



## Implementing a Successful Supplementary Solution

### Challenge

Episcopal School of Acadiana (ESA) needed a language-learning solution for grades 3 through 12 students that would differentiate instruction for gifted students, allowing them to progress at their own pace, as well as accommodate students with learning differences who need more practice with their language of study. Given the time limitations of classroom instruction, ESA sought a solution that would supplement instruction by extending practice outside the classroom and allowing students to study at their own pace. In addition, the school was challenged in finding qualified substitute teachers when its language teachers were unable to attend school. Therefore, the solution needed to be the primary instruction tool when substitutes were used.

### Implementation

Depending on their grade level, students had between three and four hours of traditional-classroom language study per week. Rosetta Stone® Classroom Version 3 was placed into their existing curriculum to supplement instruction and to extend learning outside of school hours. ESA students accessed the Rosetta Stone online solution at home or used the program before and after school and during study-hall hours to complete required assignments. Rosetta Stone Manager was used to ensure that the required progress in the program was achieved. Points were awarded to students for completion of assignments.

### Results

Through Rosetta Stone and its inductive-learning method, the students significantly improved their pronunciation and understanding of grammar. The following results were achieved by ESA students from 2010 to 2011:

- 700% increase in gold medals received on the National Spanish Examination
- 120% increase in students in the top 10% at the national level on the National French Contest
- 89% increase in students in the top 10% at the state level on the National French Contest



### At a Glance:

Episcopal School of Acadiana was founded in 1979 in Lafayette, Louisiana.

ESA operates as a coeducational, independent day school for students in grades Pre-K through 12.

Its mission is to instill in every student the habits of scholarship and honor. ESA challenges students to develop intellectually, spiritually, and physically.

**“With the combination of Rosetta Stone and hands-on, small-group work, our language teachers were amazed by the improvement in students’ pronunciation and fluency levels.”**

- Anita Huval  
Department Chair  
Episcopal School of Acadiana  
World Language Program

#### Emphasizing immersion

Episcopal School of Acadiana’s language program was founded on the belief of the value of immersion within the classroom. The school needed to differentiate instruction for gifted students to allow an increase in the level of challenge beyond what the classroom environment could deliver. In addition, some students needed additional practice in their language of study. Rosetta Stone® gave students the flexibility to advance at their own pace and supplement practice outside the classroom.

#### Enhancing classroom experience

Once the Rosetta Stone solution was implemented, language teachers were able to increase time spent on other creative projects and activities. They were able to take language learning to the next level by integrating language activities into the classroom. These included developing fairy-tale videos or creating a digital slide presentation for a three-day trip to Paris. “With the combination of Rosetta Stone and hands-on, small-group work, language teachers were amazed at the improvement in students’ pronunciation and overall fluency levels,” stated Anita Huval, department chair for the school’s World Language Program.

#### Supporting staffing needs

Rosetta Stone also supported staffing needs. In the past, finding qualified substitute language teachers who could actually speak the languages taught in the classroom was difficult. As a result, classes fell behind on curricula when teachers were absent. With use of the program, students had self-directed Rosetta Stone lessons,

and that meant less instructional time lost in the classroom when teacher absence occurred.

#### Experiencing results

The school saw improvement at every level in both Spanish and French in student achievement on national exams. It also experienced the following growth rates in performance on these exams from 2010 to 2011:

Spanish—Gold Medals Earned	700%
French — Top 10% National Level	120%
French—Top 10% State Level	89%

Scores on the National Spanish Examination in 2010 resulted in students receiving 1 gold, 11 silver, and 11 bronze medals for a total of 23 awards. In 2011, students earned 8 gold, 5 silver, and 21 bronze medals for a total of 34 awards.

There was significant improvement in student results in the National French Contest. In 2010, ESA had 18 students place in the top 10% at the state level and 5 students in the top 10% nationally. In 2011, ESA had 34 students in the top 10% at the state level and 11 students in the top 10% nationally.

#### Making the grade

Depending on the classroom, the grade assigned to students for Rosetta Stone usage was either a participation or homework grade worth 20 to 25 points per week. This had a significant impact on overall averages. To earn their grades, students in grades 3 through 6 accessed Rosetta Stone from home. Computers were also available before and after school for their use.

In addition to home study, grades 7 through 12 had a study-hall period each day in which they were allowed to do any homework, including Rosetta Stone assignments.

#### Expanding to peer-to-peer instruction

Rosetta Stone provided implicit, intuitive grammar instruction to students. This was an interesting complement to French and Spanish curricula. Teachers saw that with

each new grammar topic covered there was at least one student in class who had already learned about that topic in Rosetta Stone. As a result, those students who learned the grammar rules inductively prior to class asked more complex questions and supported their peers who were learning a grammar lesson for the first time. This created a more efficient instructional process. Because students had inductive exposure to grammar in Rosetta Stone, they didn’t need as long of an explanation in the classroom. This opened the door for higher levels of learning and instruction.

#### About Rosetta Stone

Rosetta Stone is the global leader in language-learning software. We have over 20 years of experience in developing award-winning innovations that improve the lives of people and operations of organizations every day. Our proprietary and proven immersion method leverages interactive technologies to replicate the environment in which people learn their first languages and activates learners’ natural aptitudes for learning a new language regardless of their language backgrounds.

We offer our clients scalable solutions for a variety of needs, from single classrooms to entire organizations and individual learners. Our solutions are implemented in over 15,000 schools, in more than 10,000 private and public sector organizations, and are used by millions of learners in over 150 countries throughout the world.

