

# **DreamIT**

## **CAN COMPUTER-ASSISTED LANGUAGE LEARNING IMPROVE ORAL LANGUAGE COMPETENCY IN LEARNERS OF A SECOND LANGUAGE?**

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## **Part I: Project Description**

### **Part I**

#### **CAN COMPUTER-ASSISTED LANGUAGE LEARNING IMPROVE ORAL LANGUAGE COMPETENCY IN LEARNERS OF A SECOND LANGUAGE?**

I chose to focus on oral language competency in the Spanish language because at first sight, many students can only identify that words look differently or sound differently but they aren't sure why and they aren't able to reproduce these written or oral differences easily. For example, the majority of my students don't fully understand how accents can change the pronunciation of a word as well as the meaning of a word. Therefore, this results in mispronunciation, misunderstanding of texts, and most importantly, this causes students to speak and/or write using words incorrectly.

Although it's very difficult for students to understand these implications while in a classroom setting, it is important that students can recognize that by using the incorrect word or stress placed on a word in writing or when speaking, they can easily confuse their audience and be misleading about who or what they are speaking about. This of course has greater implications outside of a classroom when speaking/writing to native Spanish speakers. Therefore, by incorporating technology into my instruction, I will be able to include more authentic materials and resources for my students to experience and consequently they will be able to produce more complex, fluent, and accurate sentences.

My first goal is for students to see and hear the use of native or native-like Spanish in different contexts, including both written and oral form. This will allow them to see the appropriate use of accents, grammar rules, and vocabulary and experience some of the misunderstandings that can occur when they are not used appropriately. However, I am not focusing on the "rules" of grammar and what it requires to become more a more accurate, complex, and fluent speaker because right now I only want my students to focus on the continuous and implicit input of the Spanish language. Similarly, this unit is not strictly grammar based and these concepts will not be taught explicitly, but rather the students will begin to identify and infer when to use certain grammar rules to further their own speaking through the exposure of the different reading, writing, and speaking activities.

Once they have been exposed to this concept, they will then be able to practice speaking and writing in Spanish. They can continue to use technology to help them create a "hard copy" of their written and oral work throughout the stages of this unit so that it can be re-read and listened to as many times as needed. This will help students to correct their own mistakes while helping their peers to do the same. As an instructor, I will be able to assess their progress throughout the unit while also providing them feedback which they can use to improve their performance.

I would like to use Rosetta Stone in my classroom to assist students with identifying the importance and implications of fluency, accuracy, and complexity of oral language in Spanish. The way that I envision using this is very similar to how Steve Swab, the CEO of Rosetta Stone, describes the intentions of the program: "Our intention is to be a catalyst for language learning. We're no replacement for going through a complete classroom learning experience... or even spending a few years in a foreign country. Our solution provides educators the opportunity to reinforce core instruction through interactive lessons, reading, games and activities, and live tutoring sessions with native speakers. All of these resources are part of our solution, and enable educators to reinforce language learned."

Another program that I would consider is Transparent Language, which can be used in conjunction with or in replacement of Rosetta Stone. Transparent Language also offers Interactive Social Communities so that students can continually learn and practice their language skills outside of the classroom. Lastly, the students will use the site MyBrainShark in

order to track and demonstrate the skills that they have learned. They will complete mini-projects and assignments throughout the unit to demonstrate their progress before they submit their final presentation which will demonstrate their oral language competency in the areas of accuracy, complexity, and fluency.

## **Part II: Resources.**

Abbott, M. (n.d.). Q & A Interview with Rosetta Stone CEO Steve Swad. *www.actfl.org*.

Retrieved September 10, 2014, from

<http://www.actfl.org/sites/default/files/AOD/RosettaStoneQ%2BA.pdf>

Learn Spanish with Rosetta Stone. (n.d.).*www.rosettastone.com*. Retrieved September 10,

2014, from <http://www.rosettastone.com/learn-spanish>

MyBrainShark. (n.d.).*www.mybrainshark.com*. Retrieved September 10, 2014, from

<http://my.brainshark.com/home.aspx>

Transparent Language, Inc.. (n.d.). Learn about Spanish Language and Culture. *Learn*

*Spanish: Language-Learning Software & Online Language Classes*. Retrieved

September 10, 2014, from <http://www.transparent.com/learn-spanish/>

## **Part Ia: Annotated Bibliography**

### **Annotated Bibliography**

#### **The Effects of Multimedia Task-Based Language Teaching on EFL Learners' Oral L2 Production**

BavaHarji, M., Gheitanchian, M., & Letchumanan, K. (2014). The effects of multimedia

task-based Language teaching on EFL learners' oral L2 production. *English Language Teaching*, 7(4). Retrieved from

<http://search.proquest.com.proxy2.cl.msu.edu/docview/1536865573/fulltextPDF?accountid=125>

Task-based language teaching (TBLT) has become increasingly important in the the fields of second language (L2) pedagogy and L2 acquisition research. To increase learning opportunities, students would need to access excessive input while teachers would need to maximize the use of the L2 in the classroom and create opportunities for students to receive input outside of the classroom. Therefore to accomplish this, the present study included multimedia technology to provide students with multiple resources and opportunities to access a variety of input outside of the classroom. The multimedia tool that was used was a free web-based software program that acted as a Content Management System as well as a blogging tool. This is where instructional materials were posted as well as extra resources and helpful links. They were able to post comments, questions, assignments, and hold discussions with their peers in this format. To help scaffold the assignments, the researches developed 12 passages that were posted on this site that could help the students compose their own passages which they would have to present orally. There were three oral production test tasks which were analyzed based on accuracy, fluency, and complexity. The results of the study showed that incorporating multimedia in the task-based learning teaching environments with varying levels of complexity had positive effects on improving the students' L2 oral proficiency. The results showed improvements in accuracy, fluency, and complexity. Additionally, the confidence levels of language production improved as well and the students experienced more opportunities to communicate and interact with their peers and instructors because of the multimedia tool that was implemented during instruction.

### **The spread of computer-assisted language learning**

Chapelle, C. A. (2010). The spread of computer-assisted language learning. *Language*

*Teaching*, 43(01). Retrieved from

<http://search.proquest.com.proxy2.cl.msu.edu/docview/217740311/32F289AC056345DDPQ/1?accountid=12598>

The term CALL, computer-assisted language learning, can include a variety of technologies and is not limited to the use of computer programs. For example, other included technologies could be CD-ROMs, electronic reference materials, interactive multimedia, and forms of electronic communication such as email, blogs, and websites such as a classroom wiki. It is important that the techniques used to examine CALL materials should be used to reexamine all language learning materials such as textbooks. However, there has been little research providing evidence about the quality of other language learning materials. This paper argues that the perspectives and practices that influence textbooks for example should be investigated further since textbooks consequently shape a teacher's decision about what content to teach, what exercises to use, and even how to make their syllabus. The evaluation process needs to include less personal opinions but focus more on professional knowledge and practices that are used in applied linguistics. It is important to note that many teachers have limited experience using CALL software from the learners' perspectives and sometimes limited knowledge of using any form of

technology in teaching as well. Dissatisfaction with early research results prompted further investigation about whether CALL activities engaged learners in tasks that demonstrated authentic language learning. Researchers continued to question the best way to select content of materials and how to prepare the learners to use the Internet for intercultural exchanges. Therefore, in order to examine the effectiveness of CALL, there needs to be evidence founded on a basis of research rather than by using the creativity of marketing departments.

### **Oral language skills of Spanish-speaking English language learners: The impact of high-quality native language exposure**

Gámez, P. B., & Levine, S. C. (2013). Oral language skills of Spanish-speaking English language learners: The impact of high-quality native language exposure. *Applied Psycholinguistics*, 34(04). Retrieved from <http://search.proquest.com.proxy2.cl.msu.edu/docview/1418409838/fulltextPDF?accountid=12598>

Although there have been many studies that have proved the correlation between native-language (L1) input and the positive impact that it has on native-language literacy skills, there is now evidence suggesting that native-language input has a positive correlation with second language (L2) oral language skills as well as L2 literacy skills. A study of dual-language learning toddlers that was conducted in 1997 by Pearson et al. determined that the more exposure a child has to a language, the more likely that child will positively build their language skills as well as a larger vocabulary. In this study, 101 kindergarten students were observed. These students were all native Spanish speakers who were classified as limited English proficient. In the 21 classrooms observed, the L1 (Spanish) was the primary language used for instruction. English language development (ELD) instruction was included daily for a short period of time. The Woodcock Language Proficiency Battery - Revised was used to test the students' L1 proficiency as well as their L2 proficiency at the beginning of the school year and at the end of the school year. This study examined the correlation between the teacher's use of language in the classroom and the growth of the students' language over a year's time. It was determined that the children's language was significantly and positively related to the quality of the teacher's speech. Therefore, this study extends the findings of language input effects to mixed-language classrooms to represent that the quality of the L2 input of a teacher will affect the L2 production of the students.

### **Learners' Perceived Value of Video as Mediation in Foreign Language Learning**

Hung, H. (2009). Learners' perceived value of video as mediation in foreign language

learning. *Journal of Educational Multimedia and Hypermedia*, 18(2). Retrieved from <http://search.proquest.com.proxy2.cl.msu.edu/docview/205847684/fulltextPDF?accountid=12598>

As technology continues to develop, the use of video as a learning tool in the language classroom is developing and becoming more widely used. This study examined English learner's development of oral proficiency and how the use of digital video recordings provide a beneficial way for learners to reflect on their oral presentations in order to contribute to the growth of their language learning. Typically, video technology is used as a curriculum enhancement or supplement in a language classroom to incorporate authentic materials. This type of video technology enhances a student's cultural understanding as well as increases a student's vocabulary. This study investigates the use of video technology as a form of reflection to enhance oral language production. The students were required to videotape two presentations in which they had to examine and reflect on their language performances and keep a corresponding reflective journal entry for each presentation prompted by guided questions. After reviewing the journals, the videotapes, and conducting interviews with the students, the findings indicated that the students believed that the use of technology was positive because it allowed them to focus their attention on language production through visualization in which they could identify both areas of strength and of weakness in order to make necessary improvements. With the ability to re-watch their performances as many times as needed, the students' knowledge of language learning situations and performances was reinforced while their language awareness was greatly enhanced.

### **Computer Assisted Language Learning**

Kumaresan, K., Balamurugan, D. K., & Thirunavukkarasu, D. (2012). Computer assisted language learning. *International Journal of Management Research and Review*, 2(12). Retrieved from <http://search.proquest.com.proxy2.cl.msu.edu/docview/1415607171/fulltextPDF/32F289AC056345DDPQ/7?accountid=12598>

The field of CALL, computer-assisted language learning, applies research from fields of second language acquisition, linguistics, and natural language processing to second language pedagogy along with the use of technology. This serves as a form of communication between the programmer and the user. The role of computers in language instruction has become an important issue that language teachers throughout the world are facing regularly. CALL programs also provide individualized learning to help students learn independently. These programs provide immediate and unbiased feedback to the users while offering practice in specific areas of the language. Additionally, they can also save time by providing consulting

features, such as online dictionaries, while also offering improved access to students with special educational needs. The teachers also have the ability to record and report student process to help make the setup of programs and activities easier while also making them fun and entertaining for the students. Computer-assisted language learning emphasizes student-centered materials that allow learners to work individually and at their own pace while also being interactive. This tool helps teachers facilitate the language learning process to either reinforce what has already been learned in the classroom or as a tool to help learners who need the additional support.

### **Using webquests for oral communication in English as a foreign language for Tourism Studies**

Laborda, J. G. (2009). Using webquests for oral communication in English as a foreign language for Tourism Studies. *Educational Technology & Society*, 12(1). Retrieved from <http://search.proquest.com.proxy2.cl.msu.edu/docview/1287038930/D54D2CC58A024AD6PQ/1?accountid=12598>

The world has seen an increase in the number of Schools of Tourism. While the importance of written communication was the primary focus of foreign language educations years ago, students' oral language production is now the primary goal, especially in English as a foreign language for tourism, due to the rise and many developments in technology. Webquests are a research-based activity that requires the learner to gather information using the web. This allows the students to gain efficient and current information while also having opportunities to interact with students of different nationalities through a natural, unique form of input that textbooks have previously lacked. Through the use of webquests, tourism students learn to manage themselves in professional real-like communication situations and then in reality through interaction and communication with their classmates based on the results of a particular webquest. Therefore, students will obtain greater oral proficiency and confidence through these frequent internet-based projects as they continue to use the language while fostered in a safe environment where they are motivated to learn in real-life situations.

### **The Direct-Method: A Good Start to Teach Oral Language**

Mart, C. T. (2013). The direct-method: A good start to teach oral language. *International Journal of Academic Research in Business and Social Sciences*, 3(11). Retrieved from <http://search.proquest.com.proxy2.cl.msu.edu/docview/1500702265/42EC93BB7AB4B37PQ/14?accountid=12598>



The Direct Method includes the use of everyday language, question and answer activities, the use of realia, and pictures. It is also known as a natural or conversational method because the students learn to understand the language by listening to it constantly and they begin to speak it by being able to associate speech with the appropriate action while using the language. This study focused on the development of students' communicative abilities through the consistent use of the target language in the classroom. In order to use the Direct Method efficiently, both classroom instruction and classroom activities are carried out in the target language and it is important to avoid the use of the first language as well as translations. Through the continual use of the target language, students will have a better chance of thinking and therefore speaking in that target language which leads to fluency. There have been critiques of the Direct Method which include the necessity that teachers speak with a native like fluency because this could prevent the students from developing their own language skills with a native like fluency. Additionally, although listening strategies are not included in this method, there is no doubt that students' listening development relies on the opportunities to listen to the target language consistently. Therefore, students who listen to the target language will continuously develop their listening skills as well.

### **Self-Study with Language Learning Software in the Workplace: What Happens?**

Nielson, K. B. (2011). Self-study with language learning software in the workplace: What happens?. *Language Learning & Technology*, 15(3). Retrieved from <http://www.llt.msu.edu/issues/october2011/v15n3.pdf#page=115>

Computers and the internet have made great improvements to the world of foreign and second language learning. Therefore, self-study materials are easy to access and use because there are many software programs that are marked as complete learning solutions. This study focuses specifically on Rosetta Stone and Auralog's TELL ME MORE and the result of learner autonomy when using packages such as these. Both programs claim to work as all-in-one solutions for language learning which means that these software programs should be designed to establish the conditions conducive to second language acquisition. Programs like these have been adopted by companies around the world so that they can provide individual language training available when in-person training is not practical. However, results showed that participants spent very little time using the CALL materials before they just completely stopped which therefore reduced the number of assessments that could be analyzed. Participants complained of technological problems, lack of individualized content in the CALL materials, lack of resources, and lack of explicit instruction. Therefore, given the high attrition rate, self-study with CALL does not seem to be very promising for adults in the workplace. Additionally, it was found that even supervisors needed guidelines for self study and they should provide additional resources, face-to face support, and understand that there is a time commitment involved with self-study.

Participants commented that the programs were very generalized and if they had been more specific to their jobs, they would have participated more frequently. As a result, this approach is not likely to be an effective approach for improving overall language proficiency in this context. Companies should also recognize and provide access to a wide-range of materials and resources and should only consider these types of programs as supplemental material to instructor-lead training rather than just stand-alone solutions.

### **Implementing computer-assisted language learning in the EFL classroom: Teachers' perceptions and perspectives**

Park, C. N., & Son, J. (2009). Implementing computer-assisted language learning in the EFL classroom: Teachers' perceptions and perspectives. *International Journal of Pedagogies and Learning*, 5(2). Retrieved from <http://search.proquest.com.proxy2.cl.msu.edu/docview/215871379/fulltextPDF?accountid=12598>

The Korean government provided its schools with multimedia computers, software programs, and high-speed internet connections in order to support the everyday practices of information and technological communication (ITC) that is such a large part of today's society. This study determined that teacher's perceptions and personal backgrounds in using information and technological communication were significant factors that would either promote or inhibit technology integration in the classroom. There is still hesitation among teachers to use computer-assisted language learning programs in their classrooms due to time constraints, personal inhibiting factors such as lack of training, administrative work, and insufficient facilities. However, it was determined that the influence of computer-assisted language learning was beneficial to the development of students' language skills as well as their understanding of culture. As one teacher described, "To be good speakers, students should be exposed to the target language as much as possible. I think computer technologies, especially the Internet, provide non-native speakers of English with a rich learning environment. (Teacher C)" (p. 89). All teachers provided a positive outlook on the future of CALL in the classroom as long as there were more opportunities for teachers to develop their knowledge and confidence in using CALL through professional development programs.

### **A computer assisted method to track listening strategies in second language learning**

Roussel, S. (2011). A computer assisted method to track listening strategies in second

language learning. *European Association for Computer Assisted Language Learning*, 23(2). Retrieved from <http://search.proquest.com.proxy2.cl.msu.edu/docview/866659212/fulltextPDF?accountid=12598>

Listening to language is one form of input and continuous input is required for a learner to learn a second or foreign language. However, unlike reading a text, a listener cannot stop and go back to re-listen to something because of the continuous speech-flow. Computer-assisted language learning does seem to give listeners this flexibility to be able to better deal with oral input. The use of a MP3-player than can play podcasts allows learners to more freely regulate their information input/intake. This study used a computer program to automatically record the movements of the learner's mouse and its time-course "on-line" while learners were listening to a MP3-track. The purpose was to measure whether personal control over information input/intake improves information processing for all learners. This study also sought to explore whether learners could compensate for unknown words by using self-regulatory strategies. The participants could not control speech rate but they could stop, go back, and go forward and listen again so that they had some control over the speech. This method allowed the learners to directly and objectively use and access listening strategies and not only what the listeners had to say about these strategies. Results concluded that self-regulation strategies allowed the learners to better handle the aural discourse. However, it should be noted that second language learners should be taught how to regulate listening tasks such as these. Therefore, this study encourages teachers to use individual learning tools in the classroom and to also explicitly teach input/intake self-regulation along with problem-solving, planning, and evaluation strategies.

## **Part Ib: Additional Resources**

### ***Additional resources that will not be used at this time:***

Amaral, L. A., & Meurers, D. (2011). On using intelligent computer-assisted language learning in real-life foreign language teaching and learning. *ReCALL*, 23(01). Retrieved from <http://search.proquest.com.proxy2.cl.msu.edu/docview/822667567/fulltextPDF/32F289AC056345DDPQ/4?accountid=12598>

Jarvis, H., & Krashen, S. (2014). Is CALL obsolete? Language acquisition and language learning revisited in a Digital Age. *The Electronic Journal for English as a Second Language*, 17(4). Retrieved from <http://files.eric.ed.gov/fulltext/EJ1024104.pdf>

Tarone, E., & Bigelow, M. (2005). Impact of literacy on oral language processing: Implications for second language acquisition research. *Annual Review of Applied Linguistics*, 25, 77-97. Retrieved from <http://search.proquest.com.proxy2.cl.msu.edu/docview/198093502/fulltextPDF?accountid=12598>

## **Part II: How does your project connect with other key issues in educational technology & research?**

### ***Part II - Literature Review***

#### **Part IIa: Introduction**

I am interested in identifying how computer-assisted language learning can improve oral language competency in learners of a second language.

The literature that I used to examine this topic focuses on the influences of oral language competency, the relationship between technology integration and oral language competency, and the uses of computer-assisted language learning, also known as CALL. Through the different references, I am able to examine the perspectives of both students and teachers regarding the uses of technology in a classroom setting, specifically computer-assisted language learning, and how this is primarily a positive enhancement to the curriculum. I will use the information about influences of oral language competency to compare to the studies conducted, which includes the integration of technology in similar settings. Lastly, I will compare these studies to the specific integration of CALL and identify the positive improvements that CALL may have on oral language competency.

These articles provide a foundation that I can use to examine my own hypothesis, that computer-assisted language learning programs improve the oral language competency of a second-language learner, while also providing suggestions of areas that need improvement or further research. Through these resources, I can identify the best ways to improve oral language competency, ways in which other researchers have used technology to examine and assess the improvement of oral language competency, and identify the current uses of computer-assisted language learning including the improvement of listening strategies in order to apply these findings to the research that would be done to either support or disprove my claim.

The common trend that I identified throughout the ten resources that I examined was that oral language production of a second or foreign language requires input and will increase with the amount of input that a student receives. According to BavaHarji, Gheitanchian, &

Letchumanan (2014) and Park & Son (2009), it is important that the student receives input of the L2 continuously in the classroom and outside of the classroom as much as possible. It has been noted that the use of technology, in the form of video technology, web-based software programs, web-based tasks, and computer programs, increases the amount of input that a student receives therefore having a positive impact on oral language production specifically in accuracy, fluency, and complexity.

## **Part IIb: Body**

The majority of the references that I used were either case studies or reviews of other works or studies completed by other researchers. All ten of the articles that I reviewed included either Quantitative or Qualitative methods of research in more than one form. The primary instruments of the Quantitative studies included surveys, descriptive analysis, correlational studies, comparative studies, ex post facto, and secondary data analysis. The Qualitative studies used methods like ethnography, case studies, grounded theory and the use of analytical research/concept analysis. Seven of these mixed-research designs used triangulation to produce results, while two of the papers used explanatory designs and one used exploratory methods.

I first looked at two articles (Gómez & Levine, 2013; Mart, 2013) that addressed the topic of oral language production and two articles (Chapelle, 2010; Kumaresan, Balamurugan & Thirunavukkarasu, 2012) that addressed computer-assisted language learning (CALL) independently. These four articles focused on the best ways to improve oral language production and the increase of the use of computer-assisted language learning programs throughout recent years to help supplement language learning programs.

Three articles (BavaHarji, Gheitanchian, & Letchumanan, 2014; Hung, 2009; Lamborda, 2009) studied the use of multimedia or digital technology in the classroom and had similar conclusions determining that the use of technology will help improve oral production in second-language learners.

The last three articles (Nielson, 2011; Park & Son, 2009; Roussel, 2011) that I examined involved the use of computer-assisted language learning programs in order to examine the oral production of second or foreign language learners. Two of these articles (Park & Son, 2009; Roussel, 2011) discovered that the use of CALL improves a student's accuracy, fluency, and complexity of language. The last study (Nielson, 2011), looked specifically at programs such as Rosetta Stone and how they can assist learners when used as stand-alone programs. This study found negative results indicating that CALL programs do not work efficiently when they are used in place of an instructor and/or materials. However, the implications of the study encouraged further research into the use of CALL and indicated that the use of CALL in conjunction with an instructor, access to materials and access to support would result in positive language acquisition and oral language production.

After examining ten different articles, I was able to determine that through the increasing use of technology in classrooms, there are many technologies that support and improve oral language competency. However, it is also important to remember that there are many variables outside of technology that influence oral language competency and these technologies can produce negative outcomes when they are being used without the proper support and supplementation. The following summaries apply to the articles that I found to be most applicable to my own study of how computer-assisted language learning can improve oral language competency in second language learners.

According to Hung (2009), the use of video as a learning tool in the language classroom is becoming more widely used. This study examined English language learner's development of oral proficiency and how the use of digital video recordings provide a beneficial way for learners to reflect on their oral presentations in order to contribute to the growth of their language learning. Video technology, as shown in this study, is typically used as a curriculum enhancement or supplement in a language classroom to incorporate authentic materials. This type of video technology enhances a student's cultural understanding as well as increases a student's vocabulary. After reviewing the journals, the videotapes, and conducting interviews with the students, the findings indicated that the students believed that the use of technology was positive because it allowed them to focus their attention on language production through visualization in which they could identify both areas of strength and of weakness in order to make necessary improvements. With the ability to re-watch their performances as many times as needed, the students' knowledge of language learning situations and performances was reinforced while their language awareness was greatly enhanced.

Another form of technology that was examined by Laborda (2009) is the use of webquests which are a research-based activity that requires the learner to gather information using the web. This allows the students to gain efficient and current information while also having opportunities to interact with students of different nationalities through a natural, unique form of input that textbooks have previously lacked. Through the use of webquests, tourism students learn to manage themselves in professional real-like communication situations and then in reality through interaction and communication with their classmates based on the results of a particular webquest. Therefore, students will obtain greater oral proficiency and confidence through these frequent internet-based projects as they continue to use the language while fostered in a safe environment where they are motivated to learn in real-life situations.

The third study that I found to be very useful when examining my hypothesis was found in the article *Implementing Computer-Assisted Language Learning in the EFL Classroom: Teachers' Perceptions and Perspectives* (Park & Son, 2009). This study determined that teacher's perceptions and personal backgrounds in using information and technological communication were significant factors that would either promote or inhibit technology integration in the classroom. There is still hesitation among teachers to use computer-assisted language learning programs in their classrooms due to time constraints, personal inhibiting factors such as lack of training, administrative work, and insufficient facilities. However, it was

determined that the influence of computer-assisted language learning was beneficial to the development of students' language skills as well as their understanding of culture. As one teacher described, "To be good speakers, students should be exposed to the target language as much as possible. I think computer technologies, especially the Internet, provide non-native speakers of English with a rich learning environment. (Teacher C)" (p. 89). All teachers provided a positive outlook on the future of CALL in the classroom as long as there were more opportunities for teachers to develop their knowledge and confidence in using CALL through professional development programs.

## **Part IIc: Conclusion**

Many of the articles that I reviewed included case studies of both children and adults that examine the use of multimedia, digital, and web-based technologies in foreign language classrooms. These studies assessed teacher and student perspectives, visual and audio evidence of language production, and lastly the accuracy, fluency, and complexity of a student's oral production.

After reviewing these ten articles, I have learned that there is a great need for further research specifically in the correlation of computer-assisted language learning and the positive influence it can have on oral language competency in learners of a second language. Many articles indicated a lack of previous research in this area due to the continuous advancements of technology and changing beliefs of second language acquisition. I have also determined that technologies such as CALL may help improve the accuracy, fluency, and complexity of students' oral language proficiency if the technologies are used in conjunction with the support of an instructor and supplemental materials.

With the support of these additional resources, I hope to prove my hypothesis that computer-assisted language learning programs will help improve the oral language competency of a second-language learner. Consequently, I will also have the necessary evidence needed to successfully implement a program such as Rosetta Stone or Transparent Language in my own foreign language classroom. I will be able to use the proper strategies and resources to support the learning and use of such language programs in conjunction with an instructor-led course.

## **Part III: References.**

BavaHarji, M., Gheitanchian, M., & Letchumanan, K. (2014). The effects of multimedia task-based language teaching on EFL learners' oral L2 production. *English Language Teaching*, 7(4). Retrieved from <http://search.proquest.com.proxy2.cl.msu.edu/docview/1536865573/fulltextPDF?accountid=12598>

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- Gámez, P. B., & Levine, S. C. (2013). Oral language skills of Spanish-speaking English language learners: The impact of high-quality native language exposure. *Applied Psycholinguistics*, 34(04). Retrieved from <http://search.proquest.com.proxy2.cl.msu.edu/docview/1418409838/fulltextPDF?accountid=12598>
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## **Part III: Presenting the Total PACKage**

### **Part IIIa: Context**

I teach Spanish 1 and 2 courses to secondary students in grades 6-12. I work with a primarily urban population with students coming from lower socioeconomic classes. My classroom contains 29 desks. I also set up two tables in my classroom and acquired extra chairs to make sure that all of my students had a place to sit and work. I also included a coffee table with beanbag chairs at the front of the classroom where students can work when appropriate. I have a whiteboard, three bulletin boards, and a SMARTboard, that my own laptop can be hooked up to, in my classroom but no computers or other forms of technology for myself or the students to use. I do have access to a computer lab in the school but availability is very limited because it is accessible for all secondary teachers. The courses are very task-based as I have reading, writing, listening and speaking stations that students must complete while only using Spanish during their "Taking the Initiative" time (BavaHarji *et al.*, 2014).

Pictures of my most recent classroom:

***Figure 3.1***



***Figure 3.2***



***Figure 3.3***



***Figure 3.4***



*Figure 3.5*

### **Part IIIb: Content**

I would like my students to be able to implicitly improve their oral language competency, specifically their fluency, accuracy and complexity of the language, through the use of computer-assisted language learning programs. This concept is hard for students to develop and recognize on their own due to the limited exposure and control of authentic Spanish language oral and written texts that give them an opportunity to identify patterns of punctuation, pronunciation, and the like (Roussel, 2011). It is important that students have access to positive input of the language. This includes continuous exposure to authentic written and oral Spanish texts in which students can read content written by native Spanish speakers as well as listen to audio that is recorded by speakers who have an authentic, or near-authentic, Spanish accent. (Gámez & Levine, 2013).

I have noticed that my students do not continue to maintain a high level of oral language competency that they have acquired, such as recognizing the unique pronunciation of words or when to use inflections in their own oral language production when asking questions versus making statements, because they are not exposed to this type of language input continuously nor do they have the option to produce the language very regularly outside of the classroom. Therefore, students have trouble understanding how certain mistakes can impact what their audience is hearing or reading. Using the wrong pronunciation of a word, forgetting to stress a syllable of a word, or not using inflection where necessary can lead to an audience mistaking a question for a statement or mistaking one word for another in meaning which will misconstrue the message that the student is trying to portray.

The natural unfamiliarity with a new language, in addition to the limited time that students have to learn and practice this language in a school setting, is one of the greater difficulties that prevent students from positively acquiring and being able to produce a language fluently, elaborately, and accurately. Learning a new language takes time in order to process new

sounds, symbols, and patterns and it also requires that students not only receive proper input of the language but they also require sufficient time to practice and correct their own language production. Not only is this one of the difficulties with learning a new language, but this is also one of the difficulties that students face when they are learning about new cultural practices and how language plays such an important role in that new culture.

### **Part IIIc: Technology**

I believe that Rosetta Stone, a computer-assisted language learning program, would be best suited for this problem because it gives students access to native Spanish speakers in aural and written form. Students can practice reading, writing, speaking (while recording themselves) and listening tasks continuously while also contributing to forums that include input from other foreign language learners and native Spanish speakers. This helps them review their own work and gives them a better understanding of the culture as well (Hung, 2009; Park & Son, 2009). I believe that Rosetta Stone would work better than other options, such as audio tapes or listening to me speak, because Rosetta Stone acts as a supplement to class material and allows the class to become more student-centered where students can now take ownership of their learning and work at a pace that works best for them, even if that means repeating an activity multiple times (Kumaresan *et al.*, 2012; Roussel, 2011). This provides them allowances to work on the fluency, accuracy, and complexity of their oral language competency in a more authentic manner without the limitations of non-CALL options (Mart, 2013).

### **Part IIId: Pedagogy**

Using Rosetta Stone, students will have access to a program that is supplemental to the course and their learning can be scaffolded with support from the teacher while still being student-centered which is important when using a CALL program for language input (Nielson, 2011). This program incorporates topics such as food, music, entertainment, travel, art, etc. which supports the experiential model that I use in my own teaching methods. This experiential learning model allows the students to incorporate subject matter relevant to their own personal interests in a self-initiating, secure, learning environment (Rodgers & Freiberg, 1994). This may help students become more intrinsically motivated and help them take initiative to want to learn on their own (Kumaresan *et al.*, 2012). This program also appeals to the multiple intelligence learning theory in which many different learning opportunities are available to each student. This includes but is not limited to linguistic, musical, logical-mathematical, spatial, body-kinesthetic, intrapersonal and interpersonal forms of learning where students can choose which form of learning to use in their own tasks and consequently the assessments appeal to these multiple forms of intelligences as well (BavaHarji *et al.*, 2014; Gardner, 1993a). Lastly, Rosetta Stone more than other programs appeals to the situational learning theory because it offers students access to authentic aural and written texts, as well as opportunities to produce authentic language and interact with authentic speakers in situations such as forums and blogs, which are a part of everyday life for many students (Lave & Wenger, 1990; Park & Son, 2009).

### **Part IIIe: The Total PACKage**



Although implementing a new program such as Rosetta Stone will be a new experience for my students and a new technology which they must learn how to navigate, this will allow students to intrinsically learn multiple topics within one or more units at their own pace. Through the use of Rosetta Stone, the experiential learning theory which includes subject matters related to students' personal interests as well as encourages self-initiated learning, (Rodgers & Freiberg, 1994), the situational learning theory which provides authentic materials and learning opportunities to interact with other learners (Lave & Wenger, 1990), and multiple intelligences learning which allows for a variety of styles for learning and assessment (Gardner, 1993a) will be implemented and developed within each student individually while increasing their overall oral language competency.

Without access to Rosetta Stone, students who might not have access to computers outside of school or at least access to a program such as Rosetta Stone, would not have the ability to directly connect with authentic materials, native speakers, and other learners all within one program. Similarly, they would not be prompted to incorporate reading, writing, listening and speaking skills all within the same platform while incorporating their own personal interests and being encouraged to explore other topics whenever they feel motivated to do so. With the use of Rosetta Stone, which contains all of these experiences within one program, the students have a program that they can use consistently and frequently while still having supplemental materials and the instruction of a teacher to utilize simultaneously. This will provide them with continuous positive input of the language which would otherwise be lacking with the sole use of textbooks and various forms of audio that would not be as consistent, frequent, reliable, or necessarily considered an authentic or positive form of input. Additionally, by alternating between texts and forms of audio and/or visuals, students' learning processes would be continuously interrupted; therefore, this would actually be inhibiting their ability to retain and maintain the level of oral language competency that they had just acquired through their previous activity.

Students can use Rosetta Stone individually which allows for more tailored learning activities where they will not have to be interrupted if there are class disruptions by other students or if someone has a question and needs additional help from the teacher. Students can make the individual decision to continue to work without these interruptions or they can choose to pause or seek help when needed. This helps students recognize, identify, and produce the sounds, symbols, and patterns of the new language more fluently and continuously, which again helps students maintain and retain the content knowledge that was just acquired. Through the use of the same program daily, and weekly, students can continue where they left off, repeat activities, and continue to be exposed to the positive language input without having to worry about variables that might otherwise disrupt or negatively impact their learning.

Students will be able to discover new topics, new language rules, new vocabulary, and new opportunities to use the language even when these concepts are not being explicitly taught which otherwise would be extremely difficult to do both in and outside of the classroom. The use of Rosetta Stone will become part of our weekly lessons where students know that they are required to complete a certain amount of time using the program each week and that it will be their responsibility to choose which area of the program they will be working in during that time. This will help students develop a sense of pride and ownership of their work while allowing for flexibility and autonomy over their education that students so often desire.

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## **Part IV: Evaluation**

### **Part IV: Evaluation**

Through the implementation of the computer-assisted language learning program, Rosetta Stone, I hope that my student's oral language competency of a second language, specifically Spanish, will intrinsically improve by increasing their oral language fluency, complexity, and accuracy. The use of Rosetta Stone will provide students access to continuous native or native-like language exposure in reading, writing, listening, and speaking activities. This will may help students to intrinsically learn and produce correct pronunciation and inflection while speaking and it will also help them to better understand and utilize grammar



rules and concepts fluently and accurately in a natural setting. Without the explicit instruction of grammar rules, punctuation, and diacritical marks, students will be able to develop their own understanding of these concepts and how to use them in complex situations through the use of the given activities within the program. Additionally, they can practice these learned rules through the use of social media and forums that the program provides to allow the students to use their language in an authentic setting with native speakers and other language-learners alike.

To uncover how students are developing their oral language competency through the use of Rosetta Stone, I would first like to give students a survey that will allow me to learn about their background information regarding their current and/or previous study of the Spanish language as a second-language learner. I would like to conduct this study with students who have taken Spanish before; therefore, I would not be conducting this research with first-time language-learners. I would also like to give the secondary students a pretest and posttest to complete. I would like to use these tests to evaluate students' abilities specifically related to reading and listening comprehension as well as their written skills, focusing on complexity, accuracy, and fluency, before the beginning of each unit and after each unit once they have had the chance to use Rosetta Stone. I would also like to conduct oral interviews with each student, again before each unit and after each unit, to evaluate the student's fluency, accuracy, and complexity in speech and to specifically evaluate if there has been any improvement in these areas. Classroom observations and written notes will be included each day as I observe the students using the program as part of our daily lessons.

After discovering more about educational research, I will have to keep in mind the bias of the sample that I will be using to conduct this research as it will not be random given that it will be my own students. Additionally, my own classroom is a very small sample size that I will need to acknowledge in my study. I also need to acknowledge the limitations of the pre and posttests as well as oral language interviews that will be given at the beginning and end of each unit. These limitations can alter the results given the natural progression of language learning throughout any given year without the use of Rosetta Stone and because the students will become more familiar with using Rosetta Stone throughout the year which will shift their attention and focus from first learning the program to simply focusing on the language activities at hand.

Given that I will be actively teaching while conducting this research study about the gain of student's oral language competency, it is important that I recognize the limitations of the role of researcher as well as the role of teacher and find a balance to be able to continue my job as teacher effectively while also actively gathering data and conducting my research study. It is important that I don't let one role overshadow the other and consequently limit or hinder my abilities as both teacher and researcher.