



THE USE OF ROSETTA STONE AS LEARNING MEDIA TO IMPROVE STUDENTS' SPEAKING

EL USO DE ROSETTA STONE COMO MEDIO DE APRENDIZAJE PARA MEJORAR LAS HABILIDADES COMUNICATIVAS DE LOS ESTUDIANTES

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Abstract

The study addressed the impact of the Rosetta Stone tool on improving English speaking skills. The research aimed to determine the contribution of the Rosetta Stone tool as a learning medium to enhance the English speaking skills of high school students at Liceo Cristiano Israel. A mixed qualitative-quantitative approach and a non-experimental design were employed. Data collection methods included surveys, document review, and checklists. Analysis focused on learning outcomes, student satisfaction, learning difficulties, and measuring the contribution of Rosetta Stone to the English curriculum. The sample consisted of 29 intentionally selected high school students: 10 from the first level, 7 from the second level, and 12 from the third level. Results showed a significant correlation between the use of Rosetta Stone and progress in English speaking, supporting the tool's effectiveness. There was a highlighted need to integrate technological tools to enhance language teaching and adapt educational approaches to promote communicative skills. The reliability of instruments was high (0.83), supporting the validity of the collected data. Rosetta Stone proved to be an effective resource for developing English speaking skills in high school students, suggesting the importance of its integration into language teaching programs to promote meaningful learning and effective communication.

Keywords: Technology; learning; language; communication



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Resumen

El estudio abordó el impacto de la herramienta Rosetta Stone en la mejora de las habilidades para hablar inglés. La investigación tuvo como objetivo determinar el aporte de la herramienta Rosetta Stone como medio de aprendizaje para mejorar las habilidades de habla inglesa de los estudiantes de secundaria del Liceo Cristiano Israel. Se empleó un enfoque mixto cuali-cuantitativo y un diseño no experimental. Los métodos de recopilación de datos incluyeron encuestas, revisión de documentos y listas de verificación. El análisis se centró en los resultados del aprendizaje, la satisfacción de los estudiantes, las dificultades de aprendizaje y la medición de la contribución de Rosetta Stone al plan de estudios de inglés. La muestra estuvo compuesta por 29 estudiantes de secundaria seleccionados intencionalmente: 10 de primer nivel, 7 de segundo nivel y 12 de tercer nivel. Los resultados mostraron una correlación significativa entre el uso de Rosetta Stone y el progreso en el habla inglesa, lo que respalda la eficacia de la herramienta. Se destacó la necesidad de integrar herramientas tecnológicas para mejorar la enseñanza de idiomas y adaptar los enfoques educativos para promover las habilidades comunicativas. La confiabilidad de los instrumentos fue alta (0,83), respaldando la validez de los datos recolectados. Rosetta Stone demostró ser un recurso eficaz para desarrollar habilidades de habla inglesa en estudiantes de secundaria, lo que sugiere la importancia de su integración en programas de enseñanza de idiomas para promover el aprendizaje significativo y la comunicación efectiva.

Palabras clave: Tecnología; aprendizaje; idioma; comunicación

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Introduction

Currently, students' communication with people worldwide is becoming increasingly common; the digitization of academic processes, services, and products has facilitated interaction among users of school age internationally. Faced with this reality, it is problematic that educational institutions do not develop a comprehensive education that includes the opportunity to learn new languages and to use technology as a learning support. (Oviedo, 2019).

Mastery of a foreign language, such as English, has become a crucial linguistic skill that facilitates successful integration into an increasingly globalized world, thus responding to current demands. One of the main challenges in the educational field has been to establish conducive environments to ensure the effectiveness of the teaching and learning process. Educators from various disciplines, including the English language area, are exploring new strategies with the aim of promoting meaningful learning experiences. (Molina-García et al., 2021).



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The English language stands out as the most commonly taught and holds significant global relevance, surpassing a wide variety of other languages spoken worldwide (Vasquez, 2019). Given that English serves as a universal language of communication between nations, its learning becomes fundamental. In this sense, the use of platforms that simplify its teaching becomes relevant, as various studies have evidenced the significant educational potential of software products, which are attractive and motivating for students. (Rojas, 2019).

According to Vasque (2019) Emerging technologies possess attributes that make them valuable resources in students' educational processes: their intangible nature, interactivity, high-quality reproduction of image and sound, immediacy, digitization of information, interconnectivity between devices, diversity of applications, and their ability to foster innovation.

Since the beginning of the 21st century, there has been a stronger consideration for the implementation of technological resources. In the educational field, special attention has been paid to the implementation of information and communication technologies (TICs), as according to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2021) these technologies can complement, enrich, and transform education; they are a proven effective teaching medium (Villalba, 2022).

It can be said that a valuable and highly important tool for strengthening English communicative competence is the Rosetta Stone software, provided that relevant, dynamic, and consistent interaction processes are implemented. Likewise, this platform provides an environment that allows students to learn actively, participatively, and engagingly, thus fostering the development of autonomous learning skills (Peñafie, 2021).

Rosetta Stone represents a program designed for self-learning in language acquisition. This program is based on the use of audiovisual resources, while its methodology incorporates difficulty levels that adjust according to the individual progress of the student. Through this tool, students have the opportunity to acquire vocabulary and understand grammatical functions independently. The platform strives to mimic the natural process of acquiring the native language by students. Learning within Rosetta Stone involves completing entire units, and its methodology is characterized by being highly visual, making significant use of images in exercises, where the student must select the corresponding image (Arias et al., 2022).

In Ecuador, as a result of the English teaching strengthening project, the National Curriculum Guidelines for English (DCNI) for General Unified Baccalaureate (BGU) were developed. These guidelines were in effect until 2016 and played a crucial role in English education nationwide. Building upon the DCNI, the 2016-2017 English Curriculum was established. Both the DCNI and the current English Curriculum share common characteristics (Ortega y Aucchuallpa, 2018).

It is worth noting that at the beginning of the 2021-2022 academic year, the Ministry of Education of Ecuador issued pedagogical guidelines suggesting the implementation of innovative active methodologies during the application of established curricula. It is important for teachers to foster motivation in students to develop communicative skills through the application of gamification as one of the motivating active methodologies. This allows students to express themselves significantly through the application of games that will encourage learning, ultimately leading to foreign language acquisition (Ministry of Education (MINEDUC), 2021).

Antecedent



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Torres-Cajas y Oviedo, (2018) as cited by (Contreras, 2021) assert that in Ecuador, research has shown significant difficulties in English language teaching and learning in educational institutions. Studies demonstrate that students do not reach the minimum standards required for communication. Consequently, the situation indicates that the development of linguistic skills is very limited, with teaching methods being a hindrance to successful learning (p. 8).

Among the main updated works in the Latin American and Ecuadorian context is the report on the tests administered in 2019 to more than 2.2 million people worldwide who completed the Education First (EF) standard English test to measure English proficiency. The results, issued in 2020, positioned Ecuador at 93rd out of 100 countries globally, making it the worst-performing country in the region in English language proficiency (Education First (EF), 2020). In 2023, the analysis places Ecuador at number 80, categorized as very low, while the Netherlands led with the number 1 spot (EF, 2023).

A study conducted by Erazo (2022) in Ecuador during the 2020-2021 academic period found a low performance of teachers teaching the English subject in interacting with students through virtual learning environments (EVA), due to their low level of usage. This is particularly concerning in the Ecuadorian high school context because VLEs are becoming a digital repository where the development of English communicative skills is not evident.

In their research titled "Evaluation of the Effect of the Educational Software 'Rosetta Stone' on the Expansion of Vocabulary in English," Vásquez (2019) examined the use of the educational software "Rosetta Stone" as a tool to improve English vocabulary. The findings of the study suggest that the mentioned software exerts a significant influence on the increase in English language proficiency.

Given the characteristics of the Rosetta Stone software, the projection of the Ministry of Education of Ecuador regarding English language learning, and the background of the study, it can be said that the use of this tool promotes the development of oral expression in high school students, a skill that when acquired allows them to convey ideas to other English speakers. Additionally, Rosetta Stone ensures the acquisition of a broader vocabulary and thus more fluent communication, where pronunciation or grammar errors made by students are corrected.

Rosetta Stone has become a learning tool that can be used differently in different educational contexts to improve English speaking skills. However, there is still a lack of understanding about the learning opportunities offered by this software and its methodology of use. This situation keeps teachers practicing traditional teaching methods that do not yield the best results and limits students' communication possibilities with people from various countries.

In this context, this study was developed, which took place at Liceo Cristiano Israel, a private institution located in El Carmen, Manabí. The identified issue is the limited use of digital tools to enhance English speaking skills among students. Specifically within this educational community, there is a lack of knowledge about how effective the use of the Rosetta Stone tool could be as a means of learning to improve the speaking skills of high school students.

To contribute to the solution of the problem, this research aims to answer the following scientific question: How does the Rosetta Stone tool contribute as a learning medium to improve the English speaking skills of



high school students at Liceo Cristiano Israel? From this question, other more specific questions arise to guide the development of the research: What theoretical references underpin the use of the Rosetta Stone tool as a teaching medium and the experiences of its application to improve the English speaking skills of high school students? What are the learning outcomes of high school students in the English subject and the peculiarities of the teaching-learning process of this subject? What is the relationship between the contribution of the Rosetta Stone tool and the development achieved by students in the dimension 1 of the curriculum called Speaking Level?

The general objective of the research was to determine the contribution of the Rosetta Stone tool as a learning medium to improve the English speaking skills of high school students at Liceo Cristiano Israel. A mixed qualitative-quantitative methodology was employed, and the design was non-experimental. The study population consisted of all high school students at Liceo Cristiano Israel.

Materials and Methods

Approach and Design:

The research employed a mixed qualitative-quantitative approach, with a non-experimental design and a descriptive scope, in line with Hernández et al., (2014).

Methods and Instruments:

Scientific methods used included theoretical methods such as analytic-synthetic and inductive-deductive reasoning. Empirical methods included survey technique, documentary review, and checklist.

The documentary review technique was applied using a review form to verify the English subject's learning outcomes, which are stored in the institution's secretary's office. These outcomes corresponded to evaluations for each quarter, including the average of partial exams, final exams, and quarter-end grades. The following indicators were used to measure academic progress: Does not reach the required learning outcomes (N.A), Approaching the required learning outcomes (P.A), Reaches the required learning outcomes (A.A), and Mastering the required learning outcomes (D.A). These indicators consider grade intervals, as shown in the table 1.

Table 1. Indicators.

Indicators	Interval of note
N. A	0- 4
P. A	4.01-6.99
A. A	7- 8.99
D. A	9-10

The survey was administered to the high school students who comprised the sample, and a closed-ended questionnaire was used as the instrument, allowing for quantitative data processing. The checklist was structured with 20 items that allowed for the measurement of the contribution of the Rosetta Stone tool to the fulfillment of the English subject's curriculum objectives, and a final item that allowed for the evaluation of the speaking level of the students in the sample. With this, the researcher was able to rate the contribution of this software to the curriculum development from 1 (minimum score) to 5 (maximum score); in each case,



the rating indicates the extent of the contribution: 1 (never), 2 (almost never), 3 (sometimes), 4 (almost always), and 5 (always).

The checklist considered three general parameters associated with the Rosetta Stone tool: Rosetta Stone's interactivity and communication in learning English speaking skills; Rosetta Stone's methodology for teaching English speaking skills; Rosetta Stone's characteristics that aid in learning English speaking skills, and a closing parameter aimed at evaluating aspects associated with the speaking level reached by the students.

It is important to note that from the general parameters, 20 aspects were derived, which allowed for determining the contribution of the software as a learning medium for improving English speaking skills. The last four aspects were associated with the principles and curricular objectives of the English speaking teaching process, specifically addressing the development achieved by students in dimension 1 of the curriculum, known as Speaking Level. This way, the relationship between the contribution of the Rosetta Stone tool and the development achieved by students in dimension 1 of the curriculum, called Speaking Level, could be measured.

The instruments were assessed using the Cronbach's Alpha method, resulting in a high degree of reliability (0.83), indicating their applicability for collecting valid data and information to fulfill the research objective.

Population and Sample

The population consisted of 136 students from Liceo Cristiano Israel ranging from second grade to third grade of high school who received English instruction during the 2021-2022 academic year. The study sample comprised 29 high school students: 10 from first grade, 7 from second grade, and 12 from third grade; this sample was obtained through intentional selection.

Data processing

The data obtained from the survey application were processed for each dimension: methods used to achieve English speaking learning, level of student satisfaction regarding this instruction, and the main learning difficulties as the last dimension. The learning outcomes of high school students in the English subject were expressed as percentages based on the quantitative analysis of the data provided by each review form.

To process the rating associated with the level of relationship between the contribution of the Rosetta Stone tool as a learning medium and the improvement of English speaking skills of high school students at Liceo Cristiano Israel, a variable correlation was conducted using the statistical program SPSS.

Results and Discussion

Analysis of the Review of Learning Outcomes in the English Subject

Upon reviewing the learning outcomes of high school students in the English subject, it was found that, out of the total high school students, none fall under the most unfavorable academic progress indicator, N.A., in the English subject. Additionally, in all three years of high school, over 50% of students achieve the required learning outcomes (A.A) in the final grade of each quarter for this subject, but they do not reach mastery. This



result is more pronounced in the second year of high school, where 57% of students are categorized under the A.A progress indicator in the first quarter and 71% in the second quarter.

It can be said that English teaching in the high school of Liceo Cristiano Israel shows better learning outcomes in the third year of this level, as only there, in the final grade of the second quarter, 50% of students achieve mastery of the required learning outcomes (D.A). In the rest of the years and evaluations, no more than 40% of students achieve this progress indicator.

Conversely, the most unfavorable result observed in English learning was found in the first year of high school, in the exam grade of the first quarter, where 40% of students are approaching the required learning outcomes (P.A), meaning their grade does not exceed 6.99 points, resulting in failing this evaluation; however, this is not the case in the rest of the evaluations, allowing them to pass the subject.

Analysis of the Survey Applied to Students

The application of the survey allowed us to understand the methods used to date at Liceo Cristiano Israel to achieve English speaking learning, the level of student satisfaction with this instruction, and their main learning difficulties. As a result, it was found that out of all high school students, 79% feel very satisfied with the teaching provided by their teacher to develop English speaking skills. In this satisfaction evaluation, the percentage of third-year high school students is not very representative, as they, with greater insight due to their years of study, feel moderately satisfied at 59%.

When referring to teaching methods, 82% of students highlighted that they do not frequently use technological tools that promote interactivity, negatively impacting the learning of English speaking skills. Specifically, 68% of third-year high school students noted that there is a limited number of practical activities involving dialogues or dramatizations to practice speaking. Regarding virtual English classes developed during the pandemic period, 65% of third-year high school students and 52% of second-year students emphasized that this modality helped them develop their speaking skills more than in face-to-face classes because their teacher frequently used technology for these purposes.

This result aligns with the findings of Pomavilla & Villalobos (2023), who argue that the creation of digital activities is necessary as they motivate students more and serve as interactive educational resources that foster vocabulary learning, taking into account the skills highlighted in the Foreign Language curriculum.

Another aspect measured in the survey was the learning difficulties in the development of English speaking skills. 63% of first-year high school students associate it with a limited vocabulary. In contrast, 69% of second-year high school students acknowledge having difficulties in word pronunciation, along with 58% of third-year high school students.

Results of the Checklist Applied to Rosetta Stone Software and the English Subject Curriculum

Through the application of the checklist, the level of relationship between the contribution of the Rosetta Stone tool and the development achieved by students in the speaking dimension could be measured. This allowed for an understanding of the opportunities offered by the tool as a teaching medium for English speaking language learning.



Table 2. Correlation of Variables: Use of Foreign Language to Convey Ideas to Other Speakers and Mastery of Sufficient Vocabulary and Grammar Rules to Ensure Effective Communication.

		Use of the foreign language	Mastery of vocabulary and grammar rules
The student, using a foreign language, can convey their ideas to other speakers	Pearson correlation	1	,735**
	Sig. (bilateral)		,000
	N	29	29
The student masters enough vocabulary and grammar rules to ensure effective communication	Pearson correlation	,735**	1
	Sig. (bilateral)	,000	
	N	29	29

**The correlation is significant at the level 0,01 (bilateral).

Source: Own elaboration

The analysis revealed a highly positive and significant correlation of 0.735 between two variables associated with the learning of English speaking skills by high school students in the sample: the use of the foreign language to convey ideas to other speakers and the mastery of vocabulary and grammar rules to ensure effective communication. This result suggests that there is a strong relationship between the ability of students who have used the tool to express themselves in a foreign language and their competence in terms of vocabulary and grammar. In other words, those students who are able to communicate their ideas in a foreign language tend to have a stronger mastery of the vocabulary and grammar rules necessary for effective communication.

The research conducted by Garofalo et al. (2024) corroborates the contribution of the Rosetta Stone tool to vocabulary development in English learning, as 95% of students who used the software correctly answered vocabulary questions in a subsequent exam after using the tool, with only 5% answering incorrectly. This result is particularly significant, as vocabulary is one of the most challenging aspects to achieve in foreign language learning. The fact that students who used the software had a higher level of vocabulary in the final evaluation confirms that the software is effective in helping them learn and retain vocabulary.

It is important to highlight that this result indicates that knowledge of vocabulary and grammar rules not only translates into an improvement in writing, as one might expect, but also in the ability to speak fluently and convey ideas effectively. This underscores the importance of a comprehensive approach to language learning, which not only focuses on grammar and vocabulary but also encourages active practice of oral expression and communication.

It can be said that the described result is related to the contribution of Rosetta Stone as a teaching medium, as the analysis of the data obtained with the application of the checklist revealed that more than half of the items verified regarding the contribution of the tool received high ratings (4 and 5). This suggests that the use of the tool effectively contributes to the improvement of English speaking skills by including activities that promote oral production, ensuring the development of students' language and communication skills.

It is important to specify the analysis of the results of the checklist application for better understanding. Out of the 20 items that measured the contribution of Rosetta Stone, it was found that 15% were rated as 5, indicating they are always present in the use of the tool: Recognizes that English speaking is best learned with



memorized knowledge; Covers various levels of English proficiency, from beginner to advanced; and Contains images and audio that facilitate immersion-based learning.

40% of the aspects related to the tool's contribution were rated as 4, as they are almost always present in its use. Only 15% of the items are associated with ratings of 2 and 3, indicating almost never and sometimes, respectively, while 25% are not offered by the tool. These aspects are related to formal feedback, real-time interaction with a native English speaker, and explanation of phrases or vocabulary, providing context associated with these words.

In line with the results presented, Martinez (2020) suggests that the use of technological tools allows for significant learning improvement by enhancing the understanding of the English language. Similarly, Torres (2020) confirms that ICTs in the classroom are a resource that promotes interactivity and engages students in developing communicative language skills, thus fostering comprehension and the necessary abilities for the English language.

It can be argued that, although Rosetta Stone includes an interactive learning environment, it does not provide real-time interaction with native English speakers, limiting students from receiving immediate and quality corrections, which would be essential for learning accents and pronunciation more effectively. Another shortcoming of Rosetta Stone is the lack of formal feedback, as it does not offer the opportunity for a teacher or tutor to conduct an evaluation; this could hinder student progress and motivation.

Table 3. Correlation of Variables: High School Level (1st, 2nd, or 3rd) and Achievement of Interactive Participation and Communication in the Process of Learning English Speaking.

		Level (1st, 2nd or 3rd)	Achieves interactive participation and communicates effectively
High school level (1er, 2do o 3ero)	Pearson correlation	1	,495**
	Sig. (bilateral)		,006
	N	29	29
The student successfully engages interactively and communicates in the process of learning to speak English	Pearson correlation	,495**	1
	Sig. (bilateral)	,006	
	N	29	29

** . The correlation is significant at the level 0,01 (bilateral).

Source: Own elaboration

The result shows a positive and significant correlation of 0.495 between the students' high school level and their ability to participate interactively and communicate in the process of learning English speaking. This suggests that there is a moderately strong relationship between the high school level and the students' ability to actively engage in the process of learning English speaking. In other words, as students progress through the levels of education (first, second, or third year of high school), they also tend to improve their ability to participate in interactive activities and communicate in the English language.

This finding is related to the result obtained from the review of the progress of high school students at Liceo Cristiano Israel in learning English speaking. It was found that in the third year, English learning yields better



results, with only 50% of students mastering the required learning outcomes (D.A) in the final grade of the second quarter; in the other years and evaluations, no more than 40% of students achieve this progress indicator. This result suggests that as the use of Rosetta Stone software as a teaching medium continues over time, it becomes more effective in improving English speaking learning.

It is crucial to capitalize on the learning opportunities offered by Rosetta Stone as a teaching medium for the English language, as corroborated by research conducted by Purizaga (2021) during their master's program, where 73.91% of high school students expressed a desire to learn and improve their language skills in English with the help of educational software. Similarly, Montero et al. (2022) found in a correlational study that attitudes towards the use of the Rosetta Stone platform are significantly related to academic performance in learning the English language.

The results obtained have significant implications for the design of language teaching programs at the high school level, suggesting that students may be more receptive and capable of actively engaging in English-speaking learning activities as they progress in their education. Therefore, educators can tailor their teaching approaches to leverage this progress and further foster the development of English communicative skills throughout the different levels of high school.

Conclusions

Based on the results obtained, it is evident that the use of this tool is positively associated with progress in learning the English language, particularly regarding speaking skills. A significant correlation is observed between using the foreign language to convey ideas to other speakers and mastering vocabulary and grammar rules, suggesting that students who use Rosetta Stone have a greater ability to communicate effectively in English. Furthermore, it is noted that as students progress through their high school level, they improve their ability to actively participate in the process of learning English speaking skills, highlighting the importance of implementing technological tools like Rosetta Stone in language teaching.

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