



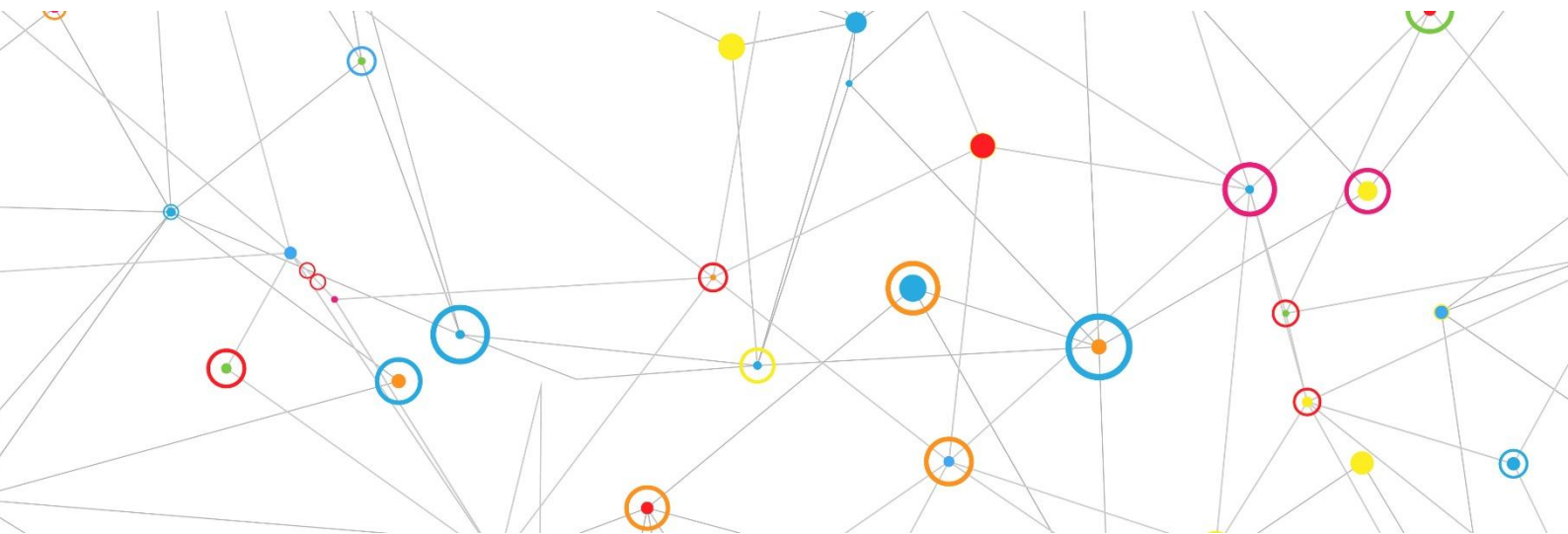
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USAGE DES PLATEFORMES D'APPRENTISSAGE DES LANGUES EN CONTEXTE UNIVERSITAIRE

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Rosetta Stone: Undergraduate students' perceived usefulness and ease of use.

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ABSTRACT

Moroccan higher education is witnessing colossal changes thanks to the technological advancement embodied in the recent reforms highlighting the importance of digital transformation. The acceleration plan for the transformation of higher education 'PACTE ESRI 2030' has shed light on the importance of developing more online platforms for a digitalized university. As a result, Rosetta stone has emerged as a platform for language learning. Therefore, this study explores Mohammed the first university students' perceptions vis a vis the use of Rosetta stone for English language learning via an online questionnaire. The study focuses on students' level of technology acceptance in terms of the platform's perceived usefulness and ease of use which are two main elements within the Technology Acceptance Model (TAM). The study highlights also the advantages and limitations of using such platforms for improving language learning skills in addition to suggesting areas of improvement for a better implementation.

KEYWORDS: Rosetta stone, English language learning, Technology Acceptance Model, perceived usefulness, perceived ease of use.

1 Introduction

Advancement in new technologies has influenced all fields worldwide and education is no exception. Education is currently witnessing a great expansion in e-learning and the use of ICTs in learning in general and language learning in particular. Digitalizing contents, resources, and administration has become a global issue nowadays. Morocco for instance, has started reforms in this regard. Digital transformation is at the core of those reforms mainly at the university level. Moroccan universities are embracing new modes of learning since the pandemic era. Ensuring a pedagogical continuity has always been the concern of all concerned stakeholders mainly the ministry of education embodied in its institutions and instructors.

The academic year 2023-2024 has been marked by the launch of the ministry plan for accelerating the transformation of higher education, scientific research and innovation system known as Pact-ESRI 2030. This plan included a great focus on digitalizing education and foreign language learning. It aims at reinforcing students' capacities in "language learning, power skills and digital skills" (PACTE ESRI 2030). Digital transformation is in fact one of the pillars for accelerating change in higher education. It aims at digitalizing administrations, services and human resources and e-learning platforms. This prioritization of digital transformation in the Moroccan context has led higher education institutions to bridge the gap between learning foreign languages and acquiring digital competences. Moroccan universities are focusing on both students' level of language proficiency as well as the use of digital tools. Digital literacy is a requirement nowadays to "catch up with the growing digital societies" (Kettani, 2022).

Thus, comes the importance of using language platforms like Rosetta stone to enhance learners' level of languages mainly English and French. This shift towards using language platforms for learning goes hand in hand with Moroccan universities' intentions to maintain the blended learning mode for more student-centred learning and more independent learners. (Shlaka et al., 2023). The Moroccan ministry of education is therefore seeking to develop learners who are both technically and linguistically competent to face the job market needs and therefore to "bridge the gap between the needs of students and employers" (Akhajam, 2019).

Reaching a digital university necessitates the insertion of different learning platforms for university students. In the context of blended learning, which combines online and in-person courses, all universities and faculty have begun the process of digitalizing content and introducing new platforms. Those platforms address students' digital and soft power skills as well as language learning competencies.

For that, the implementation of Rosetta stone as a language platform for mainly undergraduate students has been launched for improving students' level of languages like French and English. The use of such platforms aims at developing active learners who are responsible for their own learning and able to construct their own knowledge without necessarily the presence of the teacher (Elansari & Loulid, 2023). However, the effectiveness of using such technological tools or platforms for language learning is faced with students' acceptance and perceptions towards using them; their perceived usefulness and perceived ease of use as suggested by the Technology Acceptance Model (TAM) (Davis, 1989).

Thus, the core aim of this article is to explore undergraduate students' perceptions regarding the use of Rosetta stone for English language learning at the level of Mohammed

First university (UMPO) mainly the faculty of letters and human sciences. How they perceive its usefulness for learning English and the extent to which they find it easy to use or not.

1.1 Problem statement

Higher institutions have engaged in a process of cultural openness by encouraging more students' mobility worldwide through different projects and programs. Cultural openness necessitates also the mastery of foreign languages like English. Acquiring a certain level in English proficiency has become lately among the conditions to access the current job market. Moroccan universities are aware of these requirements and the extent to which learning foreign languages has become vital in coping with the worldwide changes.

Therefore, with the new reform language learning has been given a great focus; shifting from a traditional language classroom to the use of Rosetta stone for learning languages. The platform allows learners to take a placement test to be able to follow the courses according to their own levels, pace and rhythm. Given the novelty of the tool students at the level of UMPO have faced different challenges of access before starting successfully their English language journey.

Therefore, we seek to explore students' level of acceptance for such tools according to their own experience in using Rosetta for English learning by relying on TAM determinants of acceptance and which are: perceived usefulness and perceived ease of use.

1.2 Purpose, significance and scope of the study.

The objective of our research is to examine university students' perceptions regarding the use of Rosetta stone for English language learning: how they perceive its usefulness and ease of use. It focuses on undergraduate students belonging to the faculty of letters and human sciences in Oujda and who are currently enrolled in S3/S4 including both students enrolled in open access BA as well as excellence stream.

Our choice for this category of learners comes from the fact that the program in principle targets first year students as suggested by the university. Thus, using such platforms for language learning is new for students who are used to take traditional language courses as part of the required modules. Therefore, understanding their perceptions helps in improving future students' experience in English language learning within Rosetta stone platform.

For that, this article will shed light on the use of new technologies for language learning and the emergence of Rosetta stone as a language platform. It will also tackle the followed Technology acceptance model shedding light on its determinants. For that, we have administered a questionnaire to undergraduate students in order to explore both their perceptions vis a vis the usefulness and the ease of use of such platforms. We believe that understanding acceptance helps in a better implementation.

1.3 Research questions and hypotheses

The following article tends to find answers to the following research questions:

Q1: How do undergraduate students perceive the usefulness of Rosetta stone in enhancing their English language learning?

Q2: How do undergraduate students perceive the ease of use of Rosetta stone for English language learning?

We hypothesize that :

H1: Undergraduate students find the use of Rosetta stone useful in enhancing their English language learning.

H2: Undergraduate students find using Rosetta stone for English language learning easy and effortless.

2 Literature review and theoretical background

2.1 Technology acceptance model

Using information technology for learning in general and language learning in particular is faced with the issue of students' acceptance or rejection for such tools. Technology acceptance model seeks to explain why students tend to either accept or reject the use of technologies (Ghani et al., 2019). TAM is one of the most known models for users' acceptance. It includes two main constructs and which are: Perceived usefulness (PU) and Perceived ease of use (PEOU). Ghani & al (2019), have stated that the users' use of information technologies "is influenced by aspects such as their behavioural intentions, their perceived usefulness of the system, attitude, and perceived ease of use of the system" (p.13).

Concerning the perceived usefulness, it reflects the extent to which users find that the technology used will help them "perform better their jobs" (Davis, 1989, p.320). The literature has proved that PU is an important construct that impacts students' willingness and intention to use the technology (Balouchi & Samad, 2021). Different studies have been conducted in this regard like the use of mobiles for English learning (Huang, 2016), E-learning systems for teaching and learning (Humida et al., 2022) and the use of social media platforms for English language learning (Fan, 2023). In our context of research, perceived usefulness reflects the extent to which undergraduate students believe that using Rosetta stone for English language learning is useful and would enhance their language proficiency.

As for the perceived ease of use, it refers to the extent to which using a given technology or system is easy and effortless. Davis (1989) defines it as: "the degree to which a person believes that using a particular system would be free of effort" (p.3). Thus, the more a technological tool is easy to use the more it is accepted to use by students. The easiness, friendliness and intuitiveness of the technological tool influences learners' acceptance and motivation to use it for learning. In other words, PEOU influences also the users' choices of a given tool over the other. In this regard, Mugo & al (2017), have referred to it as the "degree to which consumers perceive a technology as better than its substitutes" (p.3). Thus, in our context, perceived ease of use reflects the extent to which undergraduate students find that using Rosetta stone for English learning easy, accessible and effortless.

Therefore, understanding the effectiveness of using Rosetta stone for English learning necessitates examining students' perceptions of its degree of usefulness and ease of use. The two constructs influence certainly the learners' attitudes, level of engagement, willingness and motivation to use technologies for language learning.

2.2 Using technologies for language learning

Using new technologies for language learning has emerged for a long time. Starting from videos, TVs, CDs and cassette players as "traditional pedagogical supports" for language learning (Fatmawati, 2019, p.32). Nowadays, the computer along with the internet connection have become essential tools for English language learning and teaching (Tayebnik & Puteh, 2012). Technological tools are designed to help learners facilitate the learning process and the acquisition of skills. They are innovative tools that serve in individualizing learning, developing listening, reading, speaking and writing skills as well as vocabulary acquisition and pronunciation proficiency (Hanif, 2015; Kurniawan et al., 2021; Pourhosein Gilakjani et al., 2017; Şanverdi, 2021; Slimani & Jabal, 2023). Accordingly, using computers for language learning aims at creating important "changes in how language skills are taught and acquired" (Yuliani & al, 2023, p.2).

Furthermore, language learning has become much easier, flexible and at one's own pace thanks to the advancement in new technologies. The activities are carried out quickly and efficiently despite the time and space constraints (Fatmawati, 2019). In this regard, different concepts have emerged. For instance, computer-based learning (CBL) has emerged to refer to the use of digital tools for content delivery, engaging students and "facilitating interactive experiences". The focus was on how CBL can truly affect students' engagement and achievement in learning (Shalom Bayo, 2023, p.2). Another concept is the one of computer assisted language learning (CALL). It highlights the use of technology for language learning in "a faster, more enjoyable and comfortable" learning experience (Şanverdi, 2021, p.86). Another similar concept is MALL; mobile-assisted language learning and which includes the principle of "mobility" highlighting the use of "portable devices" within a totally "mobile lifestyle" (Kukulska-Hulme, 2009, p.162). Therefore, Rosetta stone constitutes an example of CALL software.

2.3 Rosetta stone platform for language learning

Rosetta stone for language learning is both a CALL and a MALL. Founded in 1992 by Allen Stoltzfus who has developed learning languages through "natural immersion" by stimulating the way native speakers learn the language using authentic sounds and pictures in 30 different languages (*Official Rosetta Stone® About Us*). Rosetta stone aims at enhancing learners' language proficiency in a "natural way without drills or translation" focusing on all language aspects like "vocabulary, pronunciation, reading, listening, writing, or grammar with multimedia content in context" (Şanverdi, 2021, p.86).

According to Hanif (2015), using Rosetta stone for English language learning helps learners be more motivated and interested in the process of language acquisition by addressing the learners' different learning styles and multiple intelligences through the variety in the use of visual tools and media. He stated that:

This software can be used as an aid to teach the four skills namely reading, listening, speaking and writing. The Rosetta Stone Software consists of a combination of images, text, and sound, with difficulty levels increasing as the student progresses, in order to teach various vocabulary terms and grammatical functions intuitively, without drills or translation (Hanif, 2015, p.26).

Thus, the use of Rosetta stone for English language learning is expected to enhance students' performances and skills in second language learning. Nevertheless, Moroccan universities have just started implementing it recently. So, its novelty imposes the exploration of university students' experiences, perceptions and attitudes towards its use in English language learning; a point that constitutes the core focus of the current article.

3 Methods: sample, participants and instruments

3.1 Sample / participants

This study aims at exploring undergraduate students' perceptions and experience on using Rosetta stone for English language learning and how they perceive its usefulness and ease of use. We assumed that undergraduate students find the use of Rosetta stone useful in enhancing their English language learning (H1). In a study conducted by Okhaya & El Hajoubi (2024), they highlighted the usefulness of using technological tools for language learning and its positive impact on students' motivation. In the same vein, Fan (2023)

indicated that students' perceived usefulness of technological tools impacts their willingness to learn the English language.

Moreover, we have hypothesized that undergraduate students find using Rosetta stone for English language learning easy and effortless(H2). The easiness of the technological tool influences students' level of interest and intention for learning foreign languages using such platforms (Balouchi & Samad, 2021). Besides, the ease of use is the main factor that affects students' acceptance of learning English online (Sulistiyo et al., 2022).

To be able to test our research hypotheses, we have administered a questionnaire via Google form to undergraduate students enrolled in the faculty of letters and human sciences at Mohammed First University in Oujda. A total number of 49 students answered the questionnaire (12 males and 37 females). We have opted for the convenience sampling method by reaching out to easily accessible students. Our choice for this sampling method comes mainly from the fact that reaching the targeted population requires “less effort, time and costs” (Golzar et al., 2022). This sampling method allows more practicality and time and cost efficiency in data gathering. Besides, our study focuses on a specific population of learners who have used Rosetta stone for language learning. Using snowballing techniques has allowed us to reach this specific category of learners who belong to the same research community and who met the study criteria.

3.2 Instruments

The questionnaire includes questions that follow the TAM model for technology acceptance. It consists of three sections. The first one related to the participants' demographic information including gender, age and level of studies. This section included also questions related to the participants' English level, English learning experience and the frequency of access to Rosetta stone.

The second section is about the first construct of TAM which is the PU. It included six questions about their perceived usefulness based on a Likert scale of five levels from strongly agree to strongly disagree. They were also asked to explain through an open-ended question their overall perception about the usefulness of using Rosetta stone.

The third section, is about the second construct of TAM which is PEOU. It included six questions about the perceived ease of use also based on a Likert scale in addition to an open-ended question where they have to explain their overall perception about the ease of use. The questionnaire ended by two open-ended questions related to students' experience on using Rosetta for English learning as well as their suggestions for improving its use.

4 Results

To investigate on students' perceptions on the usefulness and the ease of use of Rosetta stone for English language learning, they were asked different questions regarding the extent to which they find it useful and easy to use for enhancing their English proficiency.

The majority of the participants in the survey are undergraduate students belonging to their second year of studies (S3/S4). This category of learners benefited last year from courses within Rosetta stone as part of the requirements to pass the first year. Besides, 77.6% have an intermediate level of English, 12.2% have an advanced level while 10.2% are beginners. As for their experience in English learning, the majority have between 1 to 3 years with a percentage of 49%, followed by 18.4% who have less than one year of experience.

When asked about their frequency of accessing Rosetta stone, the majority have said few times a week followed by 32.7% who have said few times a month. The frequency of access seems reduced since only three students who have admitted that they access Rosetta on a daily basis.

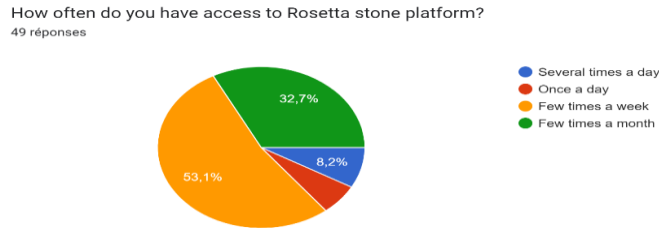


Figure 1: Students' frequency of access to Rosetta Stone

4.1 Perceived usefulness of Rosetta stone for English language learning

Whether the platform helps learners improve their English proficiency or not, 61.2% have agreed with the statement, followed by 26.5 % who have been neutral in this regard neither agreeing nor disagreeing with the statement. This neutrality might be due to the reduced frequency of use of the platform to be able to judge its usefulness in improving English proficiency. The higher rate of agreement implies that this category has positive attitudes towards the usefulness of the platform. In the same vein, 57.1 % have expressed their agreement regarding the efficiency of using Rosetta while 30.6% are neutral.

Moreover, flexibility in using Rosetta stone anywhere and everywhere has been among the asked questions. Whether this feature allows them to stay active and motivated, 36.7% expressed their agreement and 20.6% expressed their strong agreement while 28.6% were neutral. Nevertheless, there is a rate of 12.2 % who expressed their disagreement with the idea. The higher rate in agreement suggests that the feature of accessibility and flexibility are very important and helpful for language learning since students can learn at their own pace according to their own circumstances. The neutral participants are possibly those learners who though they agree on the flexibility offered by the platform but they do not believe in its impact on their motivation to learn.

When asked about the usefulness of the platform in increasing their productivity in English language. The higher rates are between agreement and strong agreements (44.9% and 14.3%). Still there is 26.5% who are again neutral in this regard. Thus, the results indicate a majority of respondents who find that the platform truly allows them to enhance their speaking, writing and overall communicative productivity. The neutrality indicates that students are still unaware or unsure about the role that Rosetta may play in this regard.

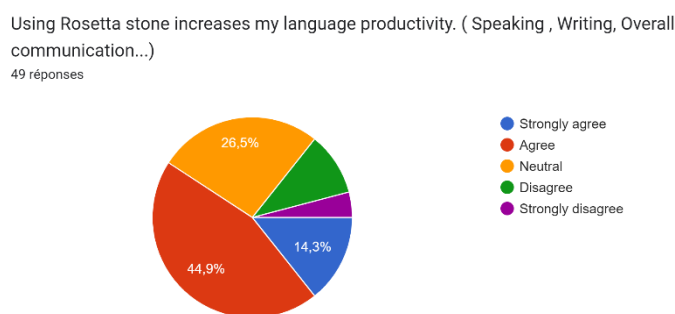


Figure 2 : Language productivity in Rosetta Stone

In the same context, participants were asked whether they perceive that the platform allows them to improve their listening, reading, speaking and writing skills. In terms of the listening skills, the majority agreed. This suggests that the audio-visual elements within the platform are well designed to help them enhance their listening abilities. Concerning the reading skills, higher rates are attributed to agreement and strong agreement. This also implies

that the platform's suggested reading materials are beneficial and useful in enhancing their reading skills.

For the speaking skills, we have noticed certain increase in neutrality and decrease in agreements. Learners may have faced issues regarding this skill in particular mainly that the interaction is not real and the suggested exercises may not reflect authentic situation where learners can truly practice their speaking skills. As for the writing skills, we have observed the same thing. There is a great increase in neutrality and decrease in agreement. This suggests that the platform's writing tasks are not sufficient and less engaging mainly that writing is a skill that necessitates personalized feedback.

Using Rosetta stone enhances my :

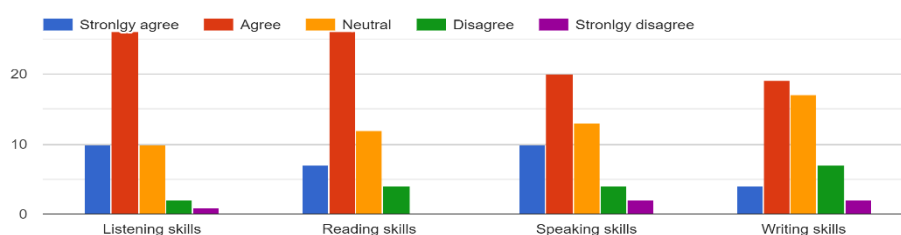


Figure 3 : Role of Rosetta in enhancing language skills

4.2 Perceived ease of use of Rosetta stone for English language learning

Students were asked whether they find the platform easy to access, 46.9% agreed with the idea. However, 24.5% expressed their neutrality, 16.3% disagreed and 10.2% strongly disagreed with the idea. This variety in percentages suggests that the participants in the survey have different digital literacy levels. Facing technical or technological challenges while accessing the platform would certainly affect the learners' perceptions.

Similarly, when they were asked if they find it easy to navigate within the platform, percentages of neutrality, disagreement and strong disagreement are increased even though there is a rate of 38.8% who find it easy to navigate. Difficulties in navigating easily may be due to the learners' unfamiliarity with the interface or that the platform is less intuitive and less user-friendly. This category might involve students who keep facing technical problems and who have less experience in using platforms for learning. This point is justified also by their perceptions regarding the necessity of having technical skills to use the platform. The participants were asked whether they think that using Rosetta stone requires a lot of technical skills. 42.9% have expressed their agreement with the statement. Yet, there is again that category of neutral learners with 30.6%. This suggests that learners need guidance and support while using the platform helping them while facing technical issues; online tutoring is vital in this regard.

However, and despite the technical challenges they may face to access and navigate easily. There is a high rate of 46.9% who expressed positive attitudes regarding student-content interaction. We suggest that this category of learners include both those who are digitally proficient and who can solve their technical problems alone. Thus, they find it easy to interact with the content or the resources. Neutrality is also present with a rate of 28.6%. This neutrality can be justified by the fact that this category is still uncertain about the potential of using platforms for language learning instead of the traditional way of learning. There is also a rate of 16.3 % who do not find it easy to interact with the content from which

the importance of tutoring or suggesting students' guides or tutorials to help them easily navigate and interact with the resources.

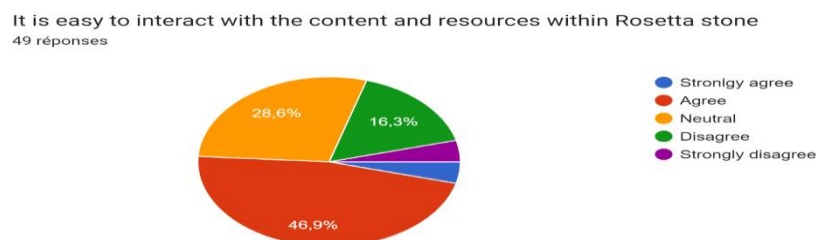


Figure 4: student-content interaction: perceived ease of use

Overall, 75.5% find that Rosetta stone is useful while 24.5% have expressed the opposite. In terms of ease of use, 67.3% find using Rosetta easy while 32.7% have expressed the opposite.

Overall, I find Rosetta stone useful for learning English language.
49 réponses

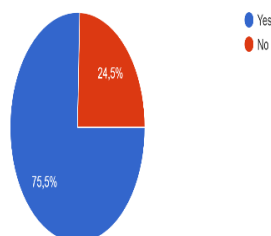


Figure 5 perceived usefulness

Overall, I find using Rosetta stone for English learning easy to use
49 réponses

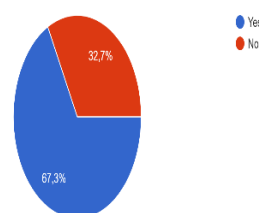


Figure 6 perceived ease of use

Regarding the perceived usefulness, the participants explanations for their choices were categorized into positive and negative attitudes. Those who find the platform useful have suggested different reasons for their choice. Different themes have emerged from their answers. Rosetta seems to enhance their language comprehension. One of the participants said that: “Rosetta stone combines pictures and sounds, making it easier for learners to associate words with pictures and sounds, enhancing comprehension”. Besides, they suggested flexibility and accessibility. They have stated that the platform is “designed to be operational for all age groups” and that “you can learn English from home and that’s great for everyone, and also you can choose your lessons and develop your knowledge in different subjects”.

Nevertheless, the negative attitudes were mainly related to the technical and accessibility issues they have faced. The learners have felt a certain pressure by the university to use the platform mainly that they usually have “internet connection problems”. Besides, they find that introducing the platform was quick and students did not have enough time to familiarize with it. “We were pressured to use it and do 15h or we will not be able to pass the exam (as they said) I think that's why I learn nothing from it”.

Concerning the perceived ease of use, the responses were also varied between negative and positive attitudes. That category of learners who found that the platform is not easy to use have expressed that the platform is not “convivial” and that they kept facing issues while accessing and also while learning.

“The application needs some improvement as it has some technical problems both when accessing and using.”;

“Use is easy but access is difficult, there are always access problems”;

“It is very difficult since the administration doesn't help us by providing the emails and solving the "log in" problems”.

Therefore, the main obstacle towards the perceived ease of use is mainly related to the accessibility and technical problems which hinders the way for those students to easily navigate in the platform.

5 Analysis and discussion

The data we have collected concerning undergraduate students' perceived usefulness and ease of use of Rosetta stone for English language learning have provided valuable insights. Concerning the first hypothesis which states that “undergraduate students find the use of Rosetta stone useful in enhancing their English language learning.” We believe that the findings are partially in line with the assumption since we could categorize two attitudes. Even though, we have noticed an increase in agreements, we cannot overlook the fact that neutral and disagreement stances are also present.

Rosetta stone features allow learners to be introduced to different learning materials that are both audio-visual and written. They have the possibility to practise all skills. However, the usefulness of the platform in enhancing the four skills is debatable. Writing and speaking were less favourable compared to reading and listening. Besides, the speaking skill, necessitates more authentic materials and real-life situations. There is a need for “incorporating additional features to accommodate a wider range of individual learning styles”(Anisah & Benni, 2024,p.1695). Moreover, the learners are used to practicing speaking in real classes with real students where student-student interaction is more applicable. This is why their attitudes towards Rosetta's perceived usefulness for enhancing speaking is relatively negative. In contrast, Rosetta Stone research team has suggested that “one of the advantages of using Rosetta stone is that students can practice individually...increasing the amount of time they would spend speaking as compared to a normal classroom environment” (Rosetta Stone Research Team & University of Maryland Center for Advanced Study of Language, 2018, p.4).

Reading and listening have proved to be more favoured by learners within Rosetta stone. The fact that the platform provides more audios and scripts allows learners to develop their listening skills. In a study conducted by Puspitasari (2019) using Rosetta stone for enhancing listening skills has made students “relaxed and motivated” to learn (p.1). Besides, those audio materials are effective in engaging learners with real native speakers fostering their accent and pronunciation skills which is not the case in real face to face classes. In a study conducted by Kurniawan et al (2021), the results revealed that students who have used Rosetta have developed their listening skills compared to those who did not use it.

As for reading, Rosetta stone has proved to be effective in enhancing this skill. The nature of the provided reading materials is essential. The authenticity and interactivity of the reading materials is of a paramount importance. Learners should be exposed to real life situations providing rich and varied vocabulary items and integrating them with other skills like listening or speaking. This finding is supported by a study conducted by Faradilla & Daulay (2023) which indicates that the use of the platform has proved to “increase students' attention in reading and to increase students' motivation in reading”(p.371).

Moreover, keeping students active and motivated while learning within Rosetta stone is very essential in improving their productivity in terms of English language learning. The platform should cater for the different learning styles and multiple intelligences by integrating both suitable content and suitable materials that allow all learners stay active, interested and engaged while learning. Learning a foreign language necessitates obviously students to be motivated and interested enough to acquire easily and efficiently the language components.

Acquiring vocabulary for instance has proved to be helpful via Rosetta stone. In related studies, students have shown great motivation in learning vocabulary within the platform (Prasetyo et al., 2018). However, learners who are less lucky to be motivated or who have shown neutrality need some push and support mainly if they need extrinsic motivational factors to learn. In computer supported environments, teachers should act as “guides” and “willing to provide motivation and assistance” to learners whenever needed (Pourhosein Gilakjani & al., 2017, p.81).

All in all, the platform’s features and content have proved to be helpful in enhancing certain skills compared to others. The authenticity of the provided materials and supports have gained students’ satisfaction with regards to skills like reading and listening. On the other hand, they are not satisfied with how speaking can be enhanced. The latter is a skill that necessitates obviously more authentic and real-world situations to be developed. Thus, maintaining students’ motivation and interests with regards to language productivity has proved to be different according to the acquired skill.

Concerning the second hypothesis which states that “Undergraduate students find using Rosetta stone for English language learning easy and effortless”. The findings align partially with the assumption. Accessibility has proved to be the major problem learners encounter while trying to access Rosetta stone. Limited accessibility is one of the barriers that may “hinder effective and efficient ICT use” (Slimani & Jabal, 2023, p.107). In addition to accessibility, the technical issues were also raised within the participants’ answers. Students’ willingness or not to use the platform for language learning is influenced by the barriers they may encounter in this regard. Thus, their motivation or willingness is also “dependent on the inherent technical limitations that the devices portends” (Mugo & al, 2017, p.6). In this regard, it is suggested that learners are provided with “tech support” to face any problems they may encounter during the use of digital environments for language learning (Shalom Bayo, 2023, p.18).

Thus, we believe that digital literacy is an important asset users need to acquire to overcome the different technical or accessibility barriers they may encounter. The degree of familiarity with using technology in general has certainly affected their overall ease of use. Besides, the institutional implementation should be also taken into account. Time pressure has impacted students’ level of satisfaction and ease of use. Technical support and clear communication are much more required for a more friendly usage of the platform.

Overall, students who are digitally literate are less likely to encounter problems while using the platform and that the perceived ease of use is influenced by the circumstances under which the platform has emerged as well as the university pressure over students to start using Rosetta quickly and in a limited period of time as they have expressed. Therefore, technical and accessibility problems have influenced negatively students’ perceived ease of use. In this regard, they suggested that the university should work more on solving such issues for a better learning experience.

6 Conclusion and limitations

The main purpose of this article was to study undergraduate students’ perceptions regarding the perceived usefulness and perceived ease of use of Rosetta stone for English language learning. For that we have administered a questionnaire to students within the

faculty of letters and human sciences (UMPO). We tackled different concepts in the article shedding light on the TAM model with its two constructs in addition to the use of new technologies for language learning and in particular the use of Rosetta stone as a language platform.

The findings have partially approved the two hypotheses about the perceived usefulness and perceived ease of use. The findings revealed that students find Rosetta stone useful in acquiring certain language skills and less useful in acquiring others. It helped them work on their language proficiency level mainly in terms of reading and listening productivity. The flexibility it offers allowed them to keep engaged and motivated. However, the ease of use was an issue. Problems of accessibility, connectivity, lack of digital literacy and technical problems were factors that influenced their perceived ease of use. Still, those who did not face such issues, have confirmed that the platform is easy to use and navigate.

Therefore, higher education institutions should consider a better implementation of such platforms by taking into account all the faced challenges by learners. Such technical problems should not hinder the way for benefiting from what Rosetta stone has as a potential for developing learners' language proficiency. We suggest having more technical services to support learners' technical problems. Additionally, instructors should consider using such platforms as a supplement to traditional language classrooms and not as an alternative.

Like all studies, we have encountered certain limitations. The main one is the small sample size. We suggest that having a larger population and diverse sample could have given us richer data and deeper insights into students' perceptions and attitudes towards using such platforms for English language learning. Therefore, the current size does not allow a generalizability of data. Along with the sample size, there is the limited scope of the research. Enlarging the scope to more faculties and universities could have enriched the findings about university students' experiences mainly that the implementation of Rosetta stone is a ministerial project that includes all universities in Morocco.

Another limitation, is the subjectivity of the answers. The perceived usefulness and perceived ease of use are two subjective constructs that are mainly related to every single student experience. For that, using qualitative methods like interviews or focus group with students may help us get deeper insights and a detailed view of their perceptions. Interviewing students could give us more information about their motivations, preferences as well as the challenges encountered. Additionally, a more longitudinal approach can be considered. Gaining familiarity with such tools requires longer time periods for students to get familiar with learning via such platforms. Overtime, their perceptions and attitudes would certainly evolve.

7 References

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