

# TEACHERS AND TECHNOLOGY PERSONALIZE THE ESL CLASSROOM

*Rosetta Stone Education in  
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January 2018

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**5 MILLION STUDENTS**

Speak English as an additional language in schools across the United States

Expected English Language Learners will constitute approximately

**40 PERCENT**

of the PK-12 population by 2030<sup>1</sup>

Technology can be used to improve schooling outcomes and to promote school engagement for families of English Language Learners (ELLs). According to Dr. Bernadette Musetti, “Technology tools can help to [accelerate language development](#), while minimizing the digital divide and the ‘opportunity to learn’ gap for English Language Learners and their families. Blended learning, when done well, is a complementary approach to what we know works with English Language Learners and helps to meet the critical needs of more time for learning, more language and content access, more differentiated instruction and more formative assessment. Well utilized state-of-the-art technology tools can transform not only learning, but schooling itself, for English Language Learners and their families.”<sup>2</sup>

Blended language learning programs and technology can be used as means to further personalize educational experiences for English Language Learners (ELLs) beyond the traditional scaffolds, supports, and instruction that high-quality ESL teachers provide.

How can we encourage students, especially English Language Learners, to become “[active agents in their own learning](#)?” In particular, we want to know how we can use language learning programs and technology to better personalize learning in terms of the three main factors defined by Kristen Vogt at Next-Generation Learning Challenges:

- » **CONTENT:** What students learn
- » **PROCESS AND PACE:** How and how fast students learn
- » **PRODUCTS:** How students demonstrate their learning

In this toolkit, educators will find strategies and ideas for how to better personalize learning through the use of the Rosetta Stone® Language Learning Suite for K–12. Included are ideas for teachers for how to personalize language study in the ESL classroom, as well as suggestions on how to engage and include parents in students’ online learning experiences.

The Rosetta Stone® Language Learning Suite for K–12 is a comprehensive program. It provides flexible e-learning solutions that are easily integrated with in-class instruction. Programs are designed for all proficiency levels, to fit the learning needs of all kinds of students—from blank-slate students with limited exposure to new languages, to those building intermediate and advanced-level language skills for college and career. Engaging lessons help students successfully communicate and practice in a safe environment, while giving teachers the ability to assess learner achievement along the way.

1. Musetti, B. 2018. Technology to Promote ELL Student & Family Success. Retrieved from: <https://k12hub.rossettastone.com/white-papers/technology-to-promote-ell-student-family-success>

2. Murphy, D., Guzman, L., and Torres, A. 2014. America’s Hispanic Children: Gaining Ground, Looking Forward. Child Trends Hispanic Institute. Retrieved from: <https://www.childtrends.org/wp-content/uploads/2014/09/2014-38AmericaHispanicChildren.pdfNational>



# GETTING STARTED

The first step in the [successful implementation of any blended learning program](#) is to establish the conditions for success. Successful implementation efforts require setting goals and building a plan. It's critical that before any specific implementation decisions are made, specific goals for teaching and learning are established. Working through a set of questions about your desired goals and outcomes is an excellent way to determine next steps. In order to determine what implementation plan is best for your ESL classroom or group of students, consider the following:

LANGUAGE LEARNING GOALS	LEARNERS
<p>First and foremost, being very clear on what your goal and your administrators' goals are for the program will ensure that you are all working toward the same outcomes.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Are students working on improving their language skills in English, or in another language?</li><li><input type="checkbox"/> What specific need(s) are you trying to fulfill?</li><li><input type="checkbox"/> Is the goal to replace, supplement, or enhance language teaching in your classroom?</li><li><input type="checkbox"/> What do you hope students will accomplish as a result of this implementation?</li><li><input type="checkbox"/> How will you define success?</li></ul>	<p>The Rosetta Stone® Language Learning Suite for K-12 is a solution designed for many different types of learners, courses, and classrooms. It is important to take all of these factors into consideration.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> What are your learners like?</li><li><input type="checkbox"/> Do they range in age?</li><li><input type="checkbox"/> What is the course your learners are in? Are they in a world language program, mainstream classroom or a dual language program?</li><li><input type="checkbox"/> Do you have students with special needs and accommodations that must be considered?</li><li><input type="checkbox"/> Do you have students who are in an ELL program?</li><li><input type="checkbox"/> How do your learners like to work? Are they comfortable with online learning?</li></ul>
INSTRUCTION	
<p>As the facilitator of the program, you must be reflective on your own level of preparation.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> What is your proficiency with blended instruction?</li><li><input type="checkbox"/> What skills or resources do you need to be successful?</li><li><input type="checkbox"/> Who will be available to you for support?</li></ul>	

## CLASSROOM

Consider your classroom environment. Blended learning can work in most settings, but you have to take into account the environment you are working in.

- What is your classroom environment like? Are there desks or tables there, and can they be moved? Are there open spaces without tables?
- What are the opportunities and limitations presented by the physical space?
- Will all students be able to be on computers at the same time in your classroom, or will you need to move to a lab setting?
- What instructional model will work best for you? (See more in the [Blended Learning Implementation Guide 3.0.](#))

## TECHNOLOGY

The number and quality of devices, and your access to them, make for a very important factor to consider. In addition, the broadband access at the school could hinder student progress if it is not fast or reliable enough.

- How many devices and headsets do you have?
- What is the quality of your internet connection?
- What is your school's process for technical support?
- Is there access to outlets to charge devices?
- Do students have access to computers and the internet outside of school?

## EXPLORE THE PROGRAM

Take time to explore the the Rosetta Stone® Language Learning Suite for K–12 and the specific program your students will be using. Explore the following key components:

### [Rosetta Stone Lesson Planning Tool](#)

Review the suggested allotments of time that Rosetta Stone considers ideal for success in a blended implementation. Determine how much time you have with each student per week, and the percentage of online learning time that makes sense for your schedule and theirs. Review the following overview and components of each program in your planning:

### EXAMPLE:

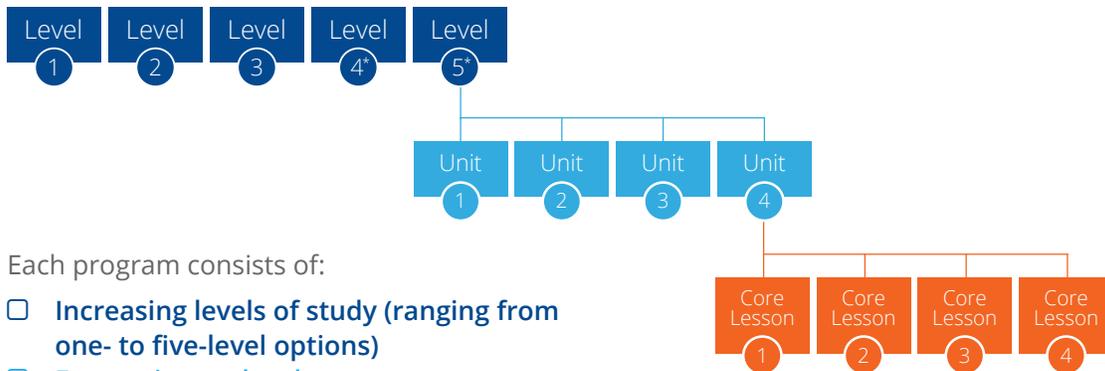
#### Setting Usage Goals

Determine how many hours per week your learners will be required to access the Rosetta Stone® program, and how many minutes per session they will be able to complete. Use the number of weeks and hours per week to determine how far your learner will progress through a level.

Assumptions	Metric
Hours per Level	40
Minutes per Level	2,400
Number of Levels to Complete	1
Average Number of Sessions per Week	5
Learning Time per Session	30
Estimated Weeks to Complete Target Level(s)	36
Target Completion per Week	3%
Average Time on Task per Week (in hours)	2.5

Number of Rosetta Stone Program Levels per Academic Year	1
Avg Time in Language Lessons Required per Session (hour:minutes)	0:25
Target Completion per Week	3.1%
Avg Time on Task per Week (hour:minutes)	1:15

#### ROSETTA STONE PROGRAM STRUCTURE



Each program consists of:

- Increasing levels of study (ranging from one- to five-level options)
- Four units per level
- Four lessons per unit
- An estimated 40–200 hours per level

\* Not offered in all languages

#### Rosetta Stone Course Contents and Index

Review the Course Contents and Index to familiarize yourself with what will be covered in the online program. Consider how you will integrate this online content and align it with your own. Don't forget the Supplemental Education Materials that Rosetta Stone offers in select languages, which will help you better integrate the online content into your classroom and your teaching. Use the following planning document to map out your face-to-face instruction to complement the learning students are doing online in the Rosetta Stone Language Learning Program:

**INSTRUCTIONAL PLANNER**

**LEVEL** \_\_\_ **+ Unit** \_\_\_

ONLINE		
Lesson	Core Concepts	Grammar and Usage

--	--	--

FACE-TO-FACE		
Lesson	Core Concepts	Grammar and Usage

--	--	--

ONLINE		
Lesson	Core Concepts	Grammar and Usage

--	--	--

FACE-TO-FACE		
Lesson	Core Concepts	Grammar and Usage

--	--	--

## Rosetta Stone Scope and Sequence

The Scope and Sequence document details the content in each of the levels, units, and lessons. If you're working in a blended environment, use this scope and sequence to guide your face-to-face instruction. To meet the full potential of blended learning, it is essential that student experiences in both modalities are connected to provide an integrated learning experience. Again, the Supplemental Education Materials play a vital role in this integration.

For example, in the first Unit of Level 1 (see the image below), students learn about everyday items. During your face-to-face instruction, target some of these core concepts, such as animals and common foods, using your own materials or the Supplemental Education Materials. This will reinforce the learning of language, concepts, and ideas (see the Content section of this Toolkit for more).

### Unit 1: Language Basics

Lesson	Core Concepts	Grammar and Usage
Basic Sentences	People and common activities Third-person pronouns and plurals Definite and indefinite articles Singular, plural, and gendered nouns Subject-verb agreement	Forming plurals Greetings and farewells

## IMPLEMENTATION PLANS

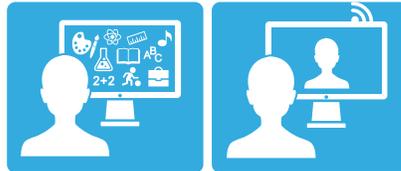
Educators should consider their implementation plan before embarking on a blended language learning journey with their students. Setting a plan for when and how often students will use the online program will be important both for students and for your planning of instruction.

Consider how often you work with your English Language Learners in small groups, individually, or in a whole class setting, and what blended model works best for your particular context and form of instruction.

# BLENDED LEARNING MODELS

According to a [2011 report](#), blended learning environments offer successful language outcomes because students receive more personalized attention.

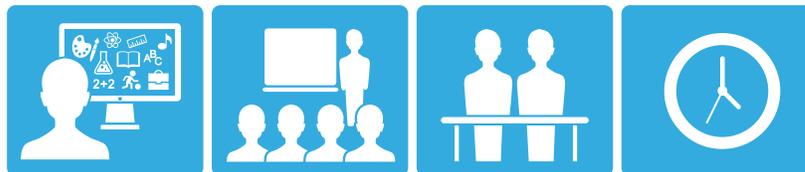
Fully online  
with options for  
face-to-face  
instruction



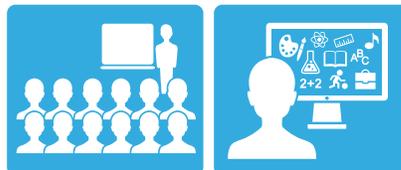
Curriculum  
primarily  
online with  
some  
class/lab time



Curriculum  
primarily online  
with regularly  
scheduled  
class/lab time



Whole group  
ESL classroom  
instruction with  
individual online  
work time



Classroom  
instruction with  
optional online  
resources



## [Blended Language Toolkit](#)

It is important to remember that even while working through their online programs, English Language Learners still need to build relationships with their instructors to feel confident using their language skills. The intent should be to use technology to support students with the in-time learning feedback that will build that confidence.

***"In this personalized learning approach, teachers become group facilitators, personal coaches, and support specialists as children engage in authentic and deep learning experiences connected to both a set of standards and their own life goals."***

—From [Defining Personalization: Students As Agents and Teachers As Coaches](#)



# PERSONALIZING IN A BLENDED ENVIRONMENT

Regardless of whether your English Language Learners are working on their language skills in English or in another language, it is important to personalize their learning experiences. ESL teachers understand and know this well. Adding technology to the learning experience enhances those existing personalization strategies and methods. Especially when using technology and an online language learning program to enhance face-to-face instruction in the ESL classroom, it is important for you to think about the content, process, pace, and products that your students are working with.

## CONTENT: DETERMINE WHAT STUDENTS LEARN

Each ESL teacher has unique learning goals for students, and likely a set of content standards that they need to address. Teachers may be using [WIDA Standards](#) or their district's specific language learning standards to drive instruction in their classroom; however, in either case their ability to personalize learning remains the same.

Let's look at content from Unit 1 in the Rosetta Stone® Language Learning Suite for K–12. Throughout the online program, students receive personalized feedback and supports. Students also have the opportunity to exercise their listening, reading, writing, and speaking skills. During face-to-face instruction, there are countless ways to use students' interests, passions, and strengths as part of their learning demonstrations, and to further personalize their experiences.

The combination of online learning assessments and in-person demonstrations will provide you with a robust understanding of where students are progressing and where they still need assistance.

**Example 1**

Rosetta Stone Lesson Online	Core Concepts	Grammar and Usage	Personalize Content During Face-to-Face Instruction and Learning
<p><a href="#">Rosetta Stone Flashcards</a></p> <p>(Found on the <a href="#">Rosetta Stone Supplemental Materials page</a>)</p>	<ul style="list-style-type: none"> <li>» Vocabulary</li> <li>» Common nouns</li> <li>» Pronouns</li> <li>» Places</li> <li>» Animals</li> <li>» Foods</li> <li>» Clothing</li> <li>» Numbers</li> <li>» Materials</li> <li>» Weather words</li> </ul>	<p>Pronouns</p> <p>Nouns</p> <p>Subject</p>	<p>Students can use the flashcards to talk about aspects of their own lives</p> <div data-bbox="1016 499 1187 579">   </div> <p>Students can create photographs or images for words on flashcards</p> <div data-bbox="1016 751 1097 831">  </div> <p>Students practice using flashcards in discussions to tell stories about their own lives</p> <div data-bbox="1016 1010 1271 1089">    </div> <p>Teacher can use flashcards to administer a baseline assessment of what words the student knows, and then individualize face-to-face instruction to work on those words they still need to master</p> <div data-bbox="1016 1440 1187 1520">   </div>

KEY:



Speaking



Listening



Reading



Writing

## Example 2

Rosetta Stone Lesson Online	Core Concepts	Grammar and Usage	Personalize Content During Face-to-Face Instruction and Learning
<p>Everyday Items</p> <p>(Found on the <a href="#">Rosetta Stone Supplemental Materials page</a>)</p>	<ul style="list-style-type: none"> <li>» Common foods</li> <li>» Animals</li> <li>» Direct objects</li> <li>» Negation</li> <li>» Direct mixed-gendered “they”</li> <li>» Question word: “what”</li> <li>» Yes/no questions</li> </ul>	<p>Pronouns</p> <p>Nouns</p> <p>Subject</p>	<p>Students can explore common foods, animals, or everyday items that they are familiar with or are from their communities and cultures</p>  <p>Students have a group discussion about everyday items they use in their lives compared to what they learned about</p>   <p>Students practice labeling the items in the classroom and using the correct direct object</p> 

KEY:

			
Speaking	Listening	Reading	Writing

## PROCESS AND PACE: HOW AND HOW FAST STUDENTS LEARN

Students who are learning a new language often go through very individualized language-acquisition processes. ESL teachers know that the language-acquisition process for each student differs in when they are ready to use their new language skills, how they acquire vocabulary, and even how they process language in their brains.

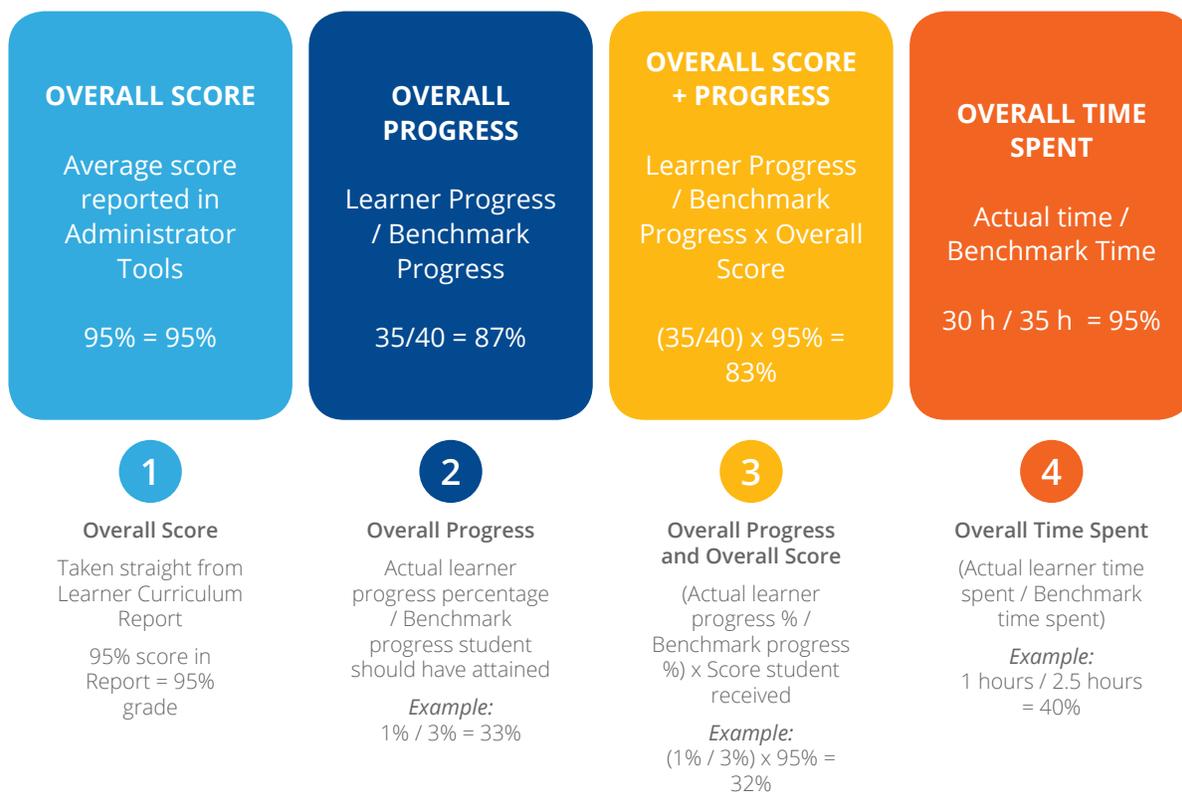
ESL teachers traditionally provide all of the just-in-time instructional scaffolds students need, while perhaps working with many English Language Learners (and often different languages) at the same time. Blended environments allow for flexibility in the learning process. For example, if an ESL teacher is working with a student and the student seems to need more vocabulary reinforcement, the teacher can guide him or her to work through a particular section of the online course, and then supplement that with one-on-one instruction or print-based materials.

Students inevitably progress at different rates toward their language learning goals. ESL teachers navigate this daily when working with students. Fortunately, when learning in a blended environment, students can progress when they are ready and work through content at their own pace.

However, it will be important to align your assessments and check-ins with students according to when they are working on specific content online and what students are working on during face-to-face instruction. Formatively assessing and monitoring [student progress](#) will help to ensure students are meeting their goals and that learning online complements what is being taught face-to-face. The following tools will help you assess student work and keep track of their progress.

- » **Progress Tracker** The progress tracker can be used by an instructor or student to monitor how the student is moving through each of the levels and lessons. We recommend that students be responsible for their own progress trackers, in the form of online or printed records.
- » **Learner Curriculum Report** Depending on your goals, choose one of the following four methods to assign grades to your learners. It is important to take into consideration the student's score, time spent, and progress throughout the course.
- » **Assessments and Quizzes** In the Rosetta Stone® Supplemental Education Materials, assessments and quizzes are available to enhance student learning and educator understanding of student progress.

## Assessing Student Progress



## PRODUCTS: HOW STUDENTS DEMONSTRATE THEIR LEARNING

Students can make different learning products that are aligned with what they are learning in the Rosetta Stone online program, and that help demonstrate how they are progressing across speaking, writing, oral, and listening goals. It is important to give students a choice in what products they make.

Let's use the same example from the Content section of Unit 1 to consider how you might be able to personalize what products students make or how they demonstrate their learning. You can use the [Rosetta Stone Support Materials](#), including the [Rosetta Stone Classroom Activity Guide](#), to find classroom activity ideas that enhance online language learning for students. The "See It, Say It" activity would be a great way to have students demonstrate that they know the names of common items and are able to name direct objects. To personalize even further, students could pick objects that have relevance to their own lives and choose to describe, draw, or even make a video about the objects.

Rosetta Stone Lesson Online	Core Concepts	Grammar and Usage	Personalize Content During Face-to-Face Instruction and Learning
Everyday Items	<ul style="list-style-type: none"> <li>» Common foods</li> <li>» Animals</li> <li>» Direct objects</li> <li>» Negation</li> <li>» Direct mixed-gendered “they”</li> <li>» Question word: “what”</li> <li>» Yes/no questions</li> </ul>	Present progressive Negation	<p>Students create a video showcasing common foods they've learned about or are familiar with</p>  <p>Students have a group discussion about the everyday items they use, compared with what they've learned about</p>  <p>Students practice labeling items in the classroom and using the correct direct object</p>  <p>Students determine how to demonstrate what they've learned</p> 

**KEY:**





# CONNECTING WITH FAMILIES

Educators and learners who use the Rosetta Stone® Language Learning Suite for K–12 have the ability to include parents in the language learning process. Aside from providing parents with an opportunity to learn about the program, and alongside the benefits of learning another language and focusing on developing ELLs’ skills, the program includes several ways to keep parents informed and connected. Personalizing learning for ELLs provides educators with an opportunity to share specific information about individual students with their parents, and highlight how students’ learning is being designed to tap into their goals, strengths, and interests.

## TIPS



Parents can support students at home by reinforcing the students’ use of the target language. If a parent does not speak the language being learned, they can ask questions or encourage the student when he or she uses the language at home.



Parents can also encourage students to use materials, such as memory cards, flashcards, and other online and printable resources, at home.



Parents can encourage students to further develop and practice language skills when they are in a location with secure internet access -- and be able to partake in their learning at the same time.



Listening to the target language by way of music or other forms of media is a great way for parents to reinforce student skill development. In addition to Rosetta Stone online materials, there are resources in many different languages to be found at local libraries and other online sources.

## THE POWER OF TECHNOLOGY TO PERSONALIZE

Technology can help ESL educators scaffold and support their students more than ever before. Blending personalized high-quality online learning with face-to-face instruction is an incredible combination and can provide ELLs with powerful language learning experiences. The Rosetta Stone® Language Learning Suite for K-12 includes a wealth of resources and personalized language learning tools for students.

Utilizing the Rosetta Stone® Language Learning Suite for K-12 in conjunction with complementary face-to-face instruction provides a comprehensive learning experience for ELLs. Educators can personalize learning in blended environments for students through the program's content, process, pace, and products. Students who are developing listening, speaking, reading, and writing skills will benefit from this personalization.



# RESOURCES AND SUPPORT

## [Rosetta Stone Support Portal](#)

The Rosetta Stone Support Portal is where you can find additional resources to support your implementation. You also can contact a Rosetta Stone representative via email or chat with any questions you may have.

## [Rosetta Stone Teacher Implementation Resources](#)

This comprehensive set of resources contains everything from instructions on setting up headsets to teachers' guides, tests, and quizzes.

## [Rosetta Stone Education Seminars for Classroom Implementation](#)

Rosetta Stone Education Seminars for Classroom Implementation can be used to support your understanding of the program and your classroom implementation. Refer back to these at any time for ideas or support.

## [Administrator Tools Video](#)

Administrators looking to learn how to use the program's tools can watch this tutorial video. Administrators should also access the [Rosetta Stone Support Portal](#) if they have questions.



## RESOURCE SPOTLIGHT

The [Rosetta Stone Roadmap](#) provides a visual overview of the “main stops” on your implementation journey. Print it out to share with the implementation team to ensure that you don't forget important steps like “Keep IT involved” and “Share your successes.”







## Join The Conversation



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