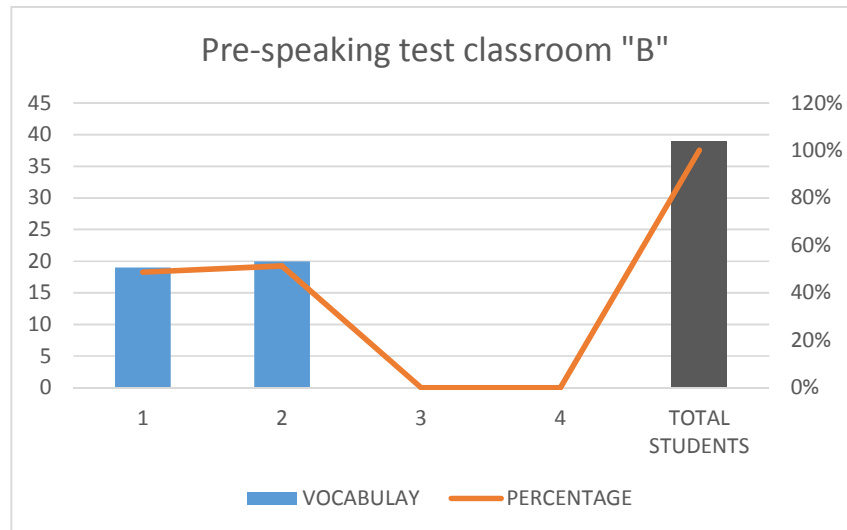


Figure 45: Pre speaking test, Group "B", Vocabulary

Vocabulary chart show that 49% of students got 1 point and 51% got 2 points, any student were able to score 3 and 4 points. As a conclusion, we can say that students have little vocabulary and it does not permit and effective speech.

PART FIVE: Grammar

Chart 69: Pre speaking test, Group "B", Grammar

| Rating | Grammar | Percentage |
|----------------|---------|------------|
| 1 | 31 | 79% |
| 2 | 8 | 21% |
| 3 | 0 | 0% |
| 4 | 0 | 0% |
| Total students | 39 | 100% |

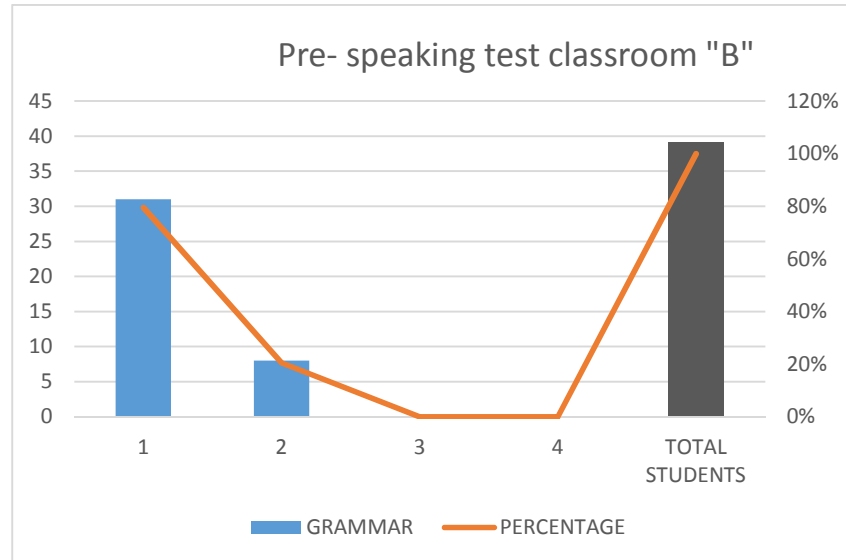


Figure 46: Pre speaking test, Group "B", Grammar
"Velasque J. & Intriago W."

In grammar part the results show us that 79% which represent the majority of students got 1 point, 21% got 2 points and any student was able to scored 3 neither 4. Then we can say that grammar is not good in students because they do not take in consideration rules at the time to speak.

4.3.1.4. Pre-speaking test – Control group "A"

PART ONE: Communication

Chart 70: Pre speaking test, Group "A", Communication

| Rating | Communication | Percentage |
|----------------|---------------|------------|
| 1 | 18 | 45% |
| 2 | 21 | 53% |
| 3 | 1 | 3% |
| 4 | 0 | 0% |
| Total students | 40 | 100% |

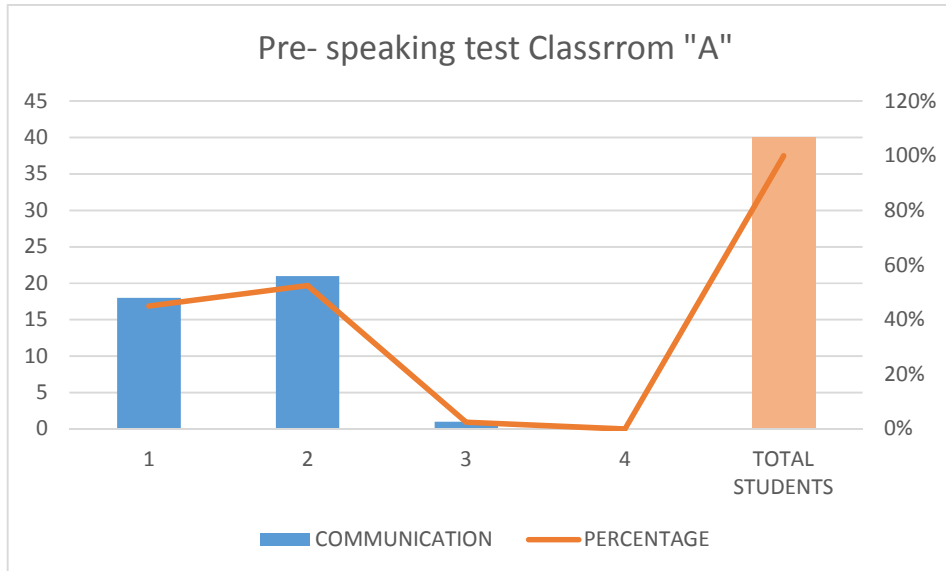


Figure 47: Pre speaking test, Group "A", Communication

Control group, in communication part, shows that 45% got 1 point and 53% 2 points, only one student got 3 points, therefore we can say that communication is low it could be that students are not immersed in speaking skill.

PART TWO: Pronunciation

Chart 71: Pre speaking test, Group "A", Pronunciation

| Rating | Pronunciation | Percentage |
|----------------|---------------|------------|
| 1 | 18 | 45% |
| 2 | 19 | 48% |
| 3 | 3 | 8% |
| 4 | 0 | 0% |
| Total students | 40 | 100% |

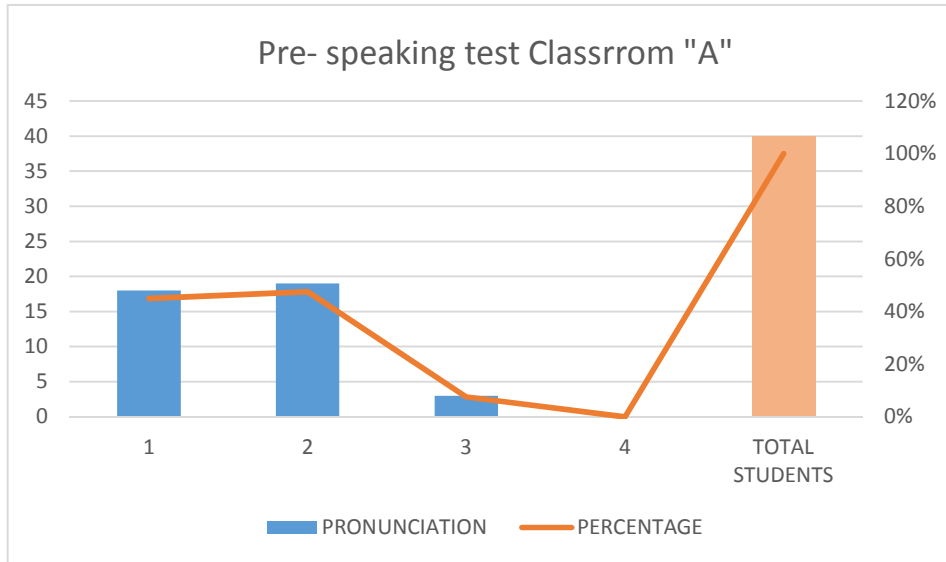


Figure 48: Pre speaking test, Group "A", Pronunciation

45% of students got 1 point, 48% 2 points, 8% 3 points and any 4 points, then according to the rubric students can speak but with some problems in pronunciation.

PART TRHEE: Fluency

Chart 72: Pre speaking test, Group "A", Fluency

| Rating | Fluency | Percentage |
|----------------|---------|------------|
| 1 | 30 | 75% |
| 2 | 10 | 25% |
| 3 | 0 | 0% |
| 4 | 0 | 0% |
| Total students | 40 | 100% |

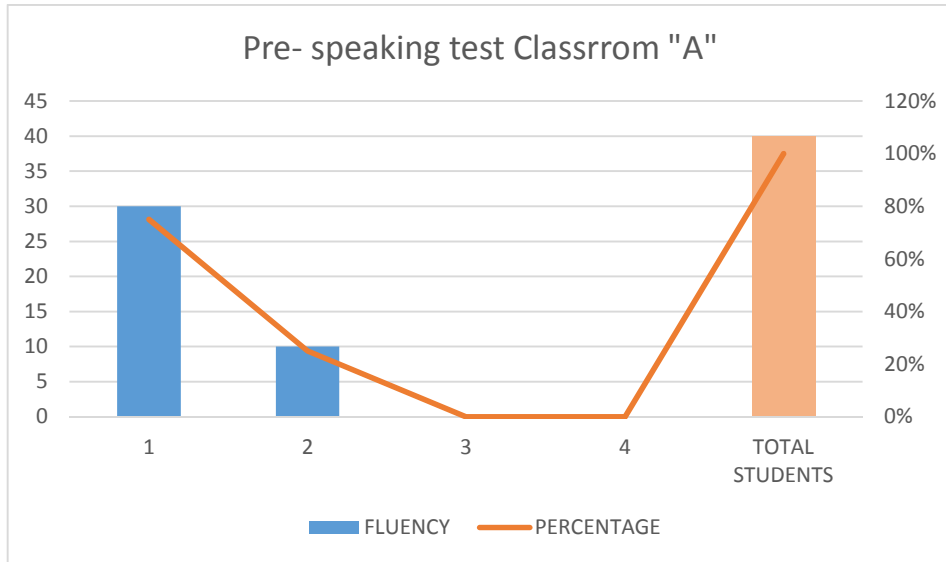


Figure 49: Pre speaking test, Group "A", Fluency

According to the results, students are not able to speak fluently the majority scored 1 point, few students got 2 points, and any 3 neither 4 points, we can conclude that students have problems with speaking skill.

PART FOUR: Vocabulary

Chart 73: Pre speaking test, Group "A", Vocabulary

| Rating | Vocabulary | Percentage |
|----------------|------------|------------|
| 1 | 25 | 63% |
| 2 | 12 | 30% |
| 3 | 3 | 8% |
| 4 | 0 | 0% |
| Total students | 40 | 100% |

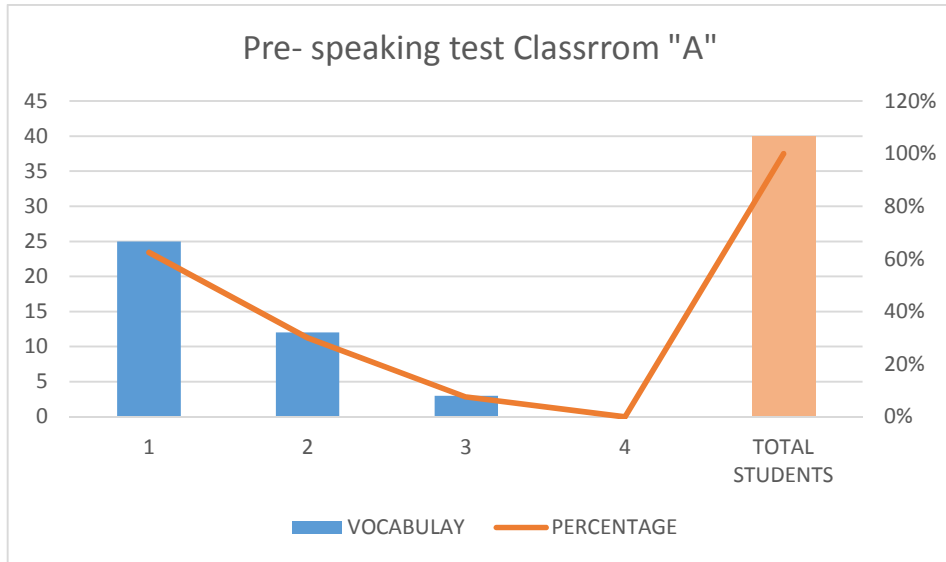


Figure 50: Pre speaking test, Group "A", Vocabulary

Vocabulary has been a serious problem for students they have little vocabulary, as a consequence of that, their speech comes very low because they are not able to involve in a good speech.

PART FIVE: Grammar

Chart 74: Pre speaking test, Group "A", Grammar

| Rating | Grammar | Percentage |
|----------------|---------|------------|
| 1 | 31 | 78% |
| 2 | 9 | 23% |
| 3 | 0 | 0% |
| 4 | 0 | 0% |
| Total students | 40 | 100% |

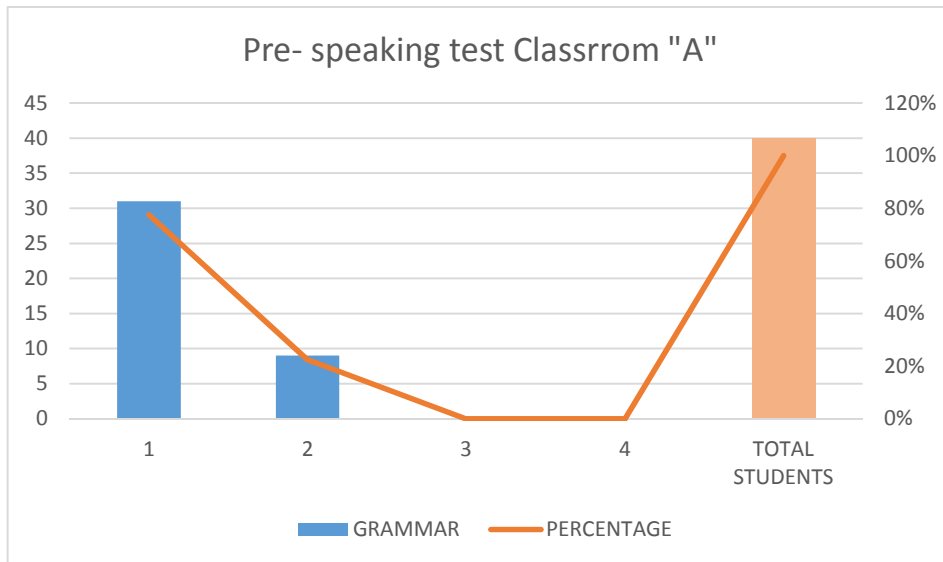


Figure 51: Pre speaking test, Group "A", Vocabulary

According to the results, we can observe that 78% of students, which represent that the majority of them scored 1 point. Obviously, they produce speech but not effectively, factors like lack of practice in this skill, traditional method used by teachers could be the cause, however it has been a determinant factor to work in order to improve their speech.

4.3.2. Post-test

Once we have given the pre-test of listening and speaking skill to the students taking part in this experimental research, the data will be useful to compare it with the data that will be gathered from the post-test of listening and speaking skills. Listening and speaking post-test was applied to the experimental and control group, which have already used the learning language software Rosetta Stone. These results will give us real data to confirm whether the experimental group have improved these two skills or not.

4.3.2.1. Post-listening test – Experimental group “B”

PART ONE: Listening for making prediction

Chart 75: Post listening test, Group "B" Making prediction, Questions 1-5

| Question | Right | Wrong | Students | Percentage |
|----------|-------|-------|----------|------------|
| 1 | 39 | 0 | 39 | 100% |
| 2 | 39 | 0 | 39 | 100% |
| 3 | 39 | 0 | 39 | 100% |
| 4 | 39 | 0 | 39 | 100% |
| 5 | 38 | 1 | 39 | 97% |

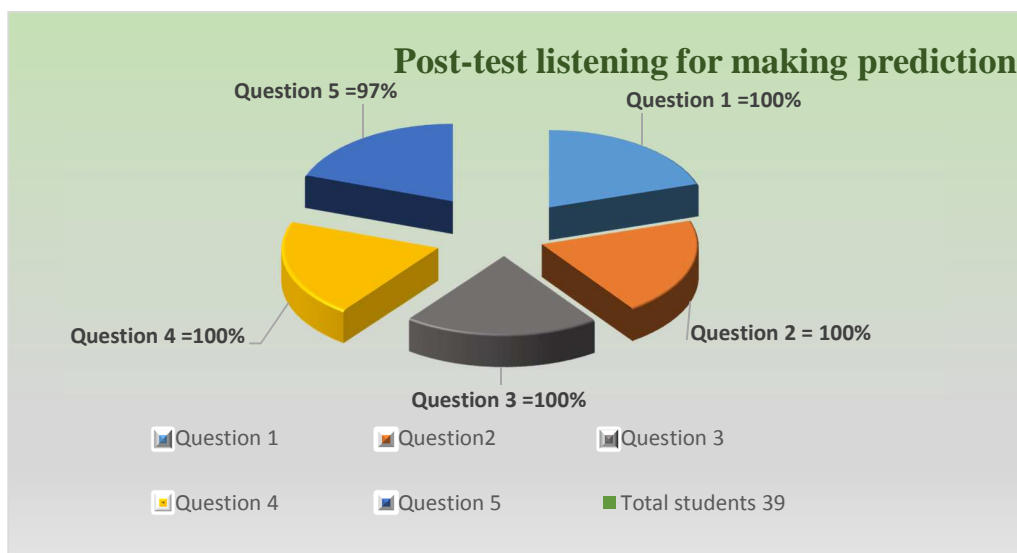


Figure 52: Post listening test, Group "B" Making prediction, Questions 1-5

After we have completed what we had proposed with Rosetta Stone software with students of 8th grade of basic education at Unidad Educativa “Héroes del 41”, in order to improve listening and speaking skills, we can show the results. According to the chart we can see that in part one which is a test similar of diagnostic test, students in question 1; reached 100 %, question 2; 100 % , question 3; 100%, question 4; 100 % and in question

5; 97 %. Those results in comparison to diagnostic test we can conclude that students improved in a great percentage.

PART TWO: Listening for main ideas

Chart 76: Post listening test, Group "B" Main ideas, Questions 1-5

| Questions | Option "A" | Option "B" | Option "C" | Students | Percentage |
|-----------|------------|------------|------------|----------|------------|
| 1 | 39 | 0 | 0 | 39 | 100% |
| 2 | 0 | 39 | 0 | 39 | 0% |
| 3 | 0 | 38 | 1 | 39 | 97% |
| 4 | 0 | 39 | 0 | 39 | 100% |
| 5 | 0 | 0 | 39 | 39 | 100% |

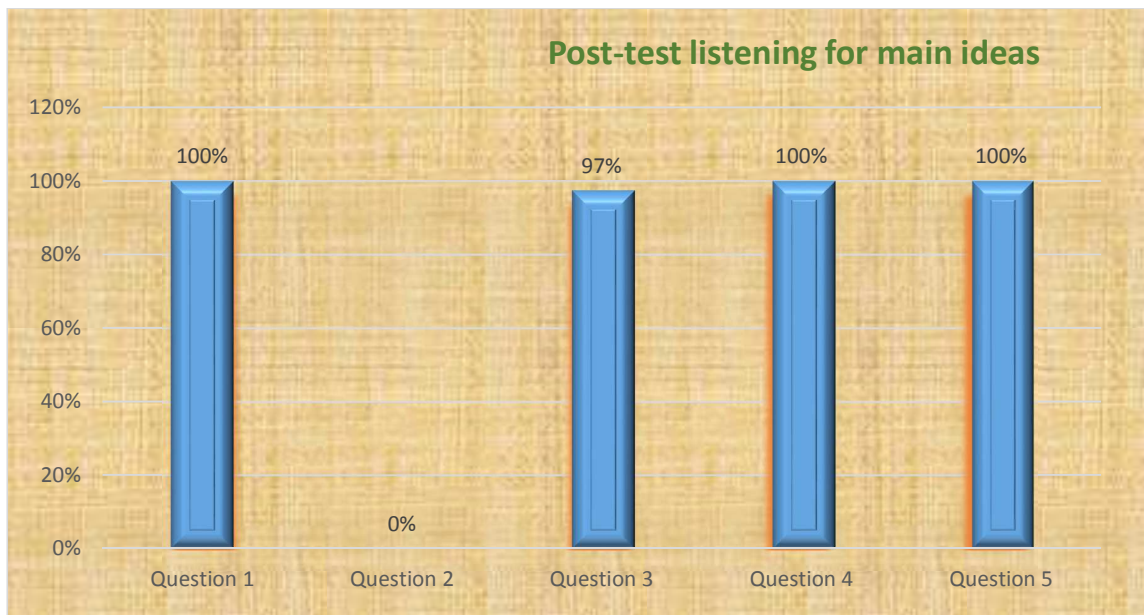


Figure 53: Post listening test, Group "B" Main ideas, Questions 1-5

According to the results, we can say that question 1 was excellent, all the students selected the answer correctly, that means that students listened concentrated to choose the

correct answer. While in question 2, we can see that it was so difficult because nobody was able to choose the correct answer. We can say that there was a confused selection of options. Question 3; students were good, all of them were correct, at the same way in question 4 and 5 where students were correct. As a conclusion of listening for main ideas, we can say that students improved their listening, they are confident in this kind of activity.

PART THREE: Listening for specific information

Chart 77: Post listening test, Group "B" Specific information, Questions 1-5

| Question | Option "A" | Option "B" | Option C" | Students | Percentage |
|----------|------------|------------|-----------|----------|------------|
| 1 | 39 | 0 | 0 | 39 | 100% |
| 2 | 4 | 24 | 11 | 39 | 62% |
| 3 | 4 | 0 | 35 | 39 | 90% |
| 4 | 34 | 5 | 0 | 39 | 87% |
| 5 | 0 | 0 | 39 | 39 | 100% |

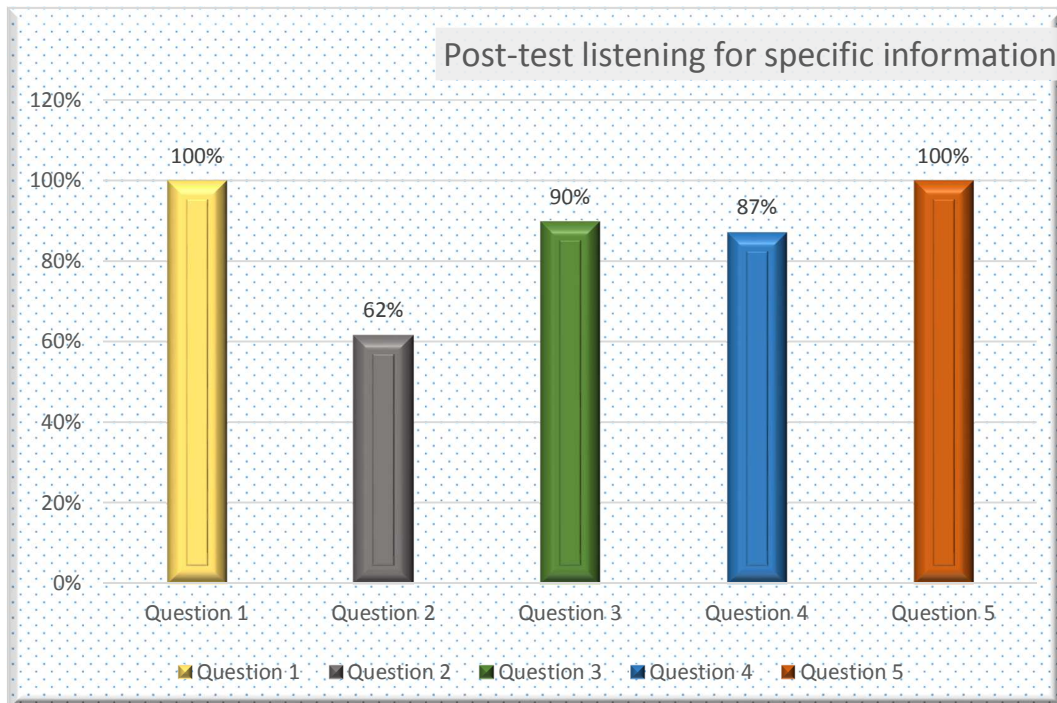


Figure 54: Post listening test, Group "B" Specific information, Questions 1-5

In part three, we can see that the results in general are good. In this part of listening students had to select the correct picture according to the listening, so question 1 was excellent all the students chose the correct answer. In question 2; 62% of the students were good, they selected option "B" which was the correct answer.

Question 3; 90% of students selected option "C". Question 4; 87% of students chose option "A" which is the correct answer. Finally, question 5; 100% of students were good. As a conclusion; part three listening for specific information; the majority of students have improved their listening, they are more confident and they are able to understand with less difficulty.

PART FOUR: Listening for detail

For question 1 to 5 listen and color

Chart 78: Post listening test, Group "B" Details, Questions 1-5

| Activity | Right | Wrong | Students | Percentage |
|----------|-------|-------|----------|------------|
| 1 | 28 | 11 | 39 | 72% |
| 2 | 36 | 3 | 39 | 92% |
| 3 | 39 | 0 | 39 | 100% |
| 4 | 26 | 13 | 39 | 67% |
| 5 | 36 | 3 | 39 | 92% |

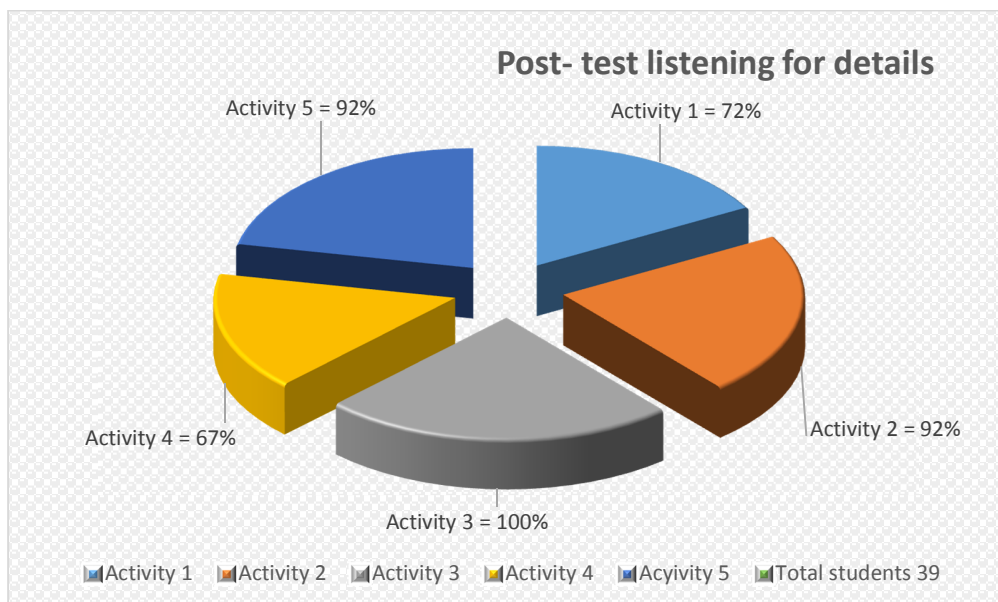


Figure 55: Post listening test, Group "B" Details, Questions 1-5

In part four listening for details we can see that students are out of 65% that means they have improved their listening. For each activity, they were able to fulfil the instructions.

4.3.2.2. Post-listening test – Control group “A”

PART ONE: Listening for making prediction

Chart 79: Post listening test, Group "A" Making prediction, Questions 1-5

| Question | Right | Wrong | Students | Percentage |
|----------|-------|-------|----------|------------|
| 1 | 35 | 5 | 40 | 88% |
| 2 | 13 | 27 | 40 | 33% |
| 3 | 16 | 24 | 40 | 40% |
| 4 | 38 | 2 | 40 | 95% |
| 5 | 2 | 38 | 40 | 5% |

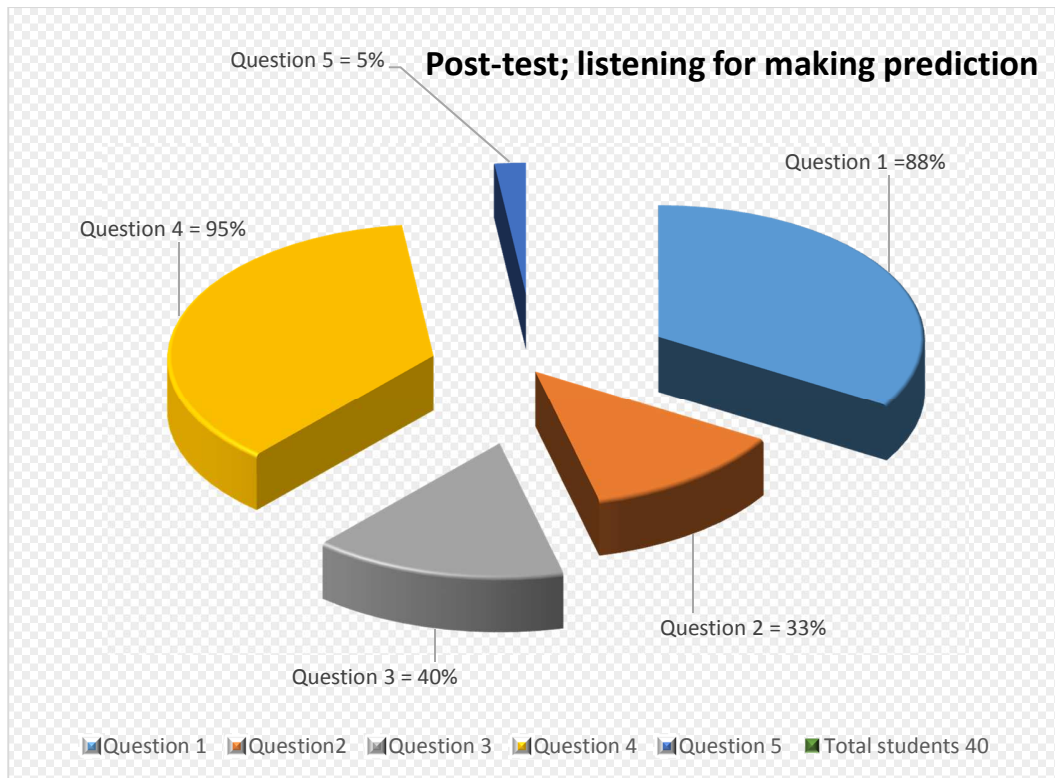


Figure 56: Post listening test, Group "A" Making prediction, Questions 1-5

According to the results, we can see that in question 1; 88 % of students answer correctly while in question 2; only 33% were able to predict correctly. In question 3; 40% of students answered according to the question, while in question 4; 95% answered in a good way. Finally in question 5, only 5% of students were good, that means listening was little complicated or difficult. As a conclusion; in two questions students are out of 70% which is acceptable while in three questions students do not pay attention or they could not listening. In comparison with classroom "A" we can say that control group has improved but they have less score.

PART TWO: Listening for main ideas

Chart 80: Post listening test, Group "A" Main ideas, Questions 1-5

| Question | Option "A" | Option "B" | Option "C" | Students | Percentage |
|----------|------------|------------|------------|----------|------------|
| 1 | 19 | 9 | 12 | 40 | 48% |
| 2 | 9 | 20 | 11 | 40 | 23% |
| 3 | 10 | 17 | 13 | 40 | 43% |
| 4 | 11 | 18 | 11 | 40 | 45% |
| 5 | 14 | 17 | 9 | 40 | 23% |

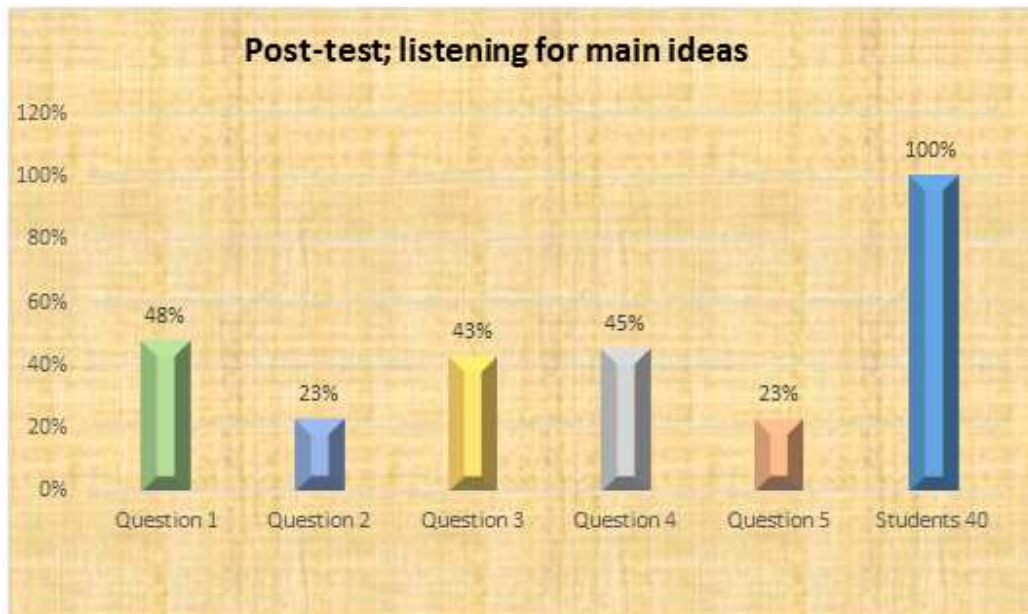


Figure 57: Post listening test, Group "A" Main ideas, Questions 1-5

The control group in part two we can see the results, which are not similar for experimental group, in experimental group the percentage is out of 90% only in question 2 students got confused because nobody was able to choose the correct answer. In control group it is different the results are less than 50%. According to the table, we can deduce

that they are not confident with listening, and the experimental group have after we finished the proposal to improve listening, we can see the results.

PART THREE: Listening for specific information

Chart 81: Post listening test, Group "A" Specific information, Questions 1-5

| Question | Option "A" | Option "B" | Option "C" | Students | Percentage |
|----------|------------|------------|------------|----------|------------|
| 1 | 25 | 11 | 4 | 40 | 63% |
| 2 | 3 | 18 | 19 | 40 | 45% |
| 3 | 11 | 16 | 13 | 40 | 33% |
| 4 | 12 | 22 | 6 | 40 | 30% |
| 5 | 7 | 14 | 19 | 40 | 48% |

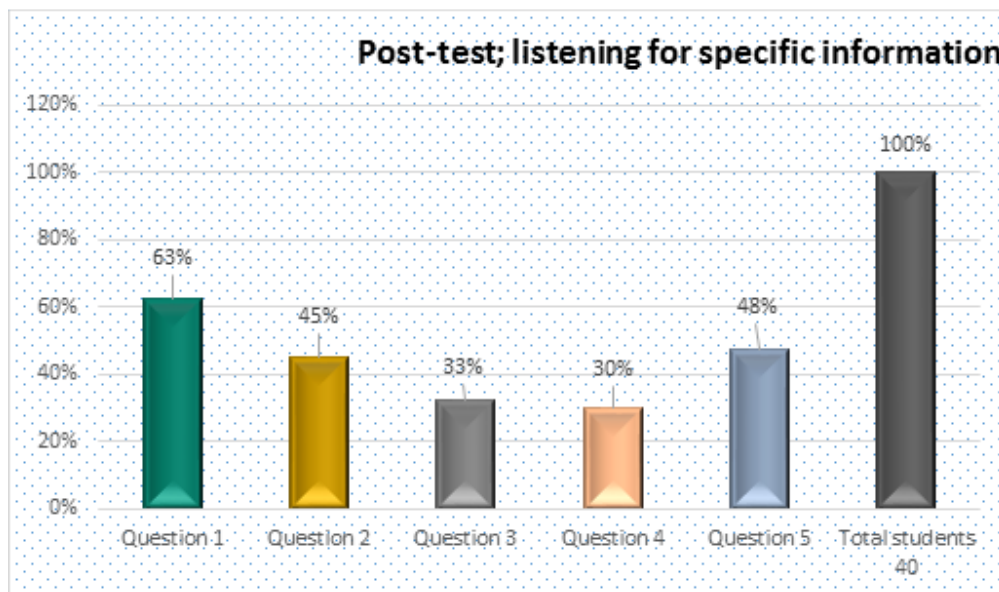


Figure 58: Post listening test, Group "A" Specific information, Questions 1-5

Listening for specific information with control group, we can see that their scores are less than 63% the majority are between 30% and 50%. In comparison with experimental group, control group has problems in listening while students from experimental group the results are up than 70%. As conclusion, we can say that control group is not confident in

listening because they have been working with traditional method and they were not conducted to have any practice in laboratory.

PART FOUR: Listening for detail
From question 1 to 5 listen and color

Chart 82: Post listening test, Group "A" Details, Questions 1-5

| Activity | Right | Wrong | Students | Percentage |
|----------|-------|-------|----------|------------|
| 1 | 3 | 37 | 40 | 8% |
| 2 | 26 | 14 | 40 | 65% |
| 3 | 3 | 37 | 40 | 8% |
| 4 | 19 | 21 | 40 | 48% |
| 5 | 28 | 12 | 40 | 70% |

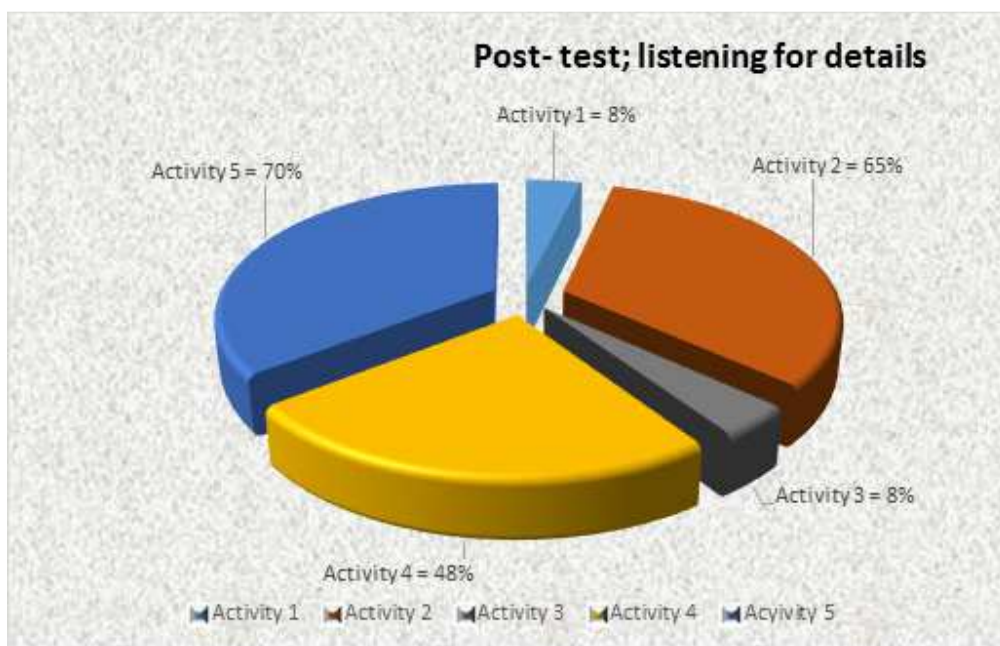


Figure 59: Post listening test, Group "A" Details, Questions 1-5

We can see the results in control group; the results are not uniform that means students in some questions are confident while in other they fail. In comparison with experimental group, they have low scores. As a conclusion, after we have concluded our experiment with

two groups, we can deduce that experimental group is more confident than the other one, students have practiced with Rosetta Stone Software for three months in laboratory, they practiced speaking and listening and according to the results, we can say that they have improved their listening and speaking.

4.3.2.3. Post-speaking test – Experimental group “B”

PART ONE: Communication

Chart 83: Post speaking test, Group "B", Part 1, Communication

| RATING | COMMUNICATION | PERCENTAGE |
|--------|---------------|------------|
| 1 | 8 | 21% |
| 2 | 15 | 38% |
| 3 | 11 | 28% |
| 4 | 5 | 13% |

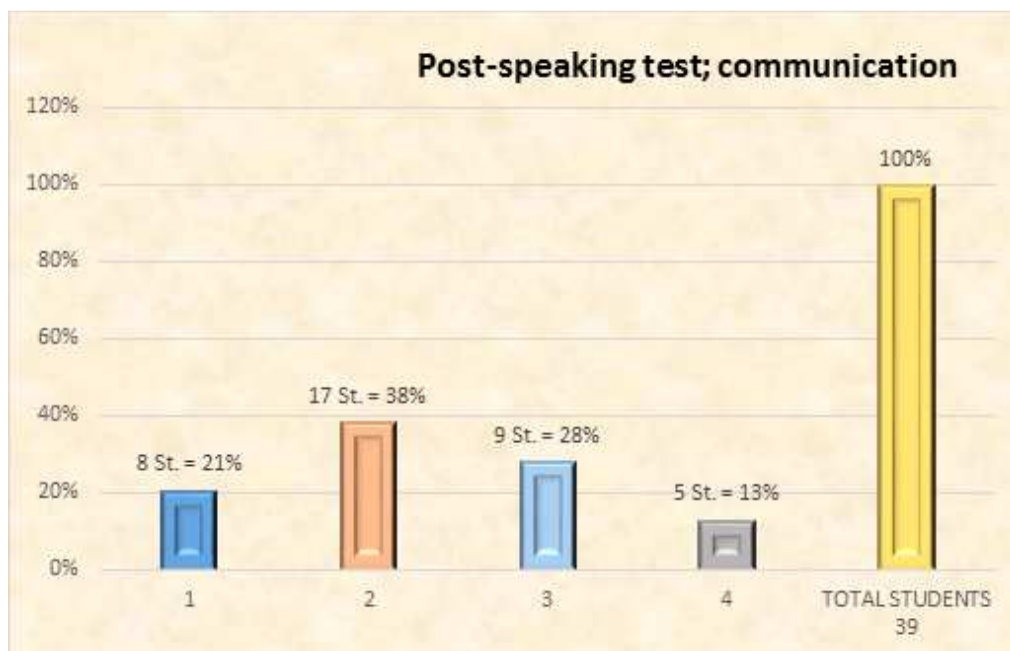


Figure 60: Post speaking test, Group "B", Part 1, Communication

Post- speaking test with experimental group, we can see that 8 students got 1 point which represent 21%, according to the rubric they can speak but their ideas are not clear. 15 students were scored with 2 points it represents 38%, according to the rubric they can communicate but they do not respond appropriately. 11 students got 3 points, which means 28%, they can communicate effectively and 5 students got 4 points which represent 13%, they can talk and respond effectively.

PART TWO: Pronunciation

Chart 84: Post speaking test, Group "B", Part 2, Pronunciation

| RATING | PRONUNCIATION | PERCENTAGE |
|--------|---------------|------------|
| 1 | 9 | 23% |
| 2 | 15 | 38% |
| 3 | 10 | 26% |
| 4 | 5 | 13% |

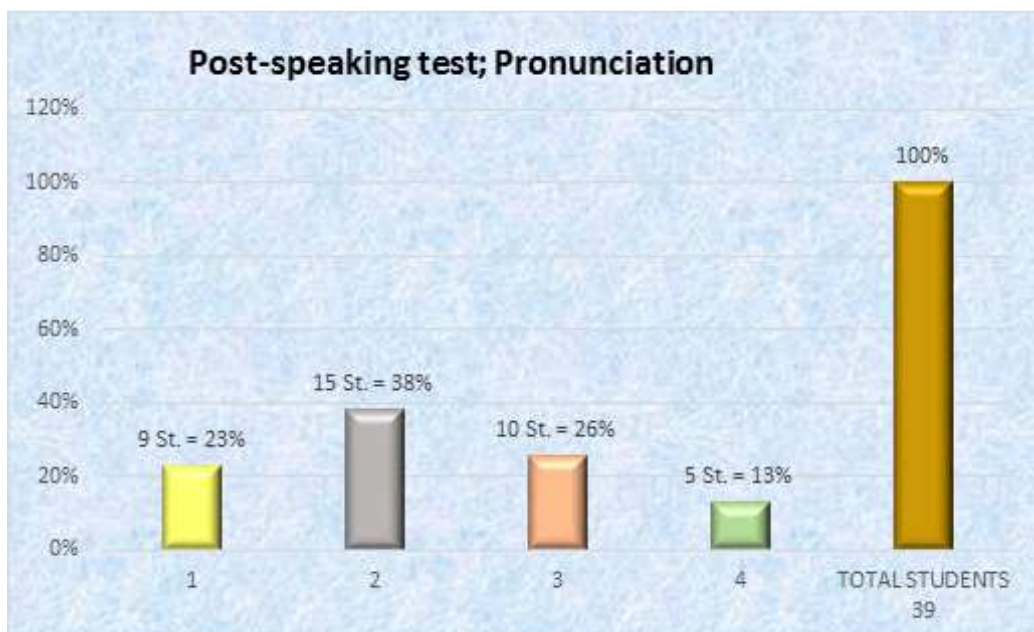


Figure 61: Post speaking test, Group "B", Part 2, Pronunciation

Pronunciation with experimental group, we can see that 9 students got 1 point, it represents 23% according to the rubric, they have problems with pronunciation. 15 students got 2 points; it means that they pronounce the words with some errors. 10 students got 3 points, which means that their pronunciation and intonation is good. Finally, 5 students are more confident, they pronounce the words clearly and intonation is almost correctly.

PART THREE: Fluency

Chart 85: Post speaking test, Group "B", Part 3, Fluency

| RATING | FLUENCY | PERCENTAGE |
|--------|---------|------------|
| 1 | 12 | 31% |
| 2 | 14 | 36% |
| 3 | 8 | 21% |
| 4 | 5 | 13% |

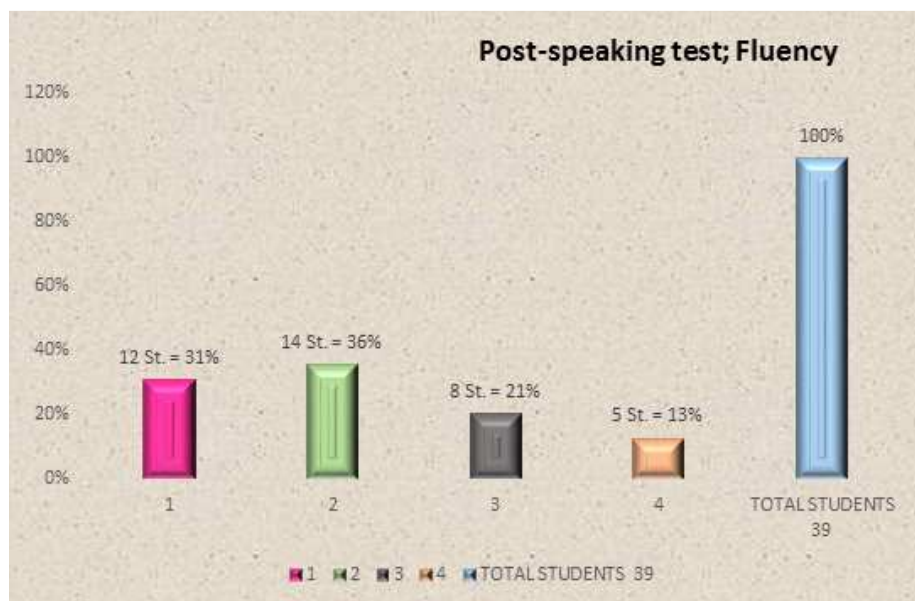


Figure 62: Post speaking test, Group "B", Part 3, Fluency

According to the results, 12 students got 1 point which means they are not fluency because they hesitate when speaking. 14 students got 2 points which means that they speak with some hesitation. 8 students got 3 points which means that they can speak more fluency and 5 students were scored with 5 points, they speak with little hesitation, their speak is more fluency.

PART FOUR: Vocabulary

Chart 86: Post speaking test, Group "B", Part 4, Vocabulary

| RATING | VOCABULARY | PERCENTAGE |
|--------|------------|------------|
| 1 | 7 | 18% |
| 2 | 14 | 36% |
| 3 | 12 | 31% |
| 4 | 6 | 15% |

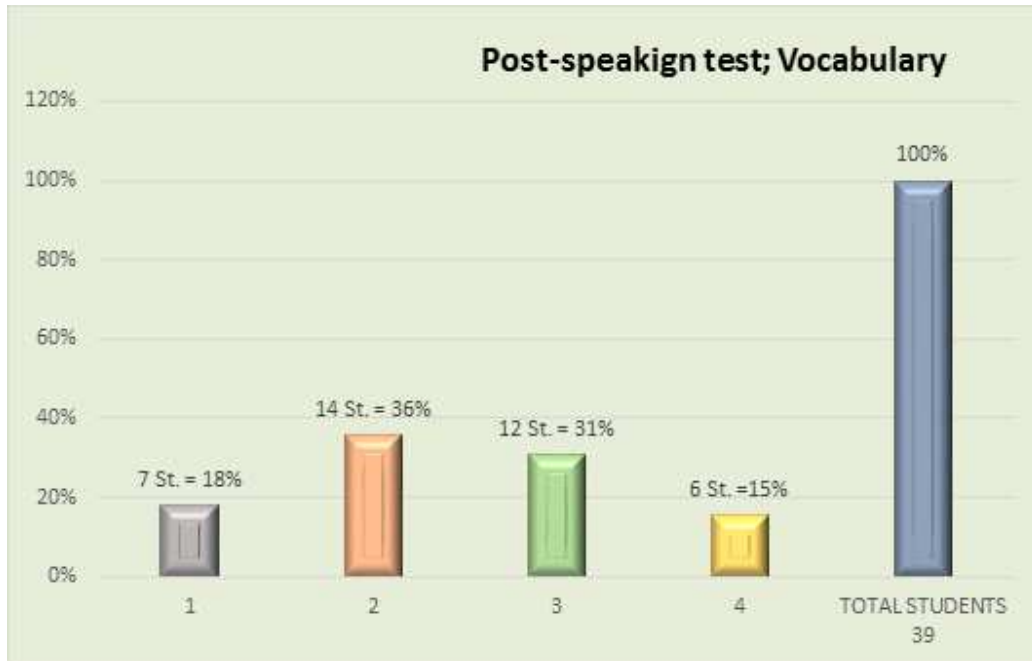


Figure 63: Post speaking test, Group "B", Part 4, Vocabulary

The results in pronunciation show us that 7 students got 1 point which means that they use basic vocabulary, 14 students which represent 36% got 2 points, they used limited vocabulary, 12 students in another hand got 3 points which means that they can speak using variety of vocabulary with expressions. While 6 students got 4 points that according to the rubric they can speak without problem and they use variety of vocabulary.

PART FIVE: Grammar

Chart 87: Post speaking test, Group "B", Part 5, Grammar

| RATING | GRAMMAR | PERCENTAGE |
|--------|---------|------------|
| 1 | 7 | 18% |
| 2 | 12 | 31% |
| 3 | 15 | 38% |
| 4 | 5 | 13% |

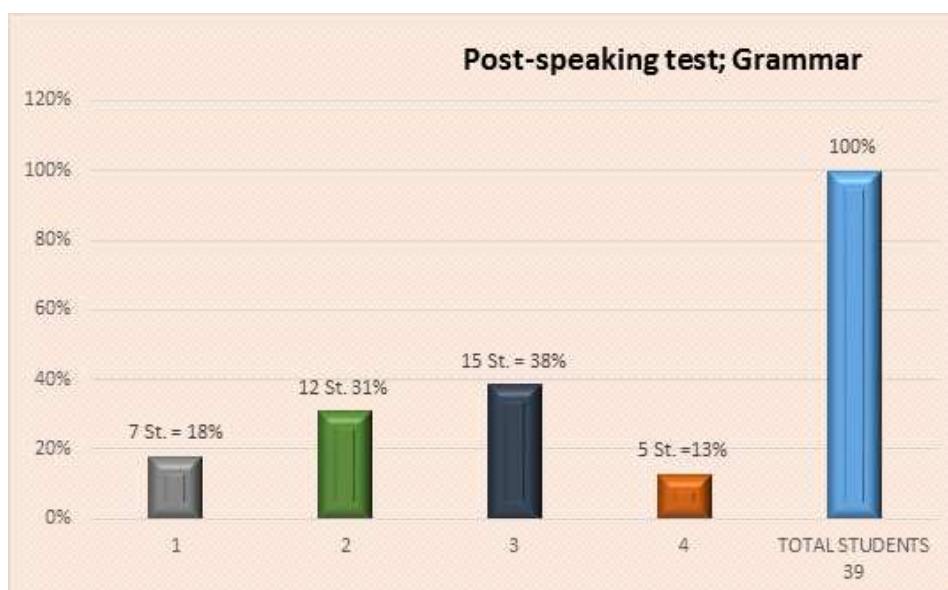


Figure 64: Post speaking test, Group "B", Part 5, Grammar

We can see that students in grammar part 7 got 1 point, that means they speak but not using grammar appropriately; they do not use good structure; 12 students which represent 32% got 2 points; they use sometimes appropriated structure but with some errors. 15 students got 3 points, which means they speak using grammar structure with minimal errors; finally, 5 students got 4 points which means they can speak using structure and grammar correctly.

4.3.2.4. Post-speaking test – Control group “A”

PART ONE: Communication

Chart 88: Post speaking test, Group "A", Part 1, Communication

| RATING | COMMUNICATION | PERCENTAGE |
|--------|---------------|------------|
| 1 | 14 | 35% |
| 2 | 22 | 55% |
| 3 | 4 | 10% |
| 4 | 0 | 0% |

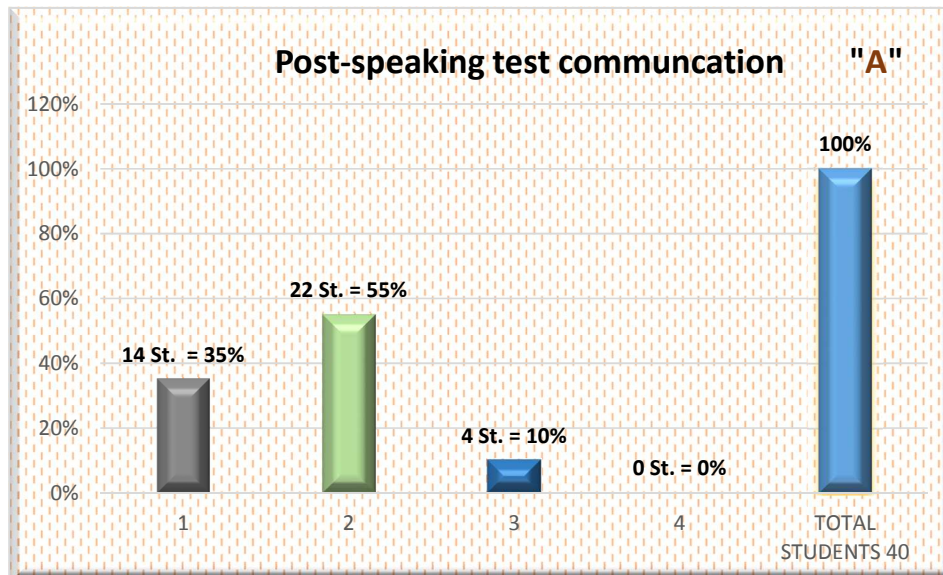


Figure 65: Post speaking test, Group "A", Part 1, Communication.

40 students integrated the control group; in post-test, we can see the results. 14 students who represents 35% were scored with 1 point. According to the rubric, they can speak but their ideas are not clear. 22 students that represents 55% got 2 points, which means, they can communicate but they are not able to respond appropriately. 4 students got 3 points and nobody got 4 points. As a conclusion, we can say that students from classroom "A" are almost in the same level as at the beginning.

PART TWO: Pronunciation

Chart 89: Post speaking test, Group "A", Part 2, Pronunciation

| RATING | PRONUNCIATION | PERCENTAGE |
|--------|---------------|------------|
| 1 | 15 | 38% |
| 2 | 21 | 53% |
| 3 | 4 | 10% |
| 4 | 0 | 0% |

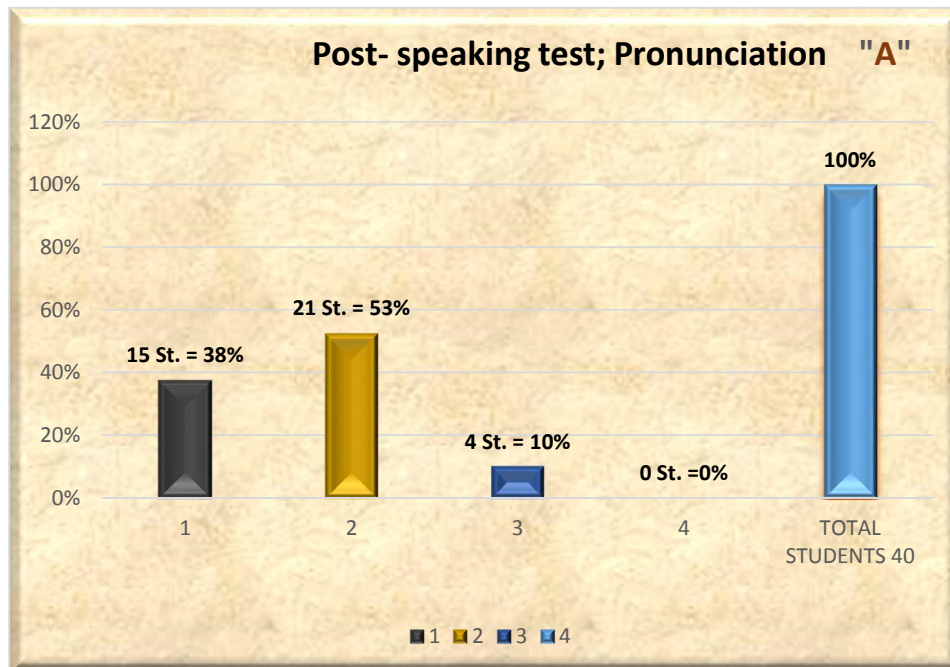


Figure 66: Post speaking test, Group "A", Part 2, Pronunciation

According to the results, 38% of students scored 1 point, which means their pronunciation is not good, 53% of students got 2 points, that means they can pronounce with some difficulty, while 10% of students got 3 points, they can pronounce correctly. We can see that nobody got 4 points. In comparison with diagnostic test, we can say that they continue with problems in pronunciation, their speech is not well in all.

PART THREE: Fluency

Chart 90: Post speaking test, Group "A", Part 3, Fluency

| RATING | FLUENCY | PERCENTAGE |
|--------|---------|------------|
| 1 | 18 | 45% |
| 2 | 18 | 45% |
| 3 | 4 | 10% |
| 4 | 0 | 0% |

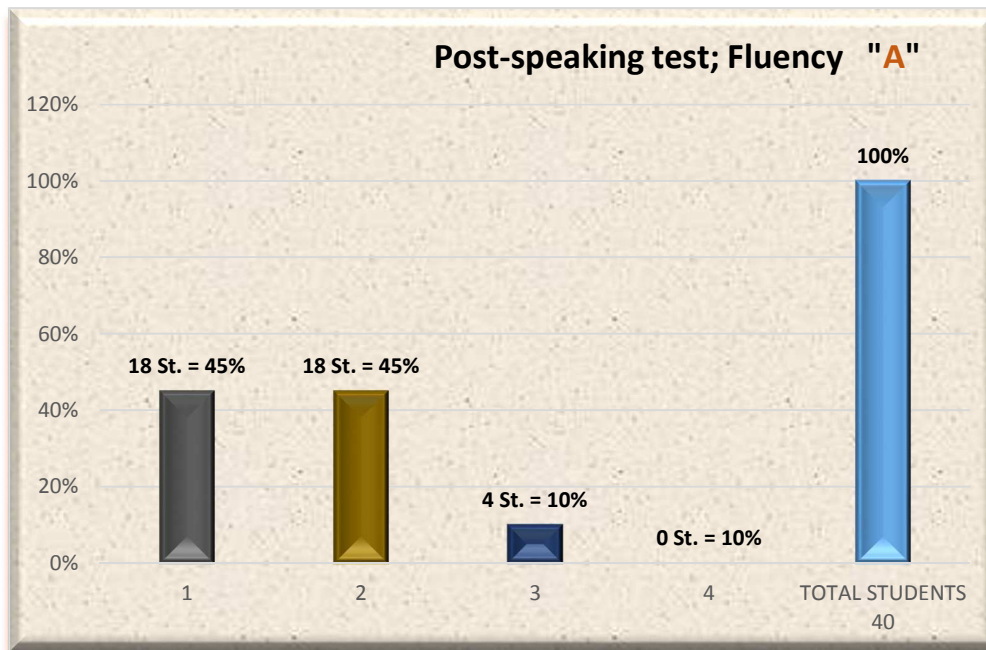


Figure 67: Post speaking test, Group "A", Part 3, Fluency

The results from show that the majority of students are not fluency in speaking, they hesitate when speak, 45% of students hesitate too often and they usually interferes with communication, while 45% speak with some hesitation, only 10% of students can speak with little hesitation, and as the other questions, nobody got 4 points. As conclusion, we can say that speak was not developed in students from the control group.

PART FOUR: Vocabulary

Chart 91: Post speaking test, Group "A", Part 4, Vocabulary

| RATING | VOCABULARY | PERCENTAGE |
|--------|------------|------------|
| 1 | 17 | 42% |
| 2 | 19 | 48% |
| 3 | 4 | 10% |

| | | |
|---|---|----|
| 4 | 0 | 0% |
|---|---|----|

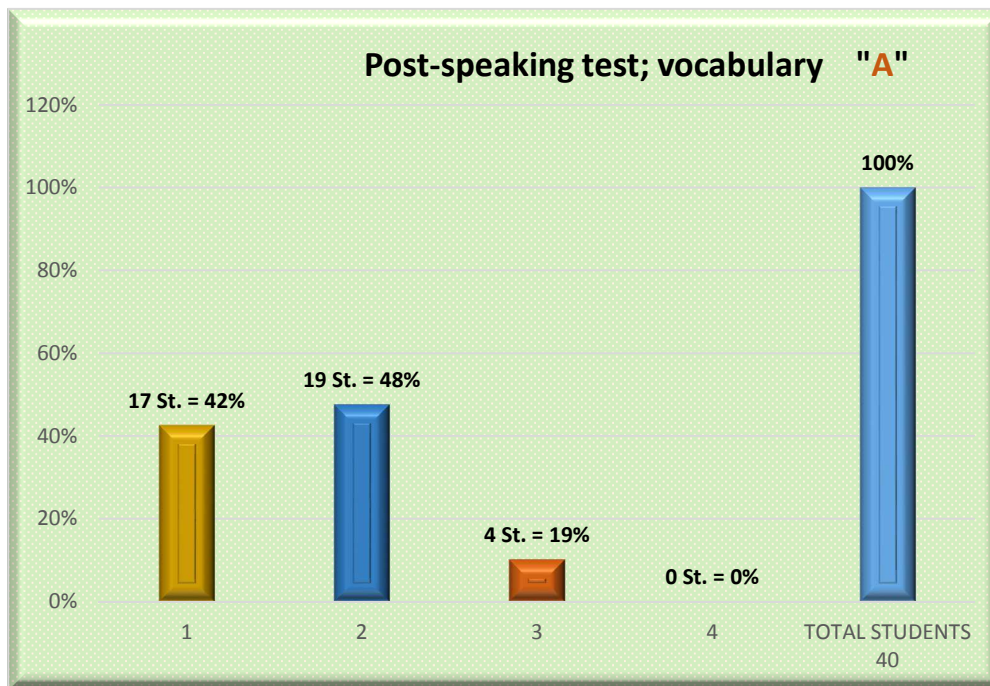


Figure 68: Post speaking test, Group "A", Part 4, Vocabulary

In comparison with experimental group, we can see that most of students from control are scored with one and two points, which means they have problems with vocabulary, they only use basic words but they are not able to use phrases or complete expressions to transmit their feelings or ideas.

PART FIVE: Grammar

Chart 92: Post speaking test, Group "A", Part 5, Grammar

| RATING | GRAMMAR | PERCENTAGE |
|--------|---------|------------|
| 1 | 15 | 38% |
| 2 | 15 | 38% |
| 3 | 10 | 24% |

| | | |
|---|---|----|
| 4 | 0 | 0% |
|---|---|----|

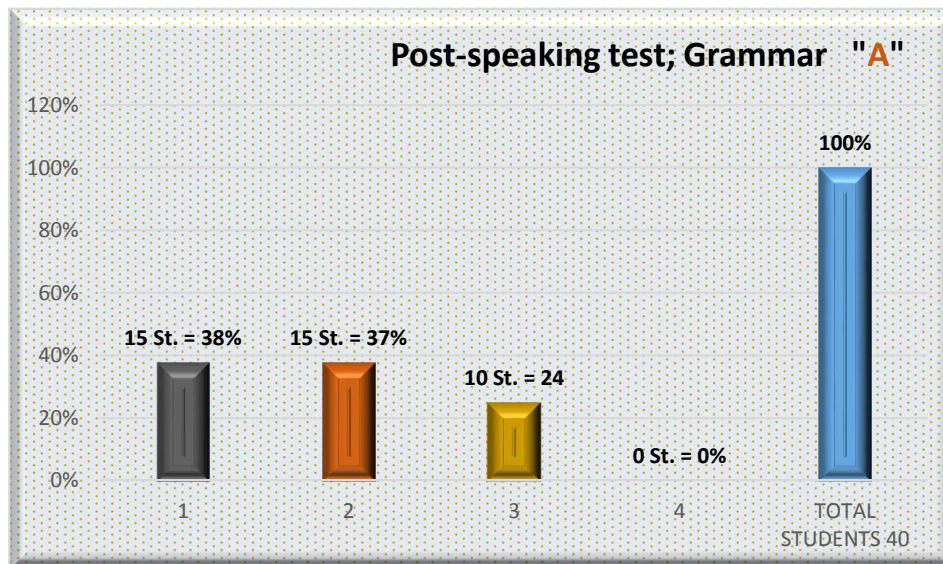


Figure 69: Post speaking test, Group "A", Part 5, Grammar

The results show that 38% of students got 1 point in grammar, according to the rubric they use basic structure with errors, 38% 2 points, which means they use structure with less errors, and only 10% got 3 points. In comparison with experimental group, students from control group are not confident in speaking; that is to say, they need more practice.

4.4. CONCLUSIONS AND RECOMMENDATIONS

Once, the tools used to collect data and information about the influence of the learning language computer program Rosetta Stone, were applied, it is very relevant to make conclusions and recommendations about the results that were found in both control group as well as in the experimental group.

4.4.1. CONCLUSIONS

- The observation was done following the established parameters where the majority were scored out of 4 points, that means the facilities are adequate to learn English.
- There are two main problems, which affect the process of learning-teaching English: Internet access and English environment.
- The questionnaire given to students showed that the students use the computer, but not to practice listening or speaking skills
- Teachers do not assign tasks to get students practicing listening or speaking by using an interactive software
- None of the students has never heard something about the learning language computer program “Rosetta Stone”.
- Students felt more confident after using the program and they think their English abilities improved thank to Rosetta stone.
- Both of the groups, (Experimental “B” and Control “A”) got low scores in pre listening and pre speaking tests.
- After practicing listening and speaking skills by using Rosetta stone program the student’s scores improved markedly.

4.4.2. RECOMMENDATIONS

Concordantly to the conclusions, we let ourselves to make the next recommendations:

- Keep or improved the physical conditions of the English facilities at Unidad Educativa “Héroes del 41”
- Amplify the internet access to the English laboratories, and motivate teachers to give rise to a better English environment inside the classrooms.
- Encourage students to use the technology to practice listening and speaking skills.
- Support students to investigate about available software that could help them to improve listening and speaking skills.
- Guide to students to make them to continue using the language learning computer program “Rosetta Stone”
- It is necessary to reinforce the traditional teaching learning process by including technology or other kind of resources.
- Progressively, to include the program Rosetta stone to others classrooms in order to get students practicing and improving their listening-speaking skills.

CHAPTER V

CHAPTER FIVE

PROPOSAL

5.1. TITLE OF THE PROPOSAL

WORKSHOP TO TRAIN TEACHERS IN THE APPLICATION OF THE LANGUAGE
LEARNING COMPUTER PROGRAM ROSETTA STONE

5.2. INTRODUCTION

The technology is included in every aspect of our lives, and there is no doubt that it is also included in teaching-learning processes. Actually, the technology is an important tool in education, and why not in learning English, which is an area conformed by four main abilities: writing, reading, listening and speaking, both of them are considered receptive and the others two are productive.

The receptive abilities are listening and reading and the productive abilities are writing and speaking. From this classification, teachers and students consider that listening and speaking are the most difficult to master. This is because of the flexibility that learners must have to code and decode messages instantaneously in the same moment that they are talking or hearing another speaker.

That is the reason why it is essential to support teachers in the tasks of practicing listening and speaking skills, and to do it we have considered a software that have been used

successfully for many persons and organizations around the world. However, before to start working in the selected educational institution, we did a deep investigation about software that could be useful for this purpose, which ended up in the selection of the interactive software Rosetta Stone.

Correspondingly, it was necessary to choose an educational institution where to apply the usage of this software. The Unidad Educativa “Héroes del 41” opened us their gates to start working with this program, which was applied as an experimental research that used two groups of students (Control and Experimental), who participated in this project that was carried out during three months. During this time, the students of experimental group had the chance to improve their performance regarding to listening and speaking skills, while the other group confirmed that their level kept the same.

In fact, students felt more confidence during the practices; they could observe pictures with actions and repeat words, phrases and long sentences, which called their attention, they even felt that the program challenge them to get a real native English pronunciation. Despite, the time was too short to practice listening and speaking skills, they felt very happy by using it. Besides, students of the experimental group asked for an extension of the periods to continue their practices.

To sum up, this proposal seeks to include the interactive language learning computer program “Rosetta Stone” as an educative tool that allows either teachers or students to

improve the teaching-learning process, which should be used frequently. The focus of this proposal is to get teachers trained in order they are ready to solve any students' doubt about this software, which will be incorporated to others classrooms so that they also take advantages of the progress that was reached by the group of students that took part in this study, as experimental group.

5.3. DESCRIPTION

Once, the investigation obtained its results, by mean of application of the interactive program Rosetta Stone, which is one option to be considered as solution to reinforce the low English level, especially in listening and speaking skills, in students of the Unidad Educativa "Héroes del 41". It is compulsory to look for the way to implement this proposal as part of the curriculum and syllabus that are carry out during each school year.

To begin with, it is necessary to train teachers in the usage and support of this software; after that to elaborate a new schedule including 30 more minutes per day that would be dedicated to the usage of the program. Similarly, it is essential to program a training course directed to the English teachers, who are going to apply the interactive software "Rosetta Stone". This training is going to be useful because they are going to be able to solve any doubt or problem that students could get during the practices.

As was shown above, during the review of the literature, this computer program is confirmed by five levels, which would be studied during three school-years. During the first school-year, the

first level will be covered; level two and three would be covered during the second school-years, and finally, fourth and fifth levels would be approved in the third year.

The main goal of this proposal is to allow students improve their English level, specially listening and speaking skills, which could be an excellent opportunity for teachers to change their traditional, and sometimes boring, English class routines. As a result, the image of the institution would be affected positively, since their students would have better performance in English.

5.4. FEASIBILITY

During the time of application of the computer program, and once we had the results from the pre and post listening and speaking test; the information was displayed to the authorities of the Unidad Educativa “Héroes del 41” who accepted to open their laboratories to install the programs and use the headsets to continue with this proposal.

Regarding to the cost of license of the Language Learning Computer Program “Rosetta Stone”, each one costs \$ 249.00; this price includes five users, that means the real cost for students would be \$ 50.00, which would be paid for the complete course that would last three school-years.

Additionally, it is important to consider that teacher’s training would be included in the same price of the firmware of the software in Ecuador, who are ready to train teachers in the usage of Rosetta Stone. Besides, it is possible to have professional assistance by means of the contact numbers that are available in the official website.

5.5. IMPACT

With regard to the impact that this proposal, the first would be improved would the pride of the institution because their teacher and students would be working by using high technology to teach and learn English. Next, the motivation of the students would grow giving them chances to listen real English spoken by native speakers, besides the English environment would be better because the learners would involve in English culture by mean of the photos they watch trough screen.

Another group that would suffer a positive impact are teachers and parents, the first of them because they could improve the quality of teaching according to the requirements and technological advances of the globalized world. Besides, the parents would also be benefit because their offspring could overcome the obstacles that English subject has represented for them during long time.

5.6. EVALUATION

Evaluation is included in every aspect of our life; in fact, we evaluate almost everything. That is the reason why this proposal need to be measure before, during and after its application.

5.6.1. Before using the learning language computer program “Rosetta Stone”

Following the sequence of evaluations, at the beginning of this process it is needed to give a diagnostic test that could be considered as pre-test, which would serve us to see the English level, or starting point of the students, before taking part in the training.

5.6.2. While using the learning language computer program “Rosetta Stone”

In the same way, it is indispensable to evaluate any training or course progressively in order to know the weakness or fails that a whole process is experimenting, which is useful to correct or reorganize contents or methods that allow to continue correctly toward the final goal.

5.6.3. After using the learning language computer program “Rosetta Stone”

The summative evaluation give us the results of the whole process, course or training. From these results, we are going to observe and analyze the effectiveness of the program during one school year.

5.7. PARTICIPANTS AND BENEFICIARIES

The participants of this proposal would be the authorities, teachers, and students of the Unidad Educativa Comil-3 “Héroes del 41”, while the main beneficiaries of this proposal would the English teachers, who would have another support to change traditional teaching methodologies, and also a tool to encourage their students. Similarly, the English learners of this educational institution would be beneficiaries because; they will have the opportunity to use high technology to reinforce the English learning.

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