

FLUENCY FOUND: EMPOWERING PRE-SERVICE ELEMENTARY EDUCATORS WITH ROSETTA STONE FOR ENHANCED SPEAKING IMITATION SKILLS

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ABSTRACT

Mastering speaking imitation is vital for pre-service elementary educators who serve as language models. Achieving native-like fluency is challenging due to limited exposure to native speakers. This study investigates Rosetta Stone's efficacy in improving speaking skills for educators, aiming to overcome traditional instructional barriers and enhance language proficiency. This research used a mixed-methods approach, the study integrates quantitative pre/post-tests with qualitative interviews to evaluate Rosetta Stone's impact. Quantitative analysis highlights significant enhancements in speaking imitation skills, showcasing varied participant improvements. The result of the study reveals significant improvements in speaking imitation skills through Rosetta Stone intervention. Participants showed an average 3-4point increase in post-test scores. Qualitative insights highlight heightened engagement, motivation, and perceived effectiveness, demonstrating Rosetta Stone's transformative potential. The findings underscore the importance of integrating technology-enhanced language learning tools into teacher education programs. This integration better equips educators to serve as effective language models and facilitators of language acquisition in classrooms. While existing literature focuses on Rosetta Stone's use in general language learning, recent research has explored its specific application in teacher education. This study contributes to this emerging field by highlighting its potential to enhance language proficiency among pre-service elementary educators.

Keywords: *Speaking imitation skills, language learning, pre-service educators, Rosetta Stone.*

A. BACKGROUND

Speaking imitation plays a pivotal role in the process of language learning, serving as a fundamental tool for learners to internalize correct pronunciation, intonation, and fluency (Hamad et al., 2019) By mimicking native speakers, learners can develop

a more authentic and natural-sounding speech (Kim & Clayards, 2019). This practice not only enhances their ability to communicate effectively but also fosters a deeper understanding of the language's nuances and subtleties (Slobin, 2021)

For pre-service elementary school teachers, the mastery of speaking imitation holds particular significance. These educators serve as vital language models for young learners, whose language acquisition is greatly influenced by the examples set by their teachers (Alaa et al., 2019). By honing their skills in speaking imitation, pre-service teachers can effectively convey proper language usage and pronunciation to their students, laying a strong foundation for their linguistic development (Lee et al., 2019). Moreover, through consistent practice in speaking imitation, these teachers can cultivate confidence in their own language abilities, thereby inspiring their students to strive for proficiency in the target language (Miranda & Wahyudin, 2023). Overall, speaking imitation stands as a cornerstone in language learning, especially for those tasked with shaping the linguistic skills of future generations.

Pre-service elementary school teachers frequently grapple with various challenges when it comes to mastering a foreign language, with native-like pronunciation and intonation posing significant hurdles (Newton & Nation, 2020). Despite their

best efforts, achieving fluency and authenticity in speech can prove elusive, often due to limited exposure to native speakers and insufficient practice opportunities (Elyas & Alghofaili, 2019). Traditional language learning methods, typically focused on grammar drills and vocabulary memorization, may fall short in providing the immersive speaking imitation practice necessary for developing natural-sounding speech (Namaziandost & Nasri, 2019).

Moreover, pre-service teachers often find themselves navigating a complex linguistic landscape, where unfamiliar phonetic patterns and nuances present additional obstacles (Kamola, 2023). Without proper guidance and targeted instruction, they may struggle to grasp the subtleties of pronunciation and intonation unique to the target language (Newton & Nation, 2020). As a result, their ability to serve as effective language models for young learners may be compromised, hindering the latter's linguistic development (Rao, 2019).

Furthermore, the pressure to meet academic requirements and fulfil teaching responsibilities leaves little room for dedicated language practice,

exacerbating the challenges faced by pre-service teachers (Bedir, 2019). With competing demands on their time and energy, finding opportunities to hone their speaking imitation skills can be daunting.

In light of these challenges, it becomes imperative for educational institutions and teacher training programs to incorporate tailored language instruction that emphasizes speaking imitation (Mahdi, 2022). By providing pre-service teachers with ample opportunities for immersive practice and targeted feedback, educators can better equip them to overcome linguistic barriers and effectively fulfil their roles as language models for young learners (Kusmaryani et al., 2019).

On the other hand, the role of technology in language learning has undergone a remarkable transformation, ushering in an era of interactive and immersive experiences personalized to diverse learning styles (Lai Wah & Hashim, 2021). With technological advancements, learners now have access to a plethora of resources and platforms designed to enhance their language acquisition journey (Nazarov, 2023).

One prominent example is Rosetta Stone, a widely acclaimed language learning software renowned for its interactive features and cutting-edge speech recognition technology (Nst et al., 2023). Through its innovative approach, Rosetta Stone provides learners with a dynamic learning environment where they can engage with language material in a meaningful and interactive manner.

The interactive nature of Rosetta Stone's software allows learners to actively participate in the language learning process, reinforcing vocabulary and grammar concepts through real-world contexts and scenarios (Namaziandost et al., 2021). Moreover, its speech recognition technology enables users to practice pronunciation and speaking skills with instant feedback, facilitating the development of accurate and fluent speech patterns. This personalized feedback mechanism empowers learners to identify and address areas for improvement, fostering a more effective and efficient learning experience (Aryani, 2022).

Furthermore, Rosetta Stone's platform offers a wealth of multimedia resources, including audio recordings,

visual aids, and interactive exercises, catering to diverse learning preferences and styles (Slimani & Jabal, 2023). Whether through interactive lessons, games, or live tutoring sessions, learners can choose the mode of instruction that best suits their individual needs and preferences. This flexibility not only enhances engagement and motivation but also accommodates different learning paces and abilities (Yuliani et al., 2023).

The quest for innovative methodologies to enhance language learning among pre-service elementary educators has prompted an increasing field of research at the intersection of technology and pedagogy (Nazarov, 2023). Within this landscape, the utilization of Rosetta Stone as a tool to amplify speaking imitation skills represents a cutting-edge approach with considerable promise (Yuliani et al., 2024). Provide background of the study in easy words. In this section author should discuss the research problem in very clear words. Also discuss the motivation of the study.

B. Methodology

Research Design:

This study adopted a mixed-methods approach, integrating both quantitative and qualitative methods to comprehensively examine the effectiveness of Rosetta Stone in enhancing speaking imitation skills among pre-service elementary educators.

The research design included pre-test/post-test experimental design for quantitative data collection, supplemented by qualitative interviews and surveys to gain deeper insights into participants' experiences and perceptions.

Participants Selection:

The participants consisted of pre-service elementary school teachers enrolled in primary school teacher department at UNIRA Malang. A purposive sampling method was employed to select participants who have varying levels of proficiency in the target language and engaged in language learning using Rosetta Stone.

Data Collection Instruments:

Quantitative data were collected through pre-test/post-test assessments of speaking imitation skills using standardized evaluation criteria. Additionally, surveys were administered to gather quantitative

data on participants' confidence levels and perceived proficiency in the target language before and after using Rosetta Stone.

Qualitative data were collected through semi-structured interviews conducted with a subset of participants. These interviews explored participants' experiences, attitudes, and perceptions regarding the use of Rosetta Stone for speaking imitation practice. Open-ended questions were used to allow participants to elaborate on their thoughts and experiences freely.

Intervention:

Participants engaged in a structured intervention using Rosetta Stone software to enhance their speaking imitation skills in the target language. By employing a mixed-methods approach and integrating quantitative and qualitative data, this research aimed to provide a comprehensive understanding of the effectiveness of Rosetta Stone in empowering pre-service elementary educators with enhanced speaking imitation skills in the target language ((Creswell, 2021); (Timans et al., 2019)The intervention involved regular practice sessions with Rosetta Stone, focusing on pronunciation,

intonation, and fluency exercises tailored to the needs of pre-service teachers.

Data Analysis:

Quantitative data collected from pre-test/post-test assessments and surveys were analyzed using descriptive and inferential statistics, including paired-sample t-tests, to assess changes in speaking imitation skills, confidence levels, and perceived proficiency before and after the intervention with Rosetta Stone.

Qualitative data from interviews were analyzed using thematic analysis techniques to identify recurring themes, patterns, and insights related to participants' experiences and perceptions of using Rosetta Stone for speaking imitation practice. Data triangulation were employed to validate findings and ensure the credibility and reliability of the results.

C. Results and Discussion

The data below show the result of using Rosetta Stone by pre-service educators in imitating speaking skill.

Table 1. Result of using Rosetta Stone:

Participant ID	Pre-test	Post test	Improvement
S1	4	8	+4
S2	5	9	+4

S3	3	7	+4
S4	6	9	+3
S5	4	8	+4
S6	7	10	+3
S7	5	8	+3
S8	4	7	+3
S9	6	9	+3
S10	3	6	+3

The quantitative table results provide a detailed account of the progress made by pre-service elementary educators in their speaking imitation skills through their engagement with Rosetta Stone. Each participant's pre-test and post-test scores, alongside the corresponding improvement, offer concrete evidence of the impact of the intervention.

Participants in the study exhibited varying levels of improvement in speaking imitation skills after using Rosetta Stone. This diversity highlights the personalized nature of language learning and emphasizes the importance of tailored interventions. Despite these differences, there was a notable overall enhancement, with participants experiencing an average increase of 3-4 points in post-test scores. This consistency strengthens the validity of Rosetta Stone's effectiveness in improving language acquisition. The structured exercises and interactive features of Rosetta Stone contributed

to this improvement, facilitating clearer pronunciation, intonation, and fluency. These findings underscore the practical benefits of incorporating technology-enhanced language learning tools into educational settings.

Effectiveness of Rosetta Stone:

The overall improvement in speaking imitation skills highlights the effectiveness of Rosetta Stone as a valuable tool for language learning among pre-service elementary educators. By providing a dynamic and immersive learning environment, Rosetta Stone facilitates meaningful practice opportunities and fosters the development of authentic language skills. This finding underscores the potential of technology-enhanced language learning methods to empower educators in enhancing their proficiency in the target language, ultimately enriching their teaching capabilities and benefiting their students' learning experiences. the quantitative analysis of the table results reaffirms the transformative impact of Rosetta Stone in empowering pre-service educators with enhanced speaking imitation skills, thereby highlighting its role as a

valuable asset in language acquisition and educational endeavours.

Moreover, further analysis offers rich insights into the experiences, perceptions, and subjective reflections of pre-service elementary educators regarding their engagement with Rosetta Stone for enhancing speaking imitation skills. Through semi-structured interviews, participants shared their thoughts and experiences, providing valuable qualitative data that complements the quantitative findings.

Enhanced Engagement and Motivation:

Participants expressed a heightened sense of engagement and motivation during language practice sessions with Rosetta Stone. Many noted that the interactive and immersive nature of the software made language learning more enjoyable and stimulating. They appreciated the variety of exercises and activities offered by Rosetta Stone, which kept them actively involved and invested in the learning process. Participants reported feeling more motivated to practice speaking imitation with Rosetta Stone compared to traditional learning methods, attributing this to the

dynamic and interactive features of the software.

Perceived Effectiveness of Rosetta Stone:

Participants reported noticeable improvements in their speaking imitation skills, particularly in pronunciation, intonation, and fluency, after engaging with Rosetta Stone. They highlighted the effectiveness of Rosetta Stone as a language learning tool, noting its ability to provide immediate feedback and tailored practice exercises. Participants appreciated the speech recognition technology integrated into Rosetta Stone, which allowed them to identify and correct pronunciation errors in real-time. Many expressed confidences in the effectiveness of Rosetta Stone in improving their language skills and noted a positive impact on their overall proficiency in the target language.

Immediate Feedback and Varied Exercises:

Participants valued the immediate feedback provided by Rosetta Stone's speech recognition technology, which enabled them to monitor their progress and address areas for improvement promptly. They also appreciated the variety of

exercises and activities offered by the software, which provided diverse opportunities for speaking imitation practice. Participants found the structured nature of the exercises helpful in targeting specific aspects of pronunciation and intonation. They noted that the interactive nature of Rosetta Stone kept them engaged and motivated to continue practicing, leading to sustained improvement over time.

Consistent Pattern of Improvement:

Across interviews, participants consistently reported experiencing a positive impact on their speaking imitation skills following the intervention with Rosetta Stone. Many noted a significant improvement in their ability to mimic native-like speech patterns and produce clearer and more articulate verbal expressions. Participants expressed satisfaction with their progress and noted a newfound confidence in their language abilities. They emphasized the importance of regular practice and noted that Rosetta Stone provided them with the necessary tools and resources to continue improving independently.

D. Conclusion

The study sheds light on the transformative potential of technology-enhanced language learning tools, particularly Rosetta Stone, in facilitating speaking imitation skills among pre-service elementary educators. The combined quantitative and qualitative findings underscore the efficacy of Rosetta Stone in fostering significant improvements in speaking imitation proficiency, as well as the positive impact of the intervention on participants' engagement, motivation, and perceived language proficiency.

The quantitative analysis revealed significant improvements in participants' speaking imitation skills post-intervention with Rosetta Stone. This variation underscores the individualized nature of language learning, emphasizing tailored approaches to address diverse needs. Qualitative insights highlighted enhanced engagement and motivation, with participants noting improvements in pronunciation, intonation, and fluency. Overall, these findings underscore the potential of technology-enhanced language learning tools like Rosetta Stone to empower pre-service educators and

enhance language acquisition in the classroom.

Moving forward, further research could explore the long-term effects of Rosetta Stone intervention on participants' language proficiency and its transferability to classroom teaching practices. Additionally, investigating the effectiveness of Rosetta Stone in other language learning contexts and with diverse learner populations would contribute to a more comprehensive understanding of its potential impact. Ultimately, continued exploration of innovative methodologies and tools in language education is essential for empowering educators and learners alike in their language acquisition journey

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