



SPEAKING THE LANGUAGE OF THE 21ST CENTURY:



World Language Teachers and their Use of Technology

This paper analyzes findings on the experiences, insights, and desires of World Language educators in the United States and their use of technology, and is based on responses from over 56,000 K–12 teachers participating in the 2012 Speak Up survey. World Language teachers currently use technology at higher rates than the national teaching population to improve their personal productivity and effectiveness, personalize learning based on student need, and maximize student achievement in language acquisition courses for 21st century learners. The paper, a collaborative effort between Rosetta Stone Education and Project Tomorrow, also explores policy and infrastructure constraints that limit full technology integration in schools.

The 21st Century opened with unparalleled global connectivity and seemingly instantaneous information access. This breadth of reach and speed of interaction has resulted in new challenges and opportunities for teachers to prepare students for lifelong success. The educational models developed in the 20th Century, primarily driven by access to static sources of information and rewarding an individual's recall of this information, no longer apply to a world requiring continuous inquiry and remote collaboration. As businesses and higher education have encircled the world, the need for both local linguistic specialization and global language fluency have gone from the needs of diplomats to those of general citizens.

The connectivity of the world's communications systems has brought many different perspectives on values and customs from beyond one's own community into people's experiences. Individuals that can navigate this pluralism are situated to be successful in the 21st Century. Harvard Business School professor Dorothy Leonard's call for people with "T-shaped skills"—those who speak two or more languages and can "see the world from two or more different perspectives" clearly articulates the demands on today's educational system.¹ This call goes further in asserting that these individuals have "the cognitive diversity needed to formulate innovative solutions to complex problems."² But the

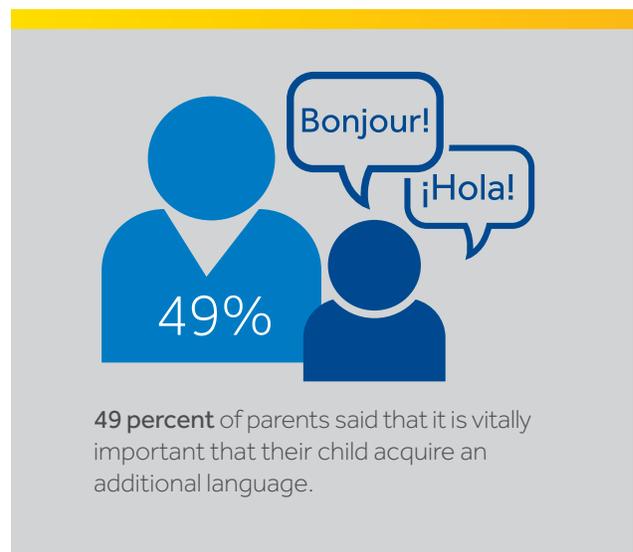
Success in the 21st Century will be available to those learners who have global literacy and fluency—fluency in a diversity of thought processes, languages, and systems of social relations.

United States is not yet meeting this challenge. The Partnership for 21st Century Skills argues that the U.S. must do a better job of teaching students key world languages to help them succeed in the 21st-Century economy.³

¹ Fost, D. (2010, February). How Global Language Learning Gives Students the Edge. *Edutopia*. Retrieved from www.edutopia.org/foreign-language.

² Ibid.

³ Partnership for 21st Century Skills (2009, December). Partnership Framework Definitions. *Partnership for 21st Century Skills*. Retrieved from www.p21.org/storage/documents/P21_Framework_Definitions.pdf.



Success in the 21st Century will be available to those learners who have global literacy and fluency—fluency in a diversity of thought processes, languages, and systems of social relations. Being able to encounter new behaviors and modes of expression, suspending judgment, and seeking to understand are essential skills in this highly connected world.

While educational institutions are struggling to adjust to the technical and curricular changes, parents have recognized that learning a second language is important. In the 2012 Project Tomorrow® Speak Up survey, 49% of parents said that it is vitally important that their child acquire an additional language and 47% say their children should be aware of global issues to ensure future success in addition to learning basic subjects in school.

World languages and the study of languages that leads to the understanding of global culture are uniquely positioned to be brought to education through effective technology integration in language acquisition classrooms. Emerging digital tools and resources are opening the door for increased opportunities to efficiently and effectively both monitor student achievement and personalize the path to learning a new language. This white paper is a collaborative effort between Rosetta Stone Education and Project Tomorrow using data from the school districts that participated in the 2012 Speak Up survey. Its purpose is to explicate the experiences, insights and desires of World Language K-12 educators in the United States and their use of technology as they work to meet the needs of students in this rapidly changing environment. The insights gained from the responses are significant as these educators are at the intersection of having already mastered literacy in more than one language, working in schools challenged to

upgrade their resource infrastructure, implementing new standards for student performance and interacting daily with digital natives as learners. To understand the dynamics of technology and world language development, we examine how current world language teachers are tapping into digital tools to personalize learning for their students and to increase their own productivity. We look at the barriers standing in the way of them maximizing the full potential of these resources. Additionally, we want to explore the aspirations that World Language teachers have for the use of technology within learning and what they need to support further integration of digital learning in their classrooms.

Key findings from this special analysis are

- World Language teachers are currently using technology at higher rates than the national teaching population.
- World Language teachers are using technology to improve their personal productivity and effectiveness.
- World Language Teachers are using technology to personalize learning based on student need.
- Policy and infrastructure constraints continue to limit full technology integration in schools.
- World Language teachers believe that technology has a fundamental role in maximizing student achievement in language acquisition courses for 21st Century learners.

Profile of the World Language Teachers in the Study

Over 56,000 K-12 teachers participated in the 2012 Speak Up national survey representing 8,020 public and private schools from 2,431 districts nationwide. The cohort of World Language teachers consists of the 1,293 individuals from the participating schools and districts who identified World Language as their primary teaching assignment. This comprises 2 percent of the random cross-section of survey participants. This count is separate and apart from teachers who reported they were teachers of English as a

second language. These World Language teachers primarily teach at the secondary level, with 80 percent being from the high school level and 16 percent at the middle school level. The World Language teacher population is heavily female at 84 percent, though only slightly more so than the general response population at 80 percent. The pool is primarily Caucasian (70 percent), with 16 percent identifying as Latino.

This group has a higher advanced degree rate than the national teaching pool. Sixty-eight percent have master's degrees compared to 62 percent of all Speak Up teachers. Forty-six percent have master's degrees in education and 22 percent have master's degrees in other fields. This group of World Language teachers has significant professional depth, with 60 percent having 10 or more years of experience. This is comparable to the general teaching population.

In terms of their technology usage, a majority (64 percent) of the World Language teachers assess their technology skills as average, similar to the national pool of teachers. Only a quarter would call their digital fluency advanced. Though this group does not consider themselves tech-savvy, they do regularly use digital resources in their everyday life. Seventy-six percent communicate with others via text messaging; 67 percent report owning a smartphone; 58 percent interact with others in online communities; 39 percent use a school-provided laptop; and 32 percent have a tablet computer. More than half talk with others over the Internet using applications such as Skype, Facetime, or iChat. Nearly two-fifths of this group has taken an online course for professional development. While these teachers see themselves as average technology users, they feel utilization of technology is integral for their learners: three quarters believe effective implementation of instruction technology is either "important" or "extremely important" to their students' success.

Who are the Project Tomorrow World Language Teachers?

NUMBER:



1,293

DEGREE LEVEL:



68%

Master's Degrees

PROFESSIONAL EXPERIENCE:



60%

have 10+ years of experience

WHERE THEY TEACH:



80%

High Schools



16%

Middle Schools

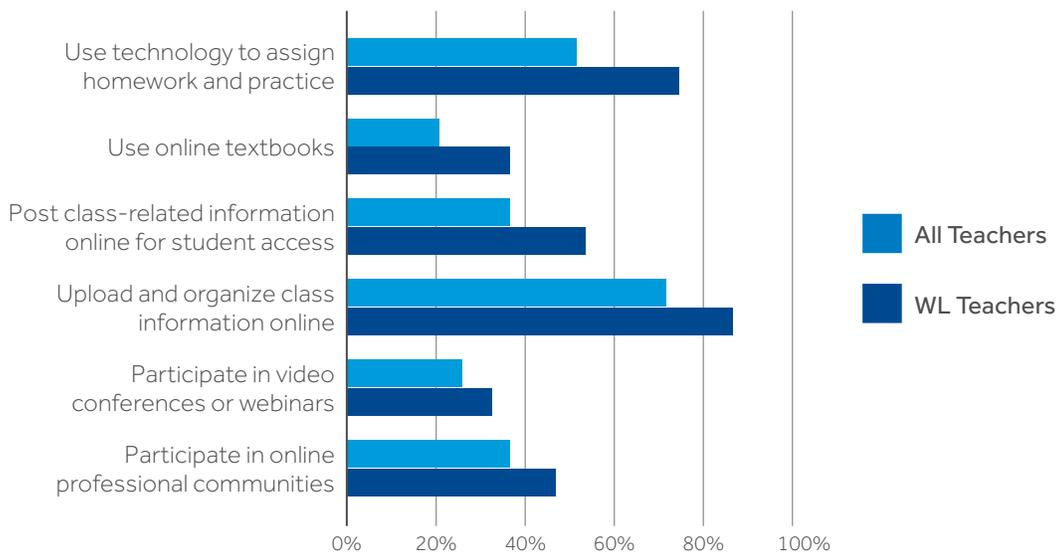
World Language Teachers' Use of Technology to Support their own Productivity and Student Learning

World Language teachers in the 2012 Speak Up survey report that they are currently using a broad array of digital tools and resources in diverse ways to improve and facilitate their own efficacy and the achievement of their students. In many cases, as is seen in Graph 1, World Language teachers report higher rates of applying digital tools than the general teaching population. Technology utilization is particularly high in supporting their personal productivity, effectiveness, and organization. A majority of World Language teachers state they are using online tools to enhance their knowledge of a topic or to disseminate digital material. Eighty-eight percent say they conduct Internet research on topics relating to professional tasks. Other evidence indicates significant technology usage supporting individual effectiveness or growth, in that just under two-thirds report using an online video to learn how to do something related to professional tasks, and 40 percent report they have taken an online class related to their professional domain.

Additionally, World Language teachers report using digital and online tools to enhance their communication and interaction with students, parents, and colleagues at a rate which exceeds that of the general teaching population. World Language teachers say they commonly practice

using technology to connect with peers, with almost half participating in professional online communities, 10 percent more than the national teaching pool. Further, World Language teachers are using technology to communicate with and engage both parents and students, strengthening the professional collaboration between teachers, students, and parents needed to support an individual student's progress in a course. An overwhelming majority (87 percent) are using technology and digital tools to organize and relay class information, including using podcasts to extend learning beyond the classroom. This is 15 percent higher than all other teachers. One out of two World Language teachers post class-related information online for students and parents to access. Forty-six percent of World Language teachers (compared to 29 percent of all teachers) use technology to provide feedback to students on class work. Additionally, almost half of World Language teachers encourage students to self-monitor their learning through information posted online. World Language teachers are also using social networking sites—both general purpose and education-specific—to collaborate and communicate. Forty-five percent of World Language teachers regularly update their social networking profiles. A quarter report that they use education-oriented social networking sites (e.g. Edmodo, LearnZillion) to interact with their students.

Graph 1: World Language Teachers' Technology Usage Compared to their Peers



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"Personalized learning means...that the teacher becomes aware of students' individual learning needs and strives to meet them. I think technology can be helpful in providing adaptive learning software, allowing individualized learning opportunities."

—High School World Language Teacher,
Pomona Unified School District, CA

World Language teachers are embedding technology within their lessons to conduct formative assessments to probe student mastery of material in real-time. One-third of all Speak Up World Language teachers incorporate student response devices in their classroom practice and online quizzes to gauge student learning and progress. These teachers are then utilizing digital tools to supplement and adjust their teaching to meet students' needs.

World Language teachers are reporting greater rates of digital content and use of technology-enabled tools than their peers. These teachers are incorporating technology to provide additional resources for students to access outside of the school environment and to enrich the in-classroom learning through interactivity and multisensory presentation. A significant majority (61 percent) of World Language teachers attest to creating and using multimedia presentations in their teaching. More than a third of Speak Up World Language teacher participants—16 percent more than the overall teaching pool—use online textbooks as part of their instructional design. One out of three report using content-related software to help students develop and expand their foreign language skills. Three quarters of World Language teachers (compared to 52 percent of all teachers) use forms of technology to assign homework and additional practice for students. More than half of World Language teachers who participated in the Speak Up survey say they use videos they find online, from a variety of mainstream and content-related sites, in their classroom as part of their lessons. A third more World Language teachers report doing this than all other teachers. World Language teachers are clearly engaging in the use of digital tools to enhance student achievement while striving to understand what is best practice.

Concomitantly with this increased utilization of emerging technologies in their classrooms, World Language teachers appear to be more discriminating in their choice and quality evaluation of digital content. These teachers, to a greater degree than was reported in the general teaching pool, look to content expert organizations, adopt peer-created and reviewed materials, and consider student achievement data in their selection of digital content. One in three (32 percent) expressed that it is important to use materials that have been created or provided through academic and professional organizations with content expertise. The most significant factor World Language teachers consider when selecting digital content is the usage of, and approval by, their peers. A majority (59 percent) say they consider whether content was created by practicing teachers as a major factor in selecting digital content, and 49 percent say that they prioritize content that was recommended to them by a colleague. Just under half take other teachers' evaluations of the digital material into account before incorporating it into their own practice, and more than a third look to materials recommended by education blogs and websites. While World Language teachers have reported more technology



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integration than their peers, they also report significant unmet needs to support their usage. They are, however, utilizing digital tools on their own to address some of these issues. Two out of five World Language teachers say they need more high-quality professional development on how to use classroom technology tools and formalized training on how to effectively integrate technology into their instructional planning to more fully and effectively utilize technology in their practice. As a response to this need, the Speak Up data shows that World Language teachers are taking the initiative to utilize

digital resources for self-directed informal professional development. World Language teachers employ digital tools to access expertise and subject-related information to enrich their teaching. Two-thirds of Speak Up World Language teachers say they have found information online that they have used to prepare and/or deliver a lesson and a fifth report finding experts online to answer questions related to their lessons. Forty-four percent say they have listened to podcasts or watched online videos about topics pertinent to their teaching, and a quarter report participating in webinars or online conferences or taking an online course to build skills to improve their teaching effectiveness.



World Language teachers use social networking sites to seek out help from and to provide support to fellow teachers

The use of technology by World Language teachers is not limited to expertly curated instructional materials. World Language teachers are leveraging social media sites to create their own professional communities to collaborate and dialogue with colleagues beyond their school walls. One out of five report using social networking sites to seek out help from and to provide support to fellow teachers. One out of six report using wikis or blogs to find answers on teaching-related questions. Similar numbers say they use Twitter to communicate with peers or to follow others related to their professional interests. Further, device utilization is not limited to institutionally provided tools. World Language teachers report using personal mobile devices in their self-directed learning. Nearly a third say they have used mobile applications to learn about subjects related to their teaching and over a fifth use mobile applications to help with their own organization.

Technology Benefits to Student Learning Identified by World Language Teachers

In a time of increased expectations for teachers and shrinking budgets, World Language teachers report that digital tools noticeably increase their personal capability and efficiency. Fifty percent of World Language teachers say they are better organized because of their use of

technology and almost two out of five say they are generally more productive, which they believe increases their overall effectiveness. They report, to an even greater degree than the national pool of teachers, that technology allows them to create lessons that are more interactive (50 percent) for their students. Additionally, technology-created plans are more relevant to the profile of their student needs (38 percent). World Language teachers note that technology has allowed them to be more attuned to their students' achievement and to personalize their teaching to their students' individual needs and progress. A quarter say that technology allows them to more easily assess their students' progress and one in five report that it allows them to more accurately pinpoint student problems and deficits. One in five say that digital tools have overall given them a better understanding of exactly what their students are learning. Once the progress of students is understood, World Language teachers report that technology allows them a greater ability to differentiate instruction (20 percent) based on student need. This capability to respond to student performance and the aforementioned curriculum adjustments enabled by technology combine to facilitate more student-centered learning. This digitally-enhanced, learner-focused environment has a positive impact on the human relations of the classroom as thirty percent say that, because of technology, they are more connected to their students.

This positive sentiment towards the impact of technology use in their professional practice is paralleled by the teachers' belief that technology has enhanced their students' achievement and academic success. Teachers report that technology has had an impact on both student attitudes towards learning and the level of mastery which they obtain. About half of the World Language teachers report that students are more motivated to learn with the

"[With technology,] students can put more of their own ideas into what they are learning. They can blend their experiences and what they have learned in class into a tech project, i.e., digital story. They become more engaged in learning, and have a deeper understanding of the concept..."

—High School World Language Teacher,
Coventry Local School District, Ohio

use of digital tools and a third say students have an increased understanding of course materials with their use of technology in the classroom. The report of a positive effect on content understanding in World Language classes is almost 50 percent larger than for the national pool (33 percent versus 21 percent). This positive impact is partially realized because more than a quarter report that, with digital tools, students are spending more time mastering basic skills. As technology allows learners to determine the pace and frequency of vocabulary and skills development, there is a personalization of practice and the freeing of the teacher to focus on individuals or small groups rather than on whole group instruction. The intent and content of a lesson may still be determined by the teacher with the added benefit of pacing and learning review being determined by the student. This is a particularly important practice in world language acquisition where there is a great variation in the needs of second language learners.

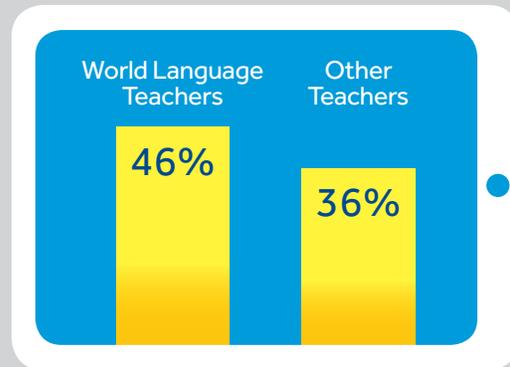
"In my classes we are using technology to motivate and encourage each student's potential, and to help the students learn in a co-operative environment."

—High School World Language Teacher,
Spring Branch ISD, TX

The mastery of course content is a necessary but insufficient task for teachers to ensure that their students will experience post-secondary success. Beyond content mastery, World Language teachers view technology as integral to their students developing key 21st Century skills. This view is more prominent among World Language teachers than other national teachers (46 percent versus 36 percent). Almost half of these teachers indicate a belief that learning with technology is allowing their students to develop their creativity. They have seen that teaching with digital tools allows students to expand their problem-solving and critical thinking skills more fully in their classes (22 percent). More than a quarter of World Language teachers see technology as a tool to help their students apply the knowledge they are learning in class to practical, real-world problems. One in five of World Language teachers report that they are better able to facilitate collaboration between their students with the use of digital resources, finding they allow for more discussions and group activity in their classes. Overall, well over a third of World Language teachers say that technology

promotes self-directed learning, with students taking more ownership for their education. The self-awareness to know what skills and information are necessary for a particular situation or problem, the combination of the skills of adaptability and discernment, is key to participation in the 21st Century global economy.

Technology is Integral



Percent who view technology as integral to their students developing key 21st Century skills.

Barriers World Language Teachers Face Using Technology in their Classrooms

Because World Language teachers are using digital tools at a relatively higher rate than the general teaching population, they have a more informed understanding of the obstacles facing technology usage in schools. World Language teachers report limited access to sufficient and up-to-date technology, both for themselves and their students, at school and at home, as a major hindrance to greater technology integration. More than half cite not having a sufficient number of computers for students to use within their schools as a major obstacle in technology usage. Many also report issues with the condition and dependability of the devices and the technology infrastructure in their schools. Almost half report concerns about the reliability of the technology in their schools and nearly a third say their Internet access at school is too slow or unreliable to download the digital content they would like to use. Mirroring the general teaching population, a sizable majority of World Language teachers (67 percent) report a lack of Internet and computer access in students' homes as a significant barrier to fully integrating digital tools and resources into their educational ecosystem.

Beyond adequate infrastructure, teachers are concerned with district- and school-level policies and guidelines that restrict how certain technology and content are allowed to be accessed and utilized. Two-fifths of World Language teachers report having access to particular digital content limited by district filters and firewalls as a real-time barrier limiting the technology they can use in their teaching. A third have found that educationally legitimate content is inappropriately blocked by these filters. One in five specifically cite policies restricting access to social media sites (e.g. Facebook, Twitter) as a barrier. These policies limit the needed classroom experimentation of digitally literate teachers and deny students the experience of

address their own or a student's need when presented with a problem. As noted in Table 1, this includes identification, use and creation of specific software, content and various online sites.



Table 1: Skills-Based Professional Development Needs of World Language Teachers

Identifying high-quality digital content to use in their teaching	39%
Identifying mobile apps to use with their students	37%
Creating videos of their own lessons for student access	30%
Using a tablet computer within instruction	30%
Integrating student-owned devices into their teaching (BYOD)	27%
Using digital educational games within their instruction	26%
Integrating digital components into a comprehensive curriculum	22%

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second language usage in settings they utilize in their first language. Supervised social media usage in a second language would allow for parallel digital and linguistic skill development.

Now that school environments have an increased emphasis on performance expectations and assessments, World Language teachers see a great need for professional development on using technology to help students meet Common Core and other state performance standards, and to document how this is done (28 percent). World Language teachers strongly express a desire for professional development around how to help personalize and adapt instruction based on student need so as to increase student learning and performance. More than a third reported a need for training around how to use digital tools in formative assessment to evaluate student progress during direct instruction, and adapt their teaching based on those results. Overwhelmingly, the most prevalent desire for professional development was around skills and tools that would allow teachers to personalize learning for their students based on these results. Nearly half of World Language teachers cited a need for formalized professional development around how to utilize technology to differentiate instruction for their students based on an individual's needs, achievement level, and learning-style profile.

As referenced earlier, World Language teachers cite a need for school districts or regional service centers to provide formalized high-quality professional development and training in the domains of how to promote student utilization of language in a variety of contexts and in their use of technology to gauge student mastery of standards and skills. Generally, World Language teachers report a lack of training on simply how to use digital tools (42 percent) and how to effectively integrate technology into their teaching (40 percent) as a major barrier in their use of digital tools in their classrooms. More specifically, World Language teachers call for professional development that will enable them to design an appropriate solution to

World Language Teachers' Vision for the Future

World Language teacher responses show they have more technology adoption and utilization than the general population of teachers. This indicates that they believe in and see the benefit of technology as an integral resource

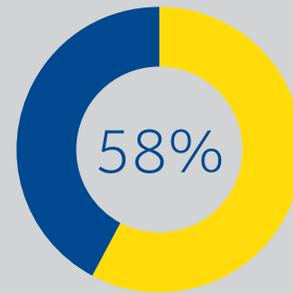
for student success in second language acquisition and college- and career-readiness. Unfortunately, as has been discussed, the full integration of these digital resources is constrained in many cases by their current environments. The responses of World Language teachers indicate that their ideal educational environment for 21st Century learners is one where the teacher is able to customize the learning experience to maximize individual student growth—characterized by students' ability to access course materials based on student need, both in school and at home, to explore resources beyond those provided within the classroom walls to enrich student learning. Teachers envision having students access external resources, and creating new artifacts of learning, without policy or material limitations on the tools needed for success. They see a broad range of digital tools as necessary to enable students to learn this way.

"[We] need to have consideration for [the] whole class versus individualized learning. [We need] flexibility for students to move at their own pace, self-direction, and intervention for those that need more help. Personalized learning requires a shift in the design of schooling as well as the tools and resources available to teachers and students."

—Middle School World Language Teacher,
Broward County School District, FL

The Speak Up World Language teachers see a combination of an access-enabled environment, a close to one-to-one device ratio, and digital media as integral resources for teachers to bring a personalized learning experience to their classroom. An overwhelming majority (73 percent) of World Language teachers say ubiquitous Internet access throughout the school is a fundamental component to creating an ideal, modern learning environment. World Language teachers place an emphasis on tools and devices that allow for individual expression and engagement. More than half of World Language teachers in this survey say students could benefit from one-to-one laptop deployment and more than a third say they believe each student having access to a tablet computer or a digital reader in the school would increase student learning. More than one in two feel that the use of interactive white boards in class would increase

Adaptive Learning Software



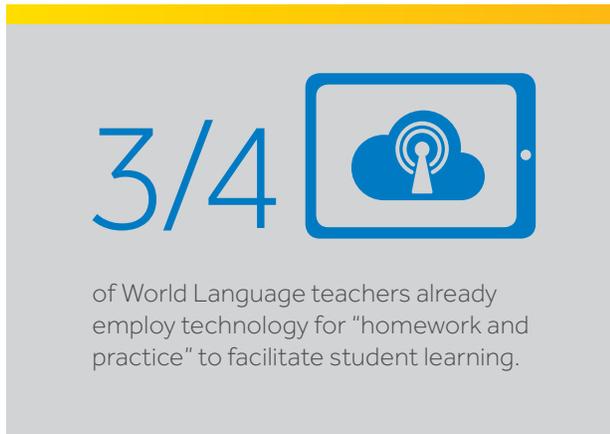
58 percent of World Language teachers believe adaptive learning software that adjusts levels of difficulty and content based on student need would greatly increase student achievement

student success. World Language teachers believe that digital content, accessible both in the classroom and beyond, holds great potential for increasing student achievement. Around half call for access to digital content, including videos, animations and databases; online textbooks; and educational mobile apps that include vocabulary lists and language translators for their students. World Language teachers express a desire for tools that gauge student progress at the individual and aggregate levels, as frequently as the teacher sees fit, and allow the teacher to adjust and customize teaching based on student need and interest. Two-fifths would like to utilize online tests and assessments to monitor student mastery of content. A majority (58 percent) believe adaptive learning software that adjusts levels of difficulty and content based on student need would greatly increase student achievement. More than half would like access to digital creation tools to tailor and enrich lessons to what is effective for their specific learners.

Putting the Survey Results in Broader Context

More than just technology is changing in the educational space. The rapid spread of competency-based systems to replace norm-referenced expectations has impacted student grouping and assessment. To effectively use time and resources, and to ensure that all students reach the competency levels of proficient and advanced, some teachers are altering what they do with students and what they ask students to do on their own by “flipping” the traditional classroom/homework structure. The advent of free access to high-level instructional materials available through media distribution channels extends what students

can do at home from just reiteration of class work to the introduction of new material. This has greatly broadened what teachers mean by doing your “reading” before coming to class for “discussion”. The reading is now extended to include listening to audio and watching video. With students now able to view both original and secondary material, including lessons, prior to coming to class, the teacher is able to group students to support each other’s analysis and extensions of learning. The teacher is also able to leverage



their expertise to support struggling students, provide targeted extensions for advanced understanding, and provide quality assurance of student practice. This reversal of the traditional role of the home and classroom space, with introduction now coming at home and refinement now occurring with the teacher, is called the flipped classroom.

“Flipped classrooms” are productive settings for language and cultural acquisition, and manifest many of the qualities World Language teachers described as a modern classroom. New material, vocabulary, literature, and cultural observation are encountered outside of the classroom, effectively alone or with a small group of other language learners. The student can then return to the classroom for support in reading the new material for

comprehension, in developing fluency in written or verbal expression, or in deconstructing a cultural event experienced on video or at an event. Teachers can structure the exposure, bracket the breadth and depth of expectations, access materials of native speakers and learning materials of countries where the language is spoken. Three-fourths of the World Language teachers indicated that they already employ technology for “homework and practice” to facilitate student learning. Thus, a flipped classroom would be in the utilization of classroom time and the dynamic of teacher-student interactions. World Language teachers report at a rate 50 percent greater than the national average that they desire professional development around implementing a flipped classroom (22 percent versus 15 percent). In the use of technology-enabled, non-teacher-led exercises in conjunction with traditional teaching, World Language teachers report desiring PD at a rate one-third greater than the national cohort (24 percent versus 18 percent). One in three World Language teachers indicate that they want professional development around how to create videos of their lessons and lectures for student to watch. Such videos would be customized materials to support systemically procured resources. These results indicate that World Language teachers are exploring different modalities for their work with students in conjunction with the previously identified interest in technology and digital content. This alignment of interest in student grouping, technology access, and digital content calls for coherence in policy, procurement, and administrative practice to support the work of World Language teachers.

Conclusion

World Language teachers in the Speak Up survey see technology as an integral tool in supporting their personal productivity, and in promoting student achievement. They are utilizing technological resources at higher rates than the general pool of teachers. These teachers are also using technology to communicate and collaborate with their peers, and in some cases create self-moderated professional learning networks. World Language teachers are using digital resources to relay information to parents and students about student progress and to provide course-related materials for student access on demand. In their classrooms, these teachers are using digital content to enrich their lessons through multimedia presentation and enable real-time exposure to foreign cultures. They perceive technology as a means for students to access content beyond that traditionally provided through district adoption. The development of language fluency includes the acquisition of oral and written literacy as well as an understanding of the history and culture of the specific language community. Because of this, World Language teachers have the challenge of supporting student learning across an array of areas of skills. A key motivation propelling World Language teachers to employ technology in their classrooms is to assess the unique capabilities and deficiencies of each learner, in real-time, and to then personalize their teaching based on individual student profiles.

Unfortunately, despite their belief in the power of technology to improve student learning, World Language teachers describe an inability to fully integrate these tools into their teaching due to infrastructure and policy constraints. These teachers cite a lack of access to adequate and reliable Internet connectivity and devices—both at school and in their students' homes—as a major barrier limiting technology utilization. Many reference district- and school-level policies restricting access to digital content and desired sites, including social media sites, as hindrances to their exploring innovative ways to promote student achievement. World Language teachers recognize that they need additional exposure and training to improve their capacity to maximize the potential of digital resources. They specifically call for professional development from their districts or regional service centers on using particular digital tools, coherently

integrating technology into the curriculum and utilizing resources to help their students meet state performance standards. World Language teachers in the Speak Up survey acknowledge the divide between their professional experience, including available resources, policies and training, and the full promise of 21st Century tools, and are calling on schools, districts, public policy makers, and vendors to help them fill this gap.

World Language teachers in this study believe that technology has a fundamental role in maximizing student achievement in language acquisition for 21st Century learners. They already see many benefits in their teaching effectiveness from technology usage. Reported benefits include allowing practitioners to create more interactive lessons, more effectively plan and to dynamically organize their lessons. Teachers report that technology motivates students to more positively engage in learning and they believe that technology utilization enhances overall student achievement. World Language teachers report that digital resources allow their students to get more practice based on individual need. Beyond content mastery, World Language teachers see technology as enabling their students to develop key 21st Century skills that will improve their college- and career-readiness in a global community. These teachers report that digital tools allow students to develop higher-order skills such as problem solving, critical thinking, applying knowledge to real-world situations, and working collaboratively. Thus, World Language teachers believe that technology has a fundamental role in maximizing student achievement in language acquisition courses for 21st Century learners. As technologies increase the speed and rate of communication, and trade weaves distant communities tighter together, World Language teachers play an increasingly key role in ensuring people will understand each other.

The insights gained through this analysis would not have been possible without the openness and contributions of the teachers to the Speak Up Survey. Their representation of contemporary classroom practice, needs, and possibilities allows for the development of appropriate professional development, procurement, and policy. Progress in aligning technology and personnel would not be based in reality without their contributions.

About the Speak Up National Research Project and Speak Up 2012

Speak Up is a national initiative of Project Tomorrow®, the nation's leading education nonprofit organization dedicated to the empowerment of student voices in education. Each year, the Speak Up National Research Project polls K-12 students, parents, and educators about the role of technology for learning in and out of school. This survey represents the largest collection of authentic, unfiltered stakeholder voices on digital learning. Since fall 2003, over 3 million K-12 students, parents, teachers, librarians, principals, technology leaders, and district administrators have shared their views and ideas through Speak Up. K-12 educators, higher education faculty, business and policy leaders report that they regularly use the Speak Up data to inform federal, state, and local education programs.

In fall 2012, Project Tomorrow surveyed 364,240 K-12 students, 39,713 parents, 53,947 teachers, 2,399 librarians, 1,564 district administrators, 3,947 school administrators, and 500 technology leaders representing 8,020 public and private schools from 2,431 districts. Schools from urban (30 percent), suburban (27 percent) and rural (43 percent) communities are represented. Over one-half of the schools that participated in Speak Up 2012 are Title I eligible schools (an indicator of student population poverty). The Speak Up 2012 surveys were available online for input between October 3rd and December 21st 2012.

The Speak Up surveys included foundation questions about the use of technology for learning, 21st Century skills and schools of the future, as well as emerging technologies (online learning, mobile devices, and digital content), science instruction, and STEM career exploration. In addition, educators shared the challenges they encounter integrating technology into classroom instruction, and how budget challenges have affected these decisions. The data is collected from a convenience sample; schools and districts self-select to participate and facilitate the survey-taking process for their students, educators, and parents. Any school or school district in the United States is eligible to participate in Speak Up. In preparation for data analysis, the survey results are matched with school-level demographic information,

such as Title I status, school locale (urban, rural, and suburban), and ethnicity selected from the Core of Common Data compiled by the National Center for Education Statistics (<http://nces.ed.gov/>). Speak Up data is cross-consulted with NCES statistics to ensure that data represent nationwide school demographics. The data are analyzed using standard cross-tab analysis.

About Project Tomorrow

Project Tomorrow® is the nation's leading education nonprofit organization dedicated to the empowerment of student voices in education. With 17 years of experience in the K-12 education sector, Project Tomorrow regularly provides consulting and research support about key trends in K-12 science, math, and technology education to school districts, government agencies, business, and higher education.

The Speak Up National Research Project annually polls K-12 students, parents, and educators about the role of technology for learning in and out of school and represents the largest collection of authentic, unfiltered stakeholder voice on digital learning. Since 2003, over 3 million K-12 students, parents, teachers, librarians, principals, technology leaders, and district administrators have shared their views and ideas through Speak Up.

About Rosetta Stone

Rosetta Stone is a global leader in technology-based language learning. We offer our clients scalable solutions for a variety of needs, from individual learners to single classrooms to entire organizations.

Our solutions have been implemented in over 20,000 schools and in more than 17,000 private and public sector organizations, and they are used by millions of learners in over 150 countries throughout the world.

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