

Catalan pilot survey

Conclusions

Overall the findings are very positive and show that students and teachers felt that Rosetta Stone was beneficial.

The key indicators of motivation using Rosetta Stone for the students such as confidence in their skills fun, enjoyment and willingness to continue using the product were all positive:

- 72.1% felt that Rosetta Stone had helped them learn English
 - 73.9% felt it helped with their Speaking skills
 - 80.2% felt that it helped with their Reading skills
 - 68.5% felt that it helped with their Writing skills
 - 75.7% felt that it helped with their Listening skills
- 86.2% enjoyed using Rosetta Stone
 - 27.8% particularly liked the Speaking aspect of Rosetta Stone
- 80.2% found Rosetta Stone easy to use
- 82.9% of students felt that Rosetta Stone was fun to use

With regards to operational aspects of Rosetta Stone, the students were happy with the allocated time and convenience of working alone:

- 83.8% liked working by themselves when using Rosetta Stone
- 43.6% felt that one class session a week using Rosetta Stone was too little

Although students did experience problems using Rosetta Stone (67.6%), the vast majority (85.6%) stated that they knew how to use Rosetta Stone.

Research Background

Rosetta Stone are involved in a pilot programme to deliver a language learning solution across 5 schools in Catalunya. As part of this programme, Rosetta Stone will conduct an online quantitative research study with the students using the programme and the teachers delivering the programme to obtain their feedback.

Language

British English (Levels 1-3)

Duration of trial

The 5 schools were granted with an online access of Rosetta Stone starting in October for 4 months.

Due to internal technical difficulties they experienced, namely; low bandwidth and computers not matching minimum system requirements; schools had the opportunity to pursue the trial with a network version. The access to Rosetta Stone had been extended until the end of the school year as the pilot was a great success and this would help us understanding the Catalan school system better as per our Catalan pilot research study.

Objective of research

- To determine the perceived effectiveness of Rosetta Stone by both Students and Teachers focusing specifically on speaking and listening English skills
- To determine the motivation of students using Rosetta Stone
- To determine what the desirable factors are for students and teachers using Rosetta Stone. Is it fun? Easy to use?
- Do teachers and students notice a positive difference using Rosetta Stone compared to traditional language learning methods

Respondents

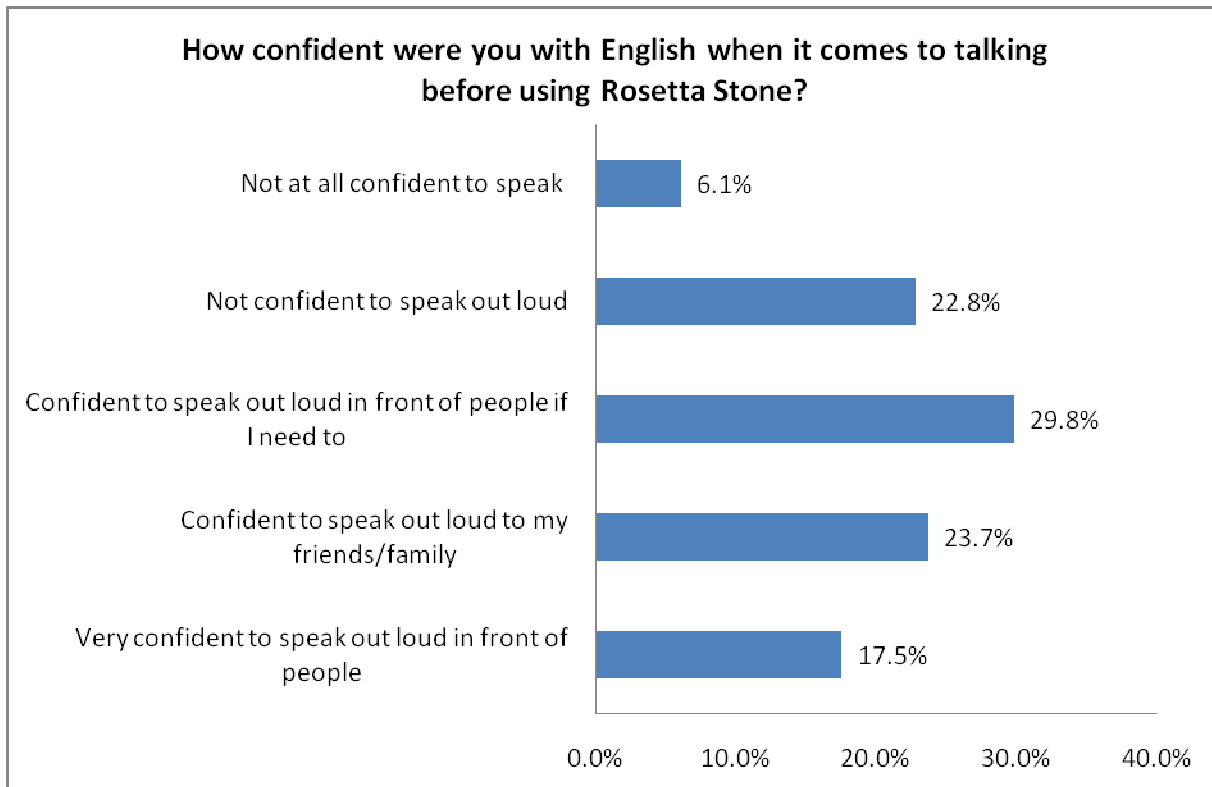
In total, there were 110 students who had completed the survey, and 3 teachers:

Name	Menendez Pelayo	IES Icaria	CEIP L'Alzina	Orlandai	CEIP Josep Carner
Age of pupils in the school	12-18	12-18	3-11	3-11	3-11
Age range of Rosetta Stone pilot users	12-13	12-13	10-11	10-11	10-11
Number of pupils using Rosetta Stone	18	28	26	26	25

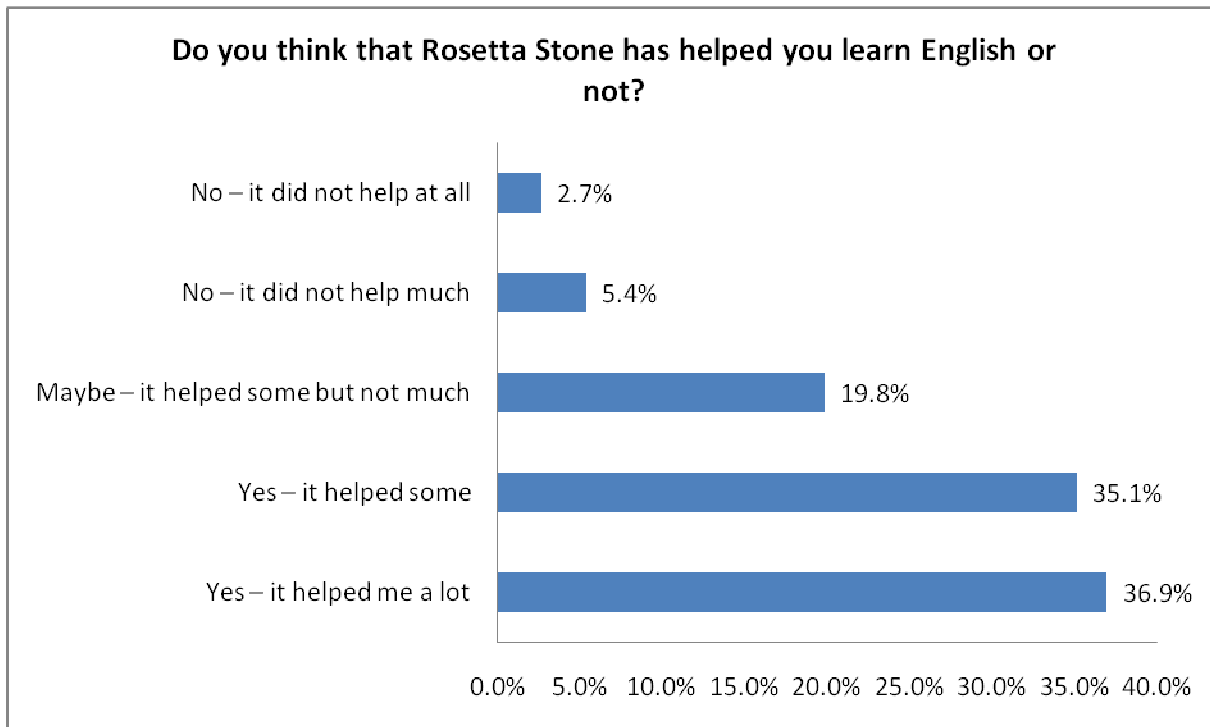
Findings: Student Survey

Improvement in English Skills

We asked the students how confident they felt that they were with their speaking English skills prior to using Rosetta Stone. Approximately a third of all students (28.9%) stated that they were not confident ('Not at all confident to speak' and 'Not confident to speak out loud').



When students were specifically asked about whether they felt that Rosetta Stone had helped them learn English, 72.1% of all students stated that it had helped them ('Yes – it helped me a lot' and 'Yes – it helped some').



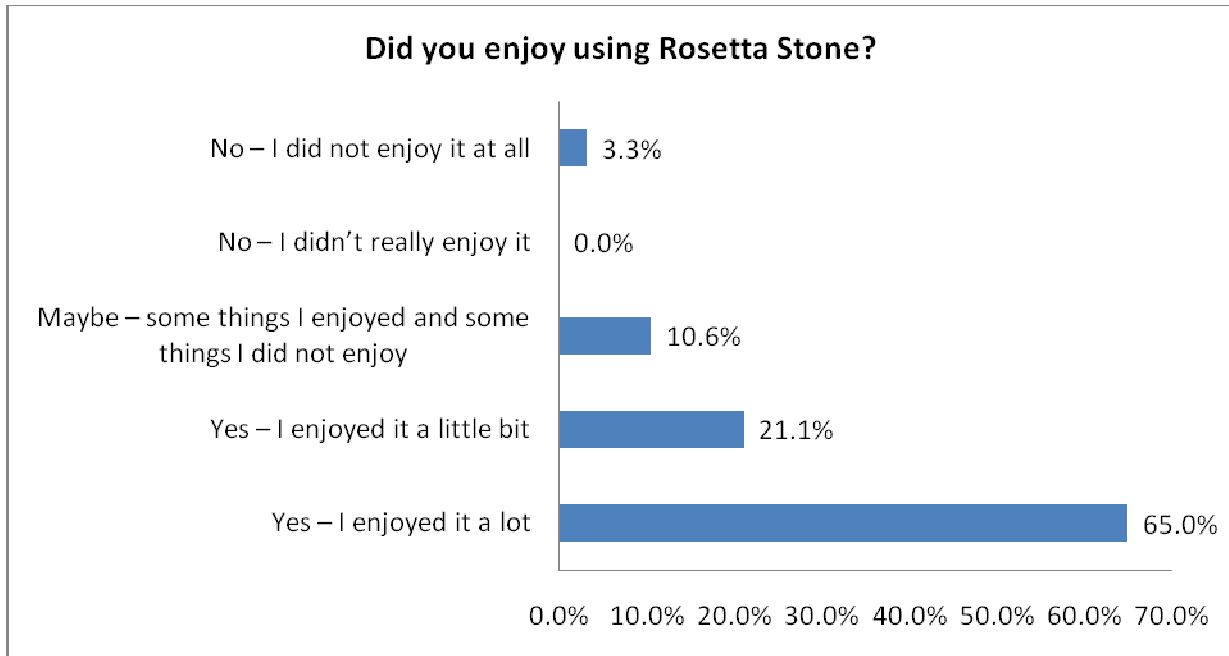
Students were asked how much Rosetta Stone helped with specific English skills. Of all students:

- 73.9% felt it helped with SPEAKING skills
- 80.2% felt it helped with their READING skills
- 68.5% felt it helped with their WRITING skills
- 75.7% felt it helped with their LISTENING skills

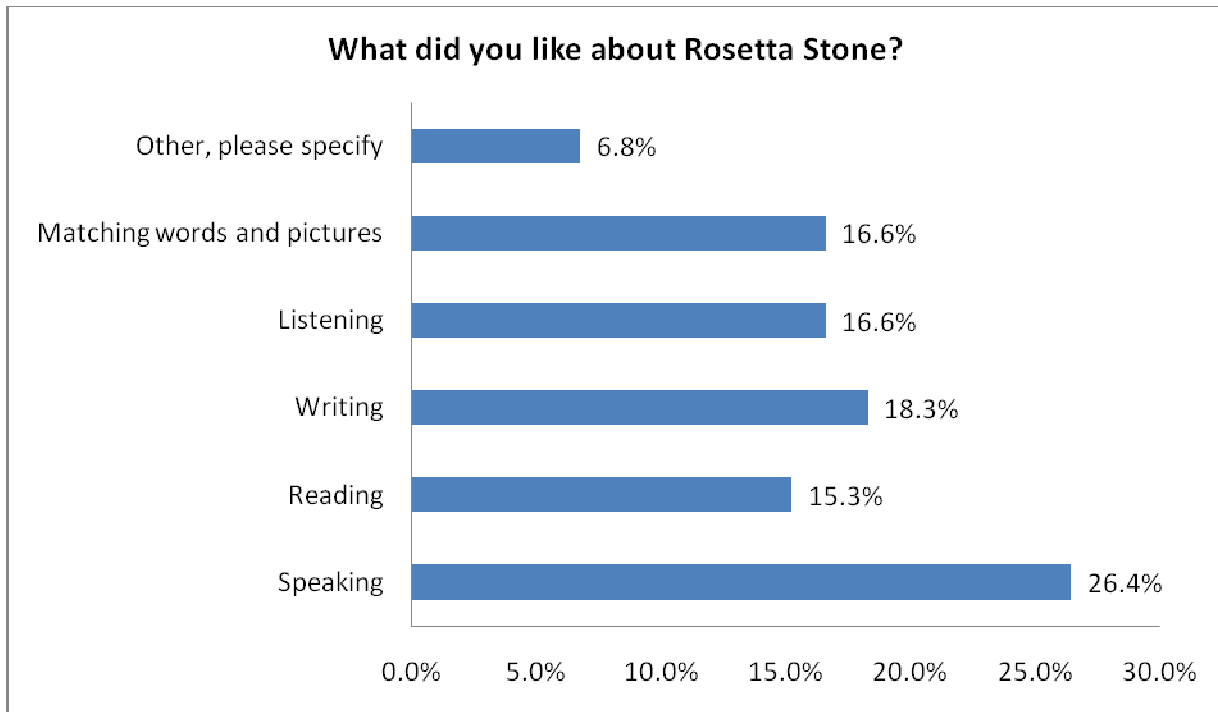
	Speaking	Reading	Writing	Listening
<i>Yes – it helped me a lot</i>	38.7%	33.3%	44.1%	46.8%
<i>Yes – it helped some</i>	35.1%	46.8%	24.3%	28.8%
<i>Maybe – it helped some but not much</i>	10.8%	11.7%	19.8%	9.9%
<i>No – it did not help much</i>	12.6%	5.4%	6.3%	10.8%
<i>No – it did not help at all</i>	2.7%	2.7%	5.4%	3.6%

Motivational indicators of Rosetta Stone

The vast majority of students (86.2%) stated that they enjoyed using Rosetta Stone ('I enjoyed it a lot' and 'I enjoyed it a little bit').



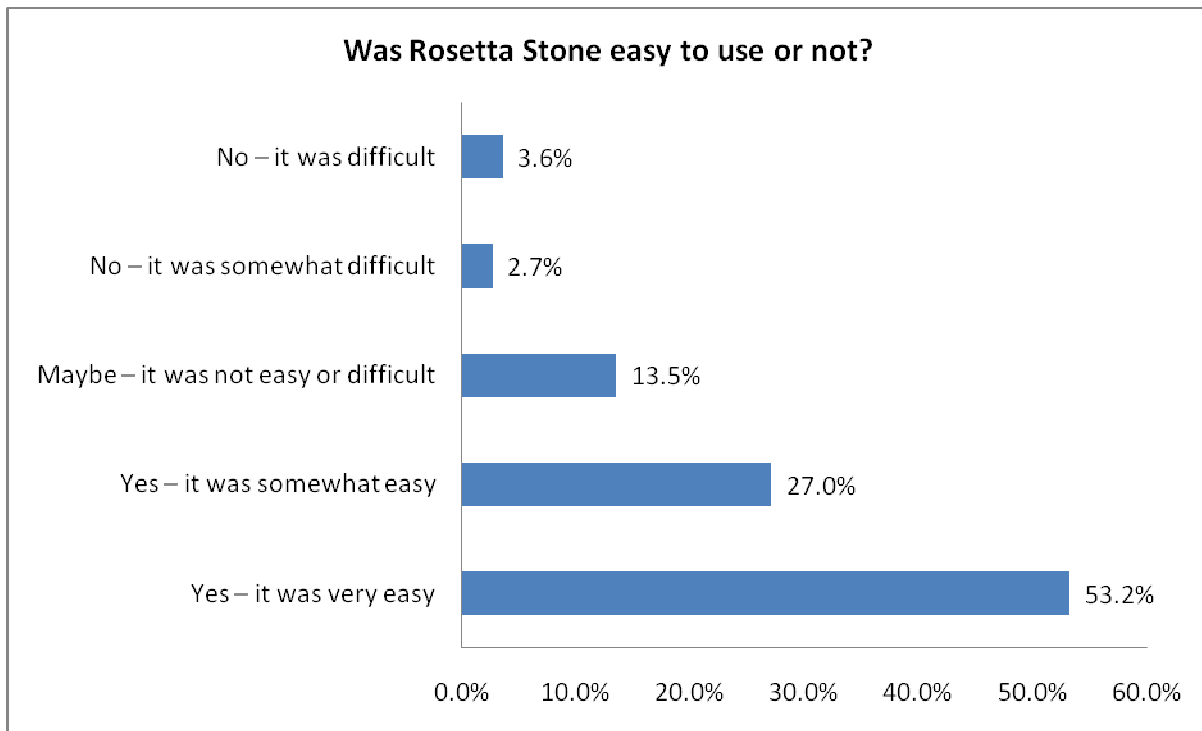
Students were asked what particular aspects of Rosetta Stone they liked and how much they liked these. 26.4% of students stated that they liked the Speaking aspect of Rosetta Stone, followed by 18.3% who enjoyed the Writing:



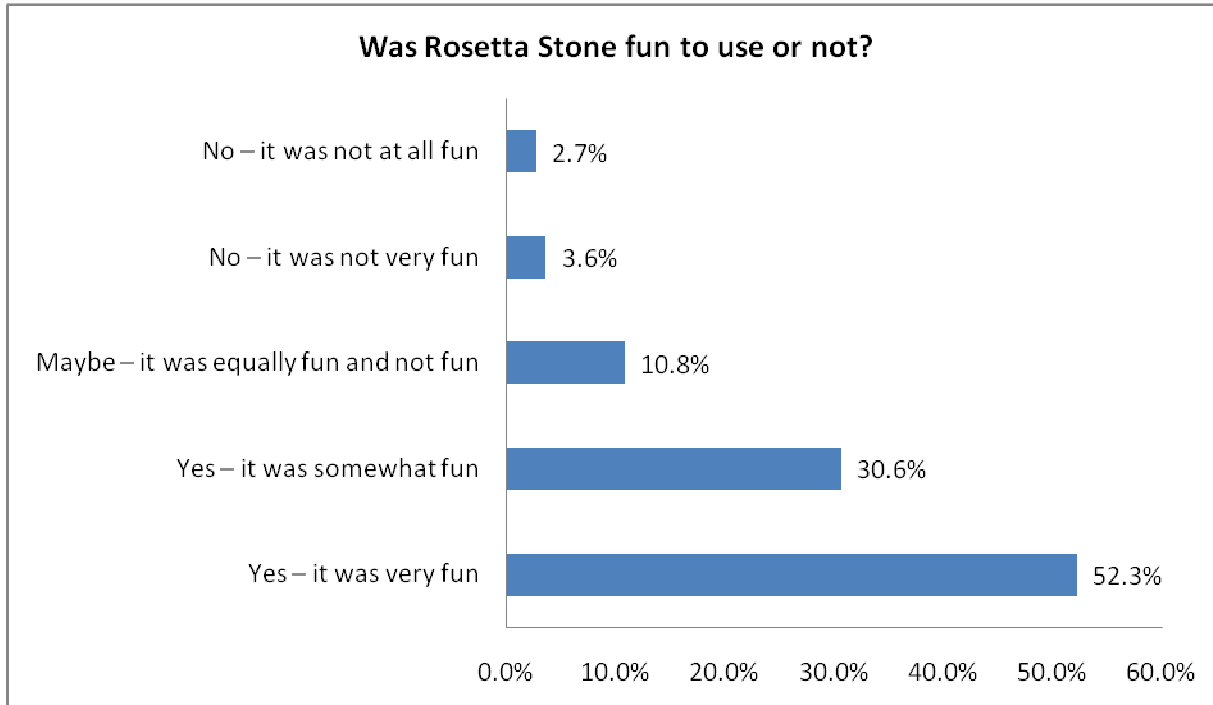
Overall, those who stated that they liked the particular Rosetta Stone aspects, liked them a lot:

	Speaking	Reading	Writing	Listening	Matching words and pictures
<i>Yes – a lot</i>	70.5%	57.8%	57.4%	51.0%	46.3%
<i>Yes – a little bit</i>	19.2%	33.3%	31.5%	34.7%	28.0%
<i>Maybe – sometimes I liked them sometimes I didn't</i>	9.0%	6.7%	9.3%	8.2%	15.9%
<i>No – not a lot</i>	1.3%	0.0%	1.9%	4.1%	6.1%
<i>No – not at all</i>	0.0%	2.2%	0.0%	2.0%	3.7%

The vast majority of students, 80.2%, found Rosetta Stone easy to use.

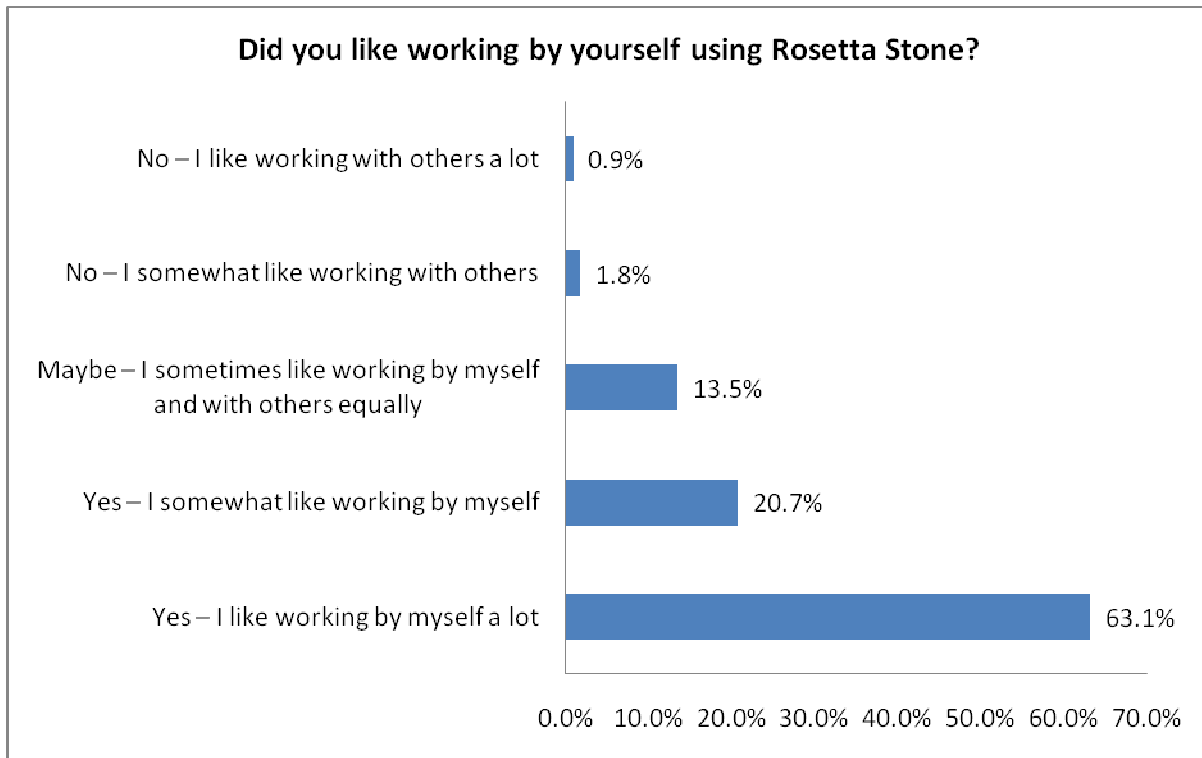


82.9% of students felt that Rosetta Stone was fun to use.

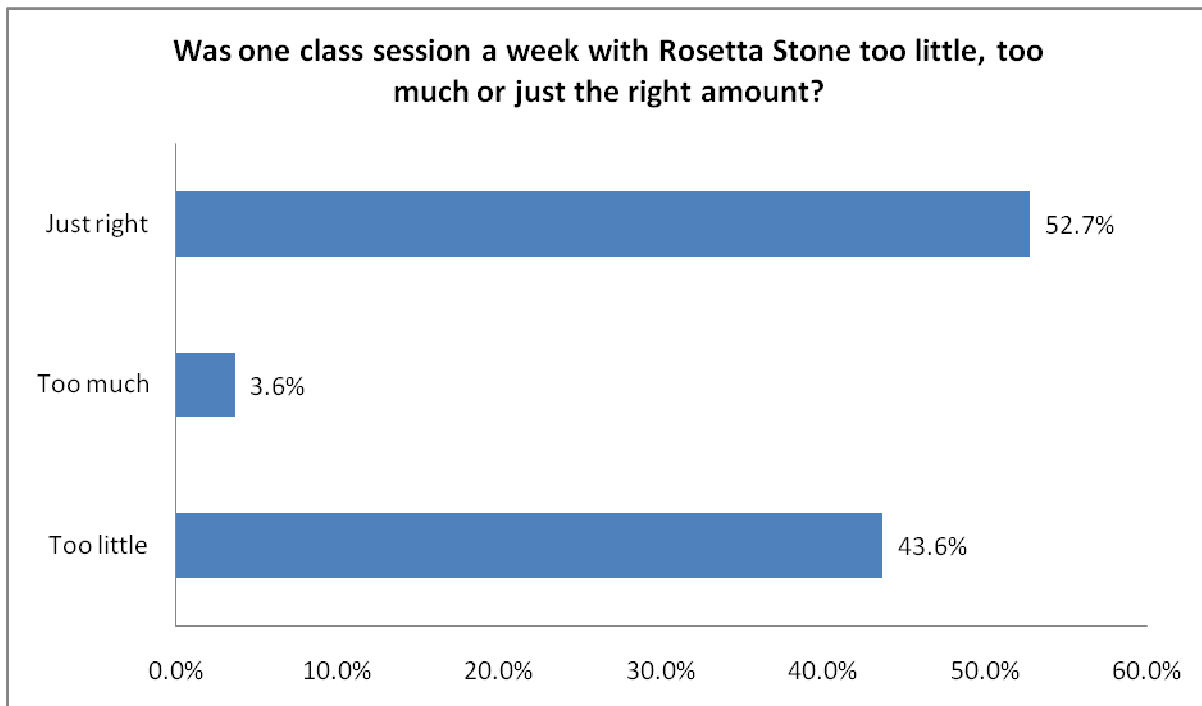


Operational aspects of Rosetta Stone

83.8% of students did like working by themselves when using Rosetta Stone.

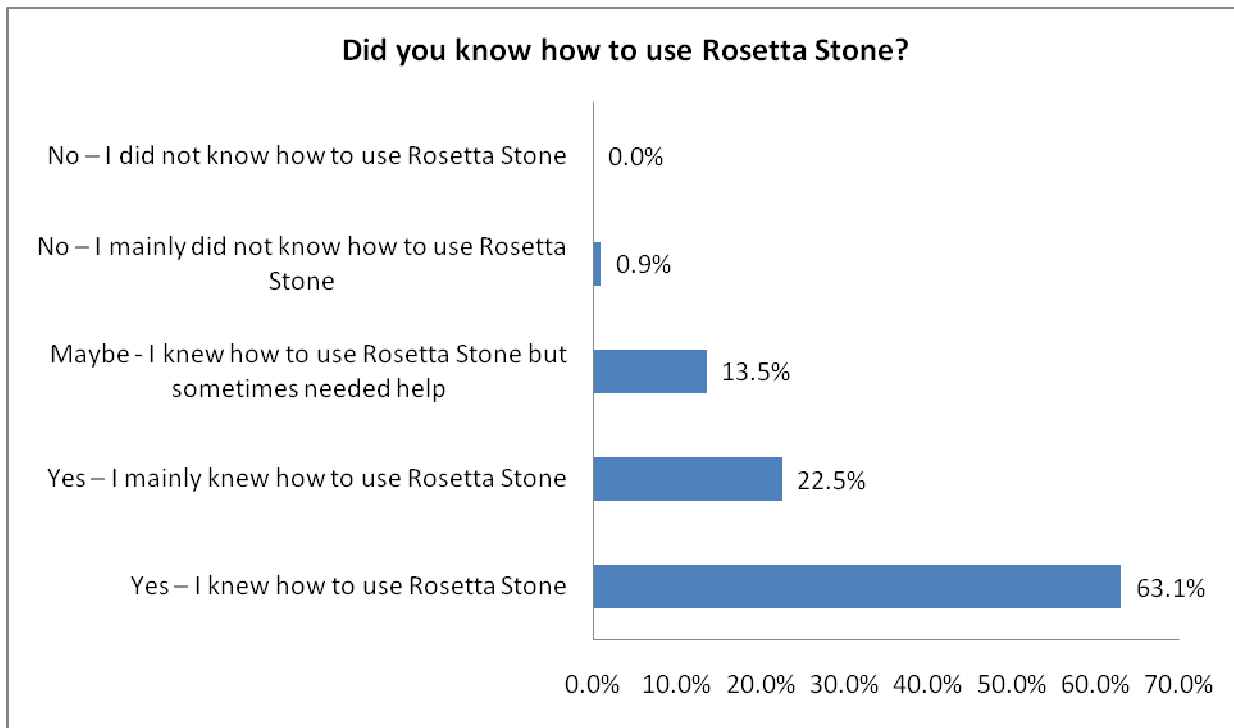


Around half (52.7%) of all students felt that one class session a week with Rosetta Stone was just the right amount. 43.6% felt that it was too little. Only 3.6% felt that it was too much:

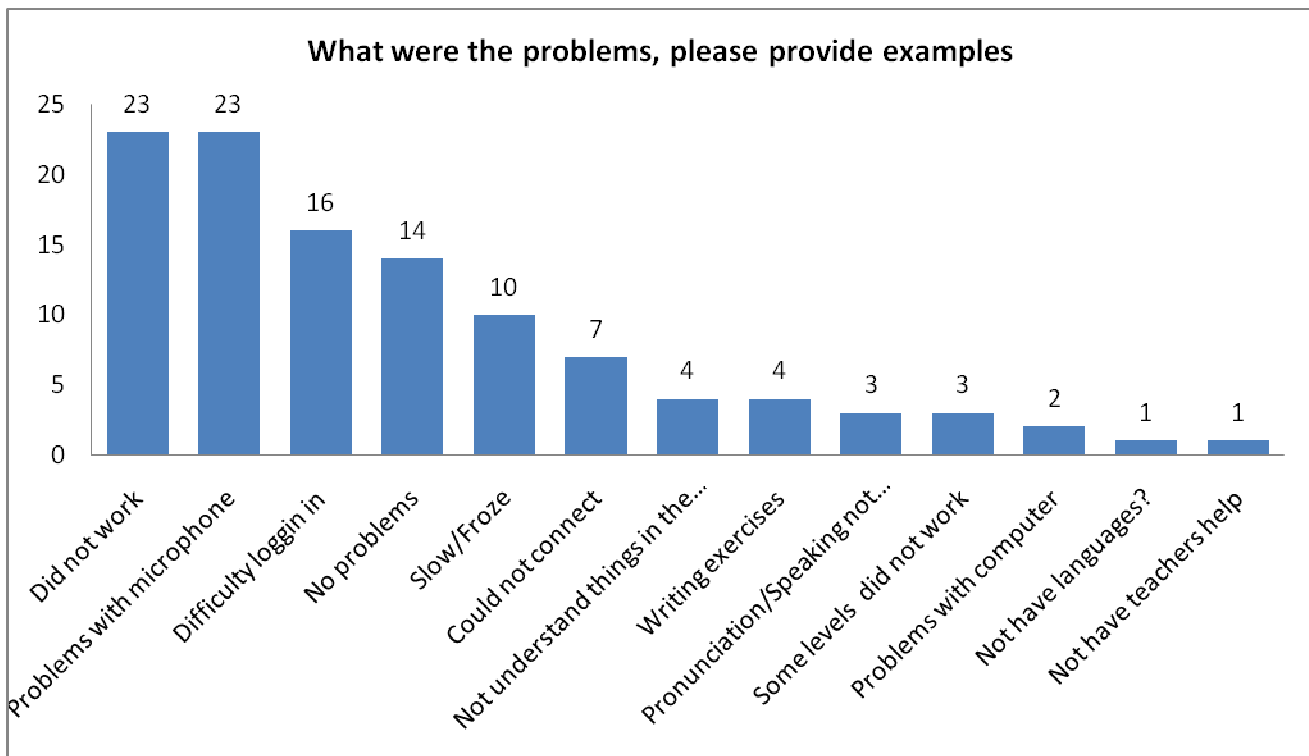


Potential Usage Problems

85.6% of all students stated that they knew how to use Rosetta Stone. However, this could be due to various factors such as the explanation of how to use the product, the level of support the students received, and potential problems the students may have experienced:



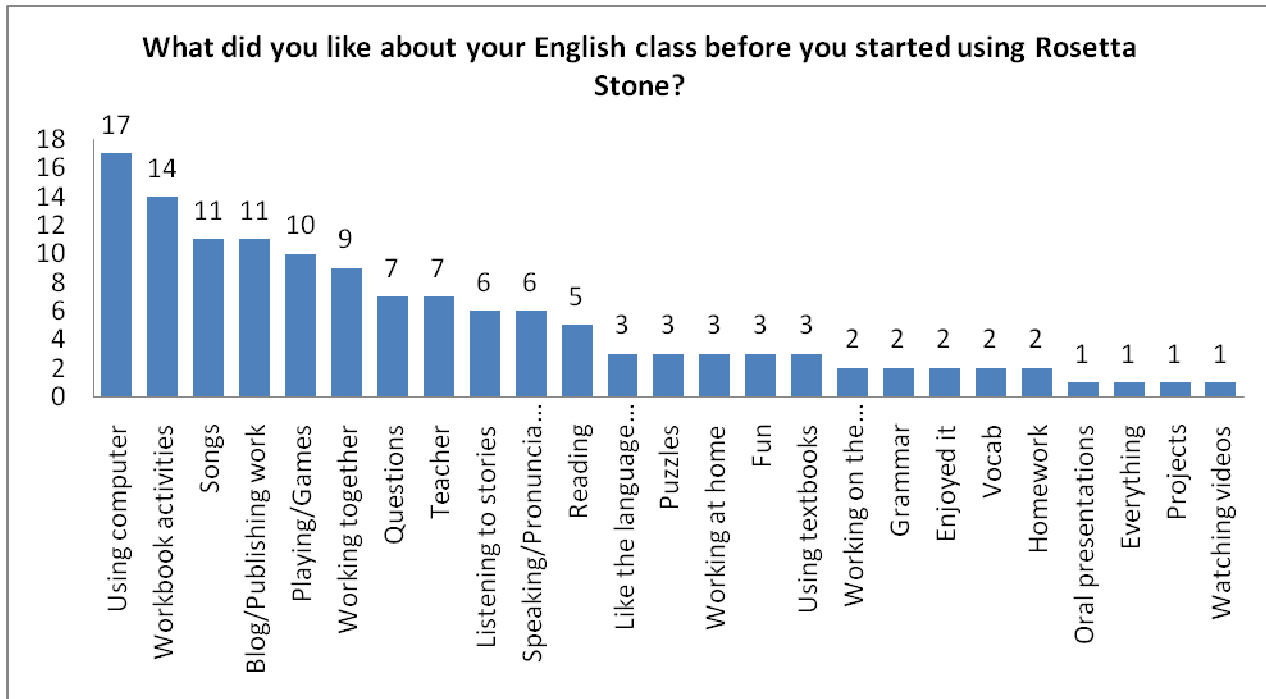
67.6% of students stated that they had experienced problems with Rosetta Stone that they had to ask their teacher about. The main reported problem experienced by students was issues with their microphone. This mainly focused around the problems experienced with calibrating their microphones.



(Please see appendix for all Open Ended comments)

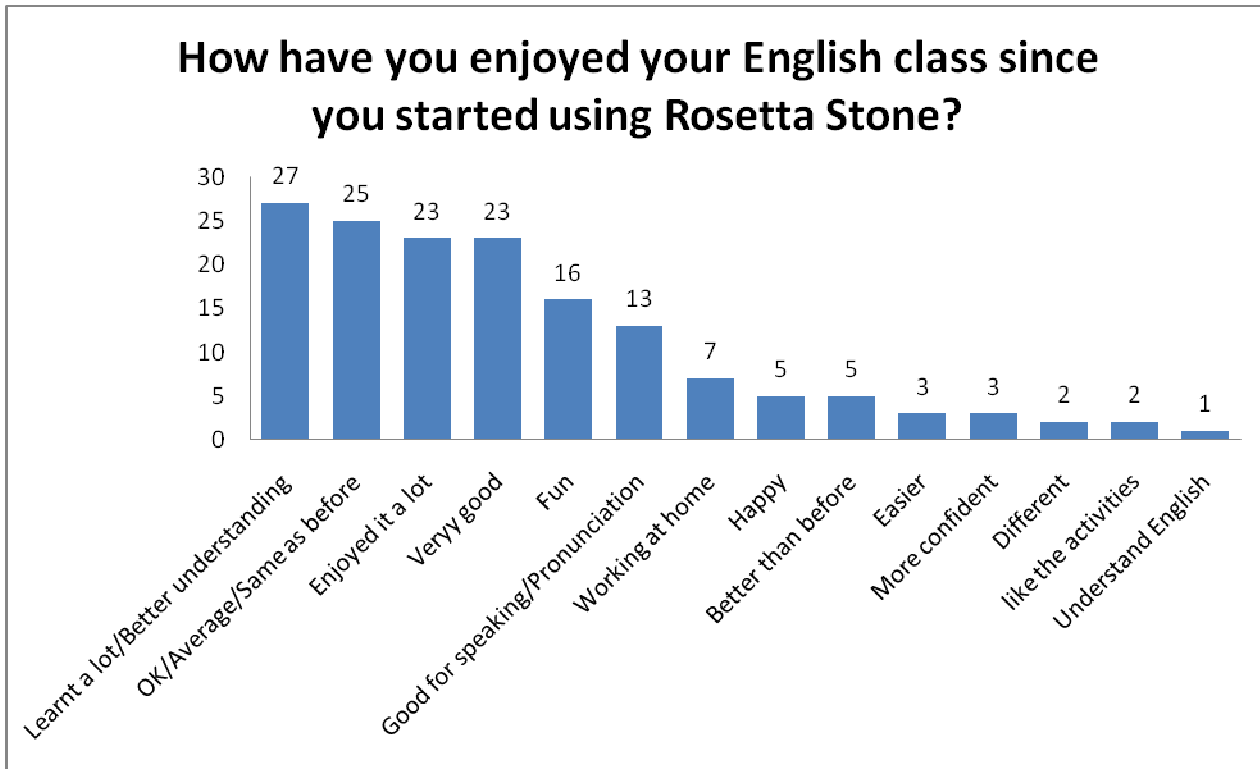
Opinions of English Classes

Students particularly liked using the computer during their English classes, especially keeping and maintaining a blog. This is especially useful when thinking about Rosetta Stone being delivered via a computer:



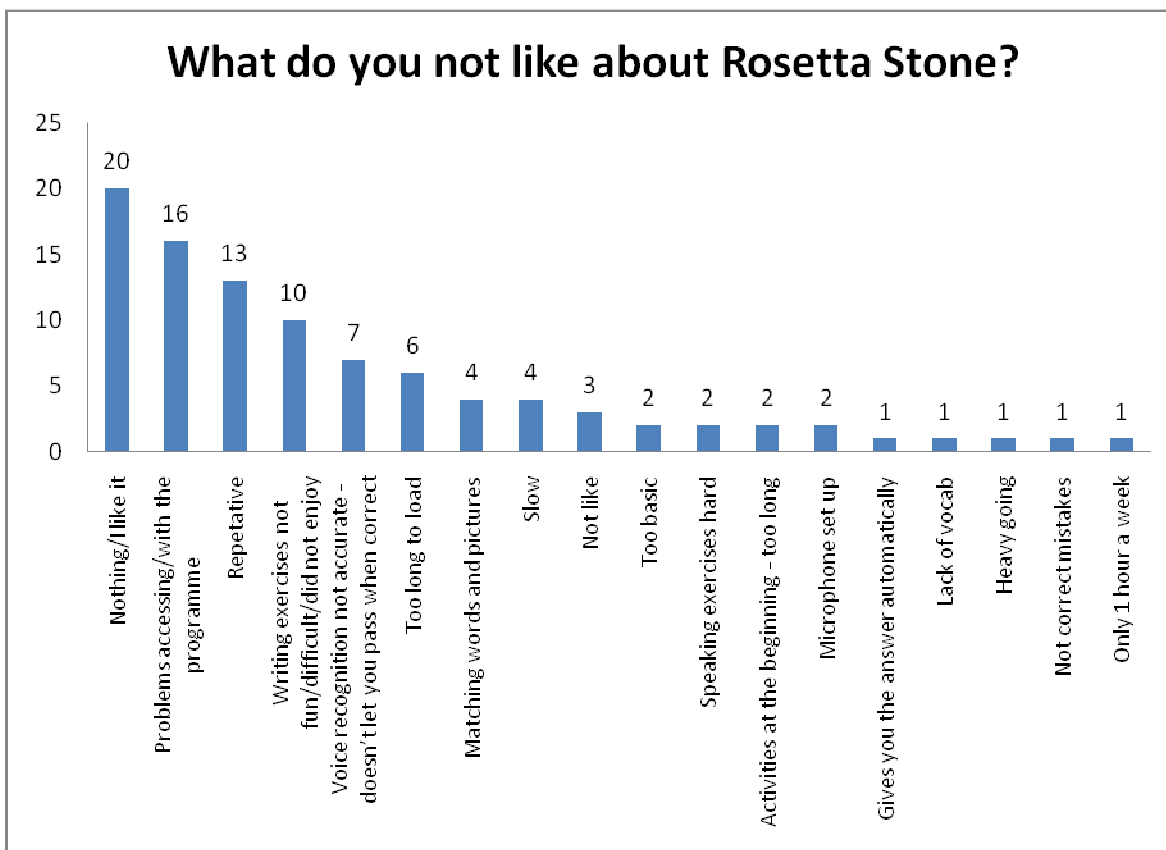
(Please see appendix for all Open Ended comments)

The majority of students felt that they had learnt a lot or had better understanding of English since using Rosetta Stone, and a lot of the comments showed that the students were happy with the programme and they enjoyed it. This coupled with the fact that they felt they had learnt a lot shows that Rosetta Stone will have an positive impact on their motivation.



(Please see appendix for all Open Ended comments)

It is evident that students felt that technical problems detracted from their enjoyment and the positive of the programme. What students found to be the hardest, (writing) was also shown to be the reason why they did not enjoy Rosetta Stone.



(Please see appendix for all Open Ended comments)

Findings: Teacher Survey

Please note the results are number of responses per questions:

Approximately how much time (approximate number of hours) have each of the students actually spent in the programme (open)

Responses gathered were: 10 hours, 12 hours, 85 hours and 1 hour.

How have you been incorporating Rosetta Stone, and have students enjoyed working with Rosetta Stone:

	<i>n</i>	<i>Did students enjoy working with Rosetta Stone: Please rate on a scale of 1 to 5 (where 1 = Not at all to 5 = Very much)</i>	
<i>Students study independently at home</i>	2	2	5 – Very Much
<i>Students work independent in the classroom</i>	2	1 – Not at all	5 – Very Much
<i>We use the programme as a group</i>	1	1	

Please rate how well you think Rosetta Stone programme teaches the following language skills:

	<i>1 – Not at all well</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5 – Very well</i>
<i>Speaking</i>	1		1	1	1
<i>Reading</i>	1		3		
<i>Writing</i>	1		2	1	
<i>Listening comprehension</i>	1		1		2
<i>Grammar</i>	1		1	1	1

Overall, do the students enjoy using the Rosetta Stone programme:

<i>1 – Not at all</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5 – Very much</i>
1			3	

Did Rosetta Stone help in making the English class more appealing to students:

<i>1 – Not at all</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5 – Very much</i>
1	1		2	

How helpful do you think Rosetta Stone was in teaching students English:

<i>1 – Not at all helpful</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5 – Very helpful</i>
1			3	

How helpful do you think Rosetta Stone was in making the students be more confident when it comes to speaking English out loud:

<i>1 – Not at all helpful</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5 – Very helpful</i>
1			3	

Since using Rosetta Stone, have you noticed an increase in the students interest in learning English:

<i>1 – Not at all</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5 – Very much</i>
1		2	1	

Please rate the extent to which you find this programme to be user friendly for the students to use:

<i>1 – Not at all</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5 – Very much</i>
1			3	

Did you experience any problems using the programme: All teachers responded Yes

These were:

“On-line connection of the programme.”

“ Microphones configuration.”

“We had loads of problems with our computers at school, so what we did is to ask them to work at home. We also had problems logging in and with the headphones/microphones. As we were 26 students working together they were really slow”

Did you experience any problems with students understanding what to do in the programme:

1 teacher had

Have you used the Rosetta Stone Manager application:

<i>Not at all</i>	<i>More than once a week</i>	<i>Once or twice a week</i>	<i>Once or twice every 2 weeks</i>	<i>Once or twice a month</i>	<i>Less than twice a month</i>
		2	1	1	

This was to:

“see and compare the pupils progress”

Was Rosetta Stone Manager Easy for you to use or not:

<i>1 – Very difficult</i>	2	3	4	<i>5 – Very easy</i>
1		3		

Was it easy or difficult to incorporate Rosetta Stone into your lesson plan:

<i>1 – Very difficult</i>	2	3	4	<i>5 – Very easy</i>
		3		1

Did the students find Rosetta Stone personal assessment scoring system useful:

<i>1 – Not at all useful</i>	2	3	4	<i>5 – Very useful</i>
			1	3

Did you find the personal assessment scoring system in Rosetta Stone useful:

<i>1 – Not at all useful</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5 – Very useful</i>
			3	1

Was one class session a week with Rosetta Stone too little, too much or just the right amount:

<i>Too little</i>	<i>Too much</i>	<i>Just the right amount</i>
		4

Please rate your overall satisfaction with Rosetta Stone:

<i>1 - Very Dissatisfied</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5 – Very Satisfied</i>
		2	1	

Rosetta Stone's Strengths included:

"It's a motivating and dynamic programme."

"Help children to improve the language skills."

Areas of improvement:

"Comparing the programme contents and objectives with the Primary "curriculum" (talking with teachers)"