Investigating the Usability of Rosetta Stone in Language Learning: The Case of Hassan I University in Morocco

Laachir Abdelouahed

Laboratory of Education, Humanities and Languages, The Higher School of Education and Training, Hassan I University, 26100 Berrechid, Morocco

ABSTRACT

This study investigates the use of Rosetta Stone, a digital language learning program, at a Moroccan university. Higher education institutions in Morocco are under growing pressure to use cutting-edge teaching strategies as English becomes increasingly important in academic research and international communication. As a user-friendly, engaging, and adaptable platform, Rosetta Stone enhances conventional language training. Based on users, this study investigates its effects on students' language proficiency, motivation, and learning autonomy. Results show that most students who participated in the study found the platform effective and easy to use. They also reported that it enhanced their autonomous learning experience. Furthermore, Rosetta Stone can help fill gaps in language training. However, issues such as cost, accessibility, and integration into the existing curriculum remain major obstacles. The study ends with suggestions regarding how educators and policymakers might best utilise digital resources like Rosetta Stone to enhance English language instruction in Moroccan universities.

Keywords: Autonomous learning, effectiveness, English language learning, higher education in Morocco, Rosetta stone, usability

INTRODUCTION

Traditional teaching techniques have been completely transformed by the use of technology into education, especially when it comes to language acquisition. Rosetta Stone and other digital platforms provide creative ways to overcome the drawbacks of traditional language training. Rosetta Stone is a potential tool for enhancing English

competence in higher education settings because it uses immersive, interactive, and adaptable learning strategies that meet the various requirements of learners (Johnson, 2023). In Morocco, English is increasingly considered as an important skill to ensure successful education and well qualified graduates for the job market. Therefore, the integration of digital language learning platforms in education has become necessary to cope with the ever-changing demands of the 21st-century education (El-Haddadi & Boutahar, 2024). Recent studies confirm that Rosetta Stone's focus on self-paced modules, contextual learning, and accurate pronunciation greatly develops language learning (Smith et al., 2022). Furthermore, Rosetta Stone's ability to enhance student autonomy is in line with the Moroccan higher education sector's policy on the development of 21st-century skills, such as digital literacy and self-directed learning (Amrani & Belghiti, 2023). However, little research has been conducted on the successful use of Rosetta Stone in Moroccan universities, despite its promise. Its broader implementation is still hindered by issues like accessibility, and incorporation into the current curriculum. Through the evaluation of Rosetta Stone's use in a Moroccan university, this study aims to contribute to studies conducted on digital learning implementation by sharing insights with stakeholders and decision-makers about the effectiveness of Rosetta Stone for language learning. The results can help improve the quality of use and implementation of this language learning platform in addition to improving the experience of students' use and self-directed learning through the platform.

METHODS

This study adopts a quantitative approach to evaluate the implementation of Rosetta Stone in Hassan the First University, Morocco. Data were collected using structured surveys administered to 100 undergraduate students, belonging to the Higher School of Education and Training, Hassan I University (Affiliated to Hassan the First University), Morocco, who used Rosetta Stone for English language learning. The survey was administered via an online QR code that was shared with more than 200 students, but the return rate is 100. The survey targets students' use of the application, effectiveness, usability, and impact on students' language proficiency and autonomy in learning. The collected data was analysed quantitatively through Google Form. Descriptive statistics were used to examine the collected data in order to identify efficacy and ascertain how much Rosetta Stone helps in English language learning.

RESULTS AND DISCUSSION

The Table 1 demonstrates the frequency distribution of usability, efficacy, and learning autonomy in Rosetta Stone on a scale of 1 to 5. The highest mean scores were 3.8 for effectiveness, 4.0 for learning autonomy, and 4.2 for usability.

Table 1

Mean ratings and percentage of positive responses for Rosetta Stone's usability, learning autonomy, and effectiveness

Category	Mean Rating (Scale 1-5)	Percentage of Positive Responses
Usability	4.2	84%
Learning Autonomy	4.0	76%
Effectiveness	3.8	80%

The chart shows the percentage of students who gave positive feedback regarding their use of Rosetta Stone. The most positive responses were given to usability (84%), effectiveness (76%), and learning autonomy (80%).

The findings of the study show that students' attitudes towards Rosetta Stone were generally satisfactory, with the most desired feature of the platform being its usability. This reveals that students find the platform easy to access and use, even for those with varying levels of technical proficiency. Their learning process is also facilitated by the user-friendly design, and hence their satisfaction and engagement are enhanced. Rosetta Stone's usability, which the students identified as its primary asset, might be attributed to its user-friendly design, thereby supporting autonomous learning. Thus, students can quickly get used to the platform even if they lack technical knowledge and assistance.

Nevertheless, it is necessary to consider extra characteristics of the platform such as generative feedback, the range of content, and interaction, which helps having a comprehensive evaluation of the program. Though most students feel at ease when using the platform, future research could investigate the development of students' proficiency level over time to examine the extent to which the platform has a positive impact on their language learning or not.

The findings of this study also demonstrate that the use of Rosetta Stone helps students develop their linguistic competence, which is consistent with earlier studies that documented measurable gains after sustained program use (Vesselinov, 2009; Vesselinov & Grego, 2019) and with the quasi-experimental results reported by Ikonta (2015). Though the present study did not adopt any experimental design, it remains a good contribution to the educational digital transformation implementation in Moroccan higher educational system.

To conclude, the results demonstrate that Rosetta Stone's ease of use led students to hold a positive perception of its usefulness, as well as of their autonomy level which increases over time since students rely solely on themselves to learn on the platform without any external restrictions.

CONCLUSION

To sum up, Rosetta Stone is deemed to be a treasured tool for language learners at Hassan 1ˢᵗ university in Morocco, due to its remarkable advantages in usability and in enhancing self-directed learning. Rosetta Stone's features and design have effectively engaged students and encouraged unsupervised learning. However, to improve its effectiveness, further enhancements are necessary, especially in its teaching techniques and the eminence of its learning tasks. For a better learning experience, it is recommended to do regular updates and changes to the platform. Additionally, the results urge the need for future research on how Rosetta Stone impacts long-term language retention and proficiency.

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