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Rosetta Stone in higher education: student perceptions at Ibn Zohr University

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Abstract. *This study explores the integration of Rosetta Stone as a digital learning platform in Moroccan higher education, focusing on student perceptions at Ibn Zohr University. Through a mixed-methods approach combining surveys and interviews, the research analyzes the platform's pedagogical relevance and technical usability. While students appreciate its flexibility and language resources, challenges such as limited interactivity and outdated content remain. The study highlights the need for improved institutional support and content updates to enhance learning outcomes and optimize the platform's role in university-level digital education.*
Keywords: *Digital Learning Platforms /Rosetta Stone/ Higher Education in Morocco/ Student Perceptions.*

This study is part of a broader reflection on the integration of educational technologies in Moroccan higher education. Our research, conducted at Ibn Zohr University in Agadir, centers on the following core question: **To what extent does the Rosetta Stone platform meet the pedagogical and technical expectations of students, and what challenges must be addressed to optimize its use in Moroccan higher education?** To answer this, we adopted a mixed-methods approach combining quantitative and qualitative data collected from 956 students between January and May 2025.

Our research protocol was designed to provide a comprehensive response to our research question. The quantitative component, based on a sample of 841 respondents (response rate of 84.1%) from three institutions (ESEF A, FSJES, and ENSA Agadir), allowed for a statistical evaluation of adoption and satisfaction. Data were collected through online and in-person surveys and analyzed using statistical tools (SPSS, Excel, NVIVO).

The qualitative dimension, through semi-structured interviews with 25 participants (key informants), explored in depth the pedagogical and technical aspects raised by our research question. This methodological triangulation, recommended by Creswell (2014), allowed us to cross perspectives for a holistic understanding of the phenomenon.

The results show that 72% of students regularly use Rosetta Stone, attracted by its linguistic resources (87%) and flexibility (78%). However, critical analysis reveals that only 34.6% of users consider the content to be regularly updated, raising concerns about the platform's ability to meet contemporary pedagogical standards.

Rogers' (2003) Diffusion of Innovations theory helps interpret these findings: while perceived advantages (flexibility, accessibility) encourage adoption, technical difficulties (reported by 48% of respondents) and lack of interactivity (38%) limit overall satisfaction. This partially answers our initial question by highlighting a gap between theoretical potential and actual user experience.

Our research identifies three main challenges to optimizing the use of Rosetta Stone:

1. **Pedagogical**: The need for better integration of andragogical principles (Knowles, 1980), particularly for adult learners.

2. **Technical**: The necessity to improve the platform's usability (only 41% satisfaction) and stability.

3. **Institutional**: The importance of systemic support (Moore, 1993).

Qualitative interviews reveal that 68% of regular users would like more synchronous interactions, suggesting that optimization requires a balance between autonomy and guided learning. These findings support Bernard et al. (2009), who emphasize the importance of interactivity in online learning environments.

Our study provides a nuanced answer to the initial research question: while Rosetta Stone **partially meets** technical and pedagogical expectations (with 72% adoption), its optimization would require:

- Regular content updates
- Improved platform usability
- Enhanced interactivity
- Stronger institutional integration

These recommendations, drawn from both quantitative data and qualitative analyses, offer concrete avenues to improve the pedagogical effectiveness of the platform within the Moroccan context, thus directly addressing our research problem.

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