

Rosetta Stone and General Research

The No Child Left Behind Act of 2001 stipulates that ESL education interventions must be supported by scientifically based research. There are many approaches to second language acquisition (SLA) education. Again and again, however, scientific studies have identified key factors that must be present in order for language learning to take place. How does Rosetta Stone measure up? Below is a chart that lists the essential factors of language learning and indicates how Rosetta Stone uses them in language instruction.

Factors	General Definition	In Rosetta Stone
Structured Input	People learn and remember language in memorable chunks that build on previous knowledge in logical ways (Pettito, 2003).	Rosetta Stone presents language systematically, beginning with article and noun collocations. It does so in a way that systems are recognized and learned intuitively; students acquire vocabulary and syntax in tandem.
Meaningful Input	New language must be made meaningful within the existing framework in order for the student to learn it, use it, and remember it (Krashen, 1985).	Rosetta Stone teaches new words and phrases through direct association with pictures that show meaning clearly. As ideas become more complex, meaning is communicated within the context of previously learned language and images.
Readiness to Talk	Learning begins with observation; students absorb language and understand linguistic information before they produce language (achieve readiness to talk); this observation period can be used to provide the student with a broad and sturdy base of knowledge before they begin production (Lee & VanPatten, 1995).	Rosetta Stone offers many listening and reading exercises that build students' language base during the pre-production period of language acquisition. Vocabulary and grammar are braided together so that when a student begins to speak and write, the correct words are associated with the correct usage, and structures are in place and accessible.
Individualized Problem Solving	Students must have opportunities to negotiate meaning on their own so they can develop and practice language learning skills. This also ensures that learning is active rather than passive (Diller, 1981; Lee & VanPatten, 1995; Jessup & Egbert, 1996).	With Rosetta Stone, students must rely on their own knowledge and skills to access the situation and select the correct answer. Because of this, their performance reflects knowledge and areas in need of improvement. The program augments group learning in a traditional classroom; teachers can use the Student Management System to cater to each student's learning styles, goals and needs.
Confidence	Confidence in their own learning and language skills helps students to achieve higher goals more easily. Difficulties are viewed as opportunities for growth rather than insurmountable obstacles or personal flaws (Gardner, 1982).	Rosetta Stone equips students with language-acquisition skills that allow them to negotiate meaning quickly and effectively. This encourages students to learn language as a structure rather than as a chance meeting of memorized rules and words. This gives students confidence in their own abilities to communicate and understand even in the early stages of learning.
Interest & Motivation	Motivation may be encouraged in many ways, but is absolutely essential if a student is to learn and use language with ease. Motivation may be a result of interest in the culture, a personal goal, or promise of external benefits (such as a job) (Tremblay and Gardner, 1995; Egbert and Jessup, 1990; Norris-Holt, 2001).	Students of all ages in many different classrooms have said how much they enjoy using Rosetta Stone; this enthusiasm paired with the learning of immediately useful language and structures inspires students to learn the language well and use it as much as they can.

Works Cited

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