



Exploring The Determinants Of Students' Motivation To Use Foreign Language Learning Platform (The Case Of Rosetta Stone)

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Abstract. Moroccan higher education has recently gone through several reforms to improve the quality of instruction. Among these reforms, the “ESRI 2030 Pact” calls for the learning of foreign languages in an attempt to train competent graduates who can pursue further studies and meet the changing demands of the job market and other socio-economic challenges. Within such a favourable educational context, the present article aims to investigate the factors determining the motivation of university students to adopt the foreign language learning platform: Rosetta Stone. This motivation is according to the expectancy-value theory (EVT) determined by two factors: expectancies of success and value. For one thing, expectancies of success are related to the student’s sense of competence. For another thing, value consists of the usefulness of the taught content, the interests of the learners, the psychological and physical costs of the platforms, and the importance that the student attaches to learning foreign languages (Eccles and Wigfield, 2002). This research is based on data collected from a sample of students from the Faculty of Letters and Human Sciences (FLSHO), at Mohammed I University, via an online questionnaire that aims to inform researchers in the field of education about the factors influencing motivation to learn languages using e-learning platforms. The survey found that although students believed in their abilities and appreciated the advantages of using the Rosetta Stone platform to study languages, they were hesitant to invest the additional time and energy required to succeed.

Keywords: e-learning platform, motivation, expectancies of success, value.

INTRODUCTION:

Learning foreign languages is receiving more and more attention from both researchers and practitioners in the twenty-first century. The tendency of toppling down international economic barriers and opening national borders, as it is carried out by the wave of globalization, has had a big impact on language learning and teaching. In Morocco, as in the rest of the world, proficiency of foreign languages plays a key role in professional integration, facilitating interpersonal communication, and opening up to other cultures, not to mention helping students to pursue their academic careers.

Consequently, Moroccan universities adopt many projects and strategies that meet the socio-economic and cultural requirements of the country. In particular, the Moroccan Ministry of Education has recently launched the National Plan to Accelerate the Transformation of the Ecosystem of Higher Education, Scientific Research, and Innovation, "ESRI Pact 2030," which considers the mastery of foreign languages as the first pillar to ensure the promotion of quality laureates; for instance, undergraduates are now required to obtain a level B1 in English and a level B2 in French to get their BA degrees. Therefore, universities in Morocco have opted for the integration of the e-learning platform Rosetta Stone for foreign language learning.

Foreign language learning platforms have increasingly become popular in education as they offer a flexible and engaging way to acquire new language skills. Moroccan universities, for their part, have shown significant interest in adopting these platforms to enhance students' language proficiency and academic performance.

Since having a desire to act is necessary for achievement, motivation is commonly thought to be a significant element determining performance in every learning domain, and it is defined according to the expectancy-value theory by two determinants which are: expectancies of success and value (Eccles et Wigfield, 2002). Understanding the motivational dynamics of language learning through digital platforms is crucial for educators, platform developers, and policymakers who aim to improve the effectiveness of language instruction and support learners in achieving their language learning goals.

This quantitative survey-based investigation aims to examine the factors that influence university students' motivation to engage with the foreign language learning platform Rosetta Stone. The study utilizes Expected Value Theory (EVT) to identify the motivational factors that predict students' engaged behaviour, their inclination to continue using the foreign language learning platform, and their interest in further study.

1 LITERATURE REVIEW:

1.1 Foreign languages:

Moroccan context:

French has been a dominant force in Morocco's educational system for a considerable period of time. Its prominence can be traced back to the French Protectorate era (1912-1956), when it served as the main official language. Even after the country gained independence, French remained a crucial language in various sectors, including administration, tourism, and the job market. This persisted despite the Arabization policy of the 1970s, which aimed to strengthen national unity and revive Morocco's linguistic heritage (Marley, 2004). However, the uneven implementation of this policy led to a decline in French proficiency among students, which in turn affected their higher education and job prospects (Sadiqi, 2006).

In contrast, English has steadily gained importance in Morocco, particularly as globalization has broadened the country's international economic relations (Soussi, 2020). English was first introduced during World War II, but its growth has accelerated in recent years, particularly in business, media, science, technology, academic research, and education (Loutfi & Noamane, 2020). Educational reforms have supported the inclusion of English in the curriculum, from secondary schools to universities. Consequently, an increasing number of students are enrolling in English programs, and there is a growing demand for English proficiency in both academic and professional settings. Boussakou's (2023) research underscores how English has become prized among young Moroccans, not only for its practical benefits but also as a symbol of modernity and global connectivity, posing a challenge to the longstanding dominance of French as a secondary foreign language within the country's educational landscape.

According to Framework Law 51-17 (Chapter 2), one of the principles and foundations of our educational system is to adapt the profiles of the system's recipients to the needs of the job market and the requirements of the country's development agendas. Moroccan universities have always tended to promote language learning and digital proficiency to enable students to communicate, pursue graduate studies, and integrate into the professional market.

This emphasis on language learning aligns with the global trend towards multilingualism and the increasing demand for professionals with diverse language skills. By equipping students with these abilities, Moroccan universities are preparing them to thrive in a competitive and interconnected global economy.

The importance of foreign languages:

Foreign languages are crucial in science, knowledge, and technology as they facilitate effective communication and foster global understanding (Akwasi, 2012). They also serve as a key to professional integration, as outlined in the Moroccan educational system's Framework Law 51-17.

In today's interconnected professional landscape, knowledge of a foreign language is not only desirable, but often essential to improve career prospects and seize opportunities. In a world where globalisation is rapidly expanding, individuals with language skills have a distinct advantage in the job market, opening the door to countless opportunities.

In addition, learning a foreign language offers more than practical benefits - it serves as a gateway to exploring and understanding different cultures. By immersing themselves in the details of a new language, learners gain insight into the customs, traditions and worldviews of different societies. This exposure fosters cultural sensitivity and facilitates adaptation, essential qualities in an increasingly multicultural world.

In addition, the process of learning a foreign language goes beyond mere linguistic proficiency; it broadens students' perspectives and hones their analytical and interpretive skills. Through immersion in a foreign language and culture, individuals develop a deep comprehension of human communication, increasing their ability to deal with complex social dynamics and interpret diverse points of view.

1.2 E-learning:

The advent of information and communication technologies has placed them at the centre of value creation, profoundly changing the role of innovation and its development factors in our economic growth models (Jacquinot-Delaunay et Fichez, 2008).

According to Sun et al. (2007), e-learning is defined as a web-based system that provides information or knowledge to users or learners without time or geographic restrictions (p. 2). As noted by Kaddouri and Bouamri (2010) students who frequently utilize e-learning platforms for tasks or peer communication often encounter challenges in physically attending university campuses. In such cases, the platform serves to bridge the gap between students and institutions dedicated to knowledge transmission and production.

Nowadays, Gen-Z learners tend to favour distance learning over face-to-face teaching. Asynchronous education provides flexibility, availability, and autonomy, while synchronous education offers immediacy and personalized interaction with instructors. This has led to a re-evaluation of the teacher's role as a facilitator rather than a knowledge source, and there is a growing interest in supporting the learning process to assist learners in constructing and personalizing their education to help them become self-directed and independent learners (B. Akhmedov and K. Shuhkrat, 2020).

Educators are now exploring innovative ways to engage students in virtual classrooms, such as incorporating interactive multimedia and collaborative tools. This shift towards student-centred learning requires teachers to adapt their instructional strategies to meet the diverse needs of learners in a digital environment.

1.3 Computer-assisted language learning and language learning platforms:

Computer-assisted language learning (CALL) has evolved from simple programs for practising verb conjugations to a wide range of social networking tools that enable learners and speakers to communicate and collaborate (Bax, 2003; Warschauer, 1996).

CALL encompasses various technologies used for language learning and teaching, including software applications, digital resources, and interactive platforms that enhance language acquisition and proficiency. Several language learning platforms and applications are available, such as Duolingo, Rosetta Stone, Memrise, LingQ, and Busuu (Katinskaia et al. 2018).

Research on language learning platforms (LLPs) and apps has shown positive results in improving language skills, motivation and engagement. The main impact factor of their use is significant improvements in all language skills, grammar, vocabulary and advanced language skills; they also promote autonomous language learning and provide an alternative reality for teachers and students in the classroom. In addition, they can provide consistent practice for language learners who wish to continue practicing their language even when they are no longer formally learning it (Athanasios, 2022).

According to the Forrester (2022) report, a significant portion of college students use online foreign language learning resources such as Grammarly and Duolingo to supplement their independent study. This implies that these resources should be more widely known and promoted. In addition, Chikileva (2019) highlights the benefits of using electronic platforms in language education, which allows students to select course materials based on their language proficiency and career interests. Not to be overlooked is the research of Krasulia & Saks (2020), which shows that mobile devices can be useful resources for foreign language learning and highlights the possible benefits of developing mobile pedagogy for teaching English as a foreign language.

According to its promotional materials, Rosetta Stone uses Dynamic Immersion, which activates the learner's natural language abilities by eliminating translation and grammar explanations. The software relies on input in the target language and visual aids instead of explicit instructions or translations. The Natural Approach to language learning, as proposed by Terrell (1977) and Krashen & Terrell (1983), posits that adults acquire a second language in a way similar to how children learn their first language. This platform uses contextual and interactive language lessons (synchronous and asynchronous) with a variety of speaking-focused lessons and instantaneous pronunciation feedback.

By immersing learners in the target language through engaging activities and real-life scenarios, the platform aims to create a natural learning environment that promotes fluency and comprehension. Additionally, the incorporation of visual aids and interactive exercises helps reinforce vocabulary and grammar concepts in a more intuitive way.

1.4 Motivation:

Motivation is defined as a force that guides the student's behaviour in pursuit of a goal (Eccles and Wigfield, 2002). This force originates in the conceptions and perceptions of themselves and their environment, and without sufficient motivation, even the brightest learners are unlikely to persist long (Dörnyei, 2001).

In educational settings, comprehending and studying motivation assumes paramount importance. Doing so enables educators to discern the underlying factors that drive students to actively engage and excel in their learning endeavours. Consequently, this understanding paves the way for heightened student engagement, increased participation, and ultimately, enhanced academic performance.

By cultivating a supportive and motivational atmosphere within the educational milieu, educators play a pivotal role in sustaining students' focus, commitment, and enthusiasm towards their academic pursuits. Such an environment nurtures a sense of purpose and determination among students, empowering them to face challenges with resilience and perseverance.

In the long run, by delving into and effectively addressing student motivation, educators wield the power to unlock students' full potential and facilitate the realization of their academic aspirations. In doing so, they not only foster academic success but also instil in students a lifelong appreciation for learning and personal growth.

When students feel they have a say in their own learning, they are more likely to be motivated and engaged. What's more, setting clear goals and expectations can have a significant impact on student motivation. By setting specific, achievable goals and providing a roadmap to success, educators can inspire students to strive for excellence and take pride in their achievements. Regular feedback and recognition of progress can also be powerful motivational tools, reinforcing students' efforts and encouraging them to persevere in their studies.

The findings of Allouche and Zouaoui (2023) indicate that regular use of learning technologies primarily supports intrinsic motivation, while positive student attitudes towards their integration reinforce extrinsic motivation.

Motivation and language acquisition:

Dörnyei (2001) defines motivation as the process of generating, initiating, and sustaining a certain amount of drive that provides learners with the primary stimuli for initiating second language learning. Harmer (2001) and other researchers such as Gilakjani et al. (2012) and Niemiec and Ryan (2009) have identified at least four factors that influence students' motivation in language learning. The first factor is the social attitudes of family, friends, and living environment, which may play a role in influencing students' attitudes toward the language they are learning. Secondly, the attitudes of teachers are another source of influence on students' motivation by encouraging their curiosity and interest in learning. In addition, teaching methods and materials also affect students' motivation and enthusiasm in the classroom. Finally, students' personalities (some are active and confident, while others are passive and shy) can be another

factor influencing their motivation. For these reasons, teachers should use a variety of techniques to increase student motivation.

For many learners, the desire to communicate effectively with speakers of another language, the appeal of new cultural experiences, and the prospect of increased employability are strong motivators. Research suggests that both intrinsic and extrinsic motivations play a role; some learners are driven by an internal passion for language learning and the joy it brings, while others are motivated by external factors such as achieving academic success or meeting professional requirements. In addition, the integration of modern information technology into language learning can further enhance motivation by providing interactive and engaging educational experiences (Xie, 2014).

EVT, a new approach to understanding motivation:

The expectations-value theory (Eccles and Wigfield, 2002) is a widely used contemporary motivational theory. This theory is based on two variables: expectations of success and the value placed on the task, when combined, they predict the direction and intensity of the student's academic behaviours, such as academic commitment, effort, and perseverance, and ultimately, modulate academic performance.

Expectations of success can significantly influence an individual's motivation to take a course and play a crucial role in their engagement and learning process (Bouffard, Chouinard & Mariné, 2004). When students anticipate success in using a language learning platform, their motivation to actively participate and complete language-related tasks is likely to be increased.

The values assigned to a task consist of four components: importance, interest, usefulness, and cost. Task importance is an achievement value that refers to the significance the individual places on completing the task, the emotions that arise, and the fear of failure. Interest in the task is an intrinsic value that represents the pleasure experienced when performing it. Utility is a utilitarian value that represents personal or specific objectives for future plans. Finally, the cost represents the negative aspects of committing to a task, such as the time and effort expended, as well as the fear of failure and its consequences.

2 METHODS:

In studying the motivation of students to use the Rosetta Stone language learning platform, it is essential to consider the determinants of this motivation. In this context, this study aims to take advantage of the EVT theory to study the motivational factors that influence student engagement, perseverance and success in the use of the Rosetta Stone platform. More specifically, we focus on students enrolled in the FLSHO at Mohammed I University, who are required to use the Rosetta Stone language learning platform. The EVT model has significant potential for understanding the motivation to adopt the learning platform, as it provides direct, verifiable and well-defined assumptions about

the distinct dimensions of motivation that predict persistence and success in language classes.

The study identifies the factors determining the motivation to learn foreign languages with the Rosetta Stone platform, while engagement and success will be measured in further studies as it is not yet possible to analyse neither the tracks of learners on the platform nor the impact of the latter on their language skills.

This study was guided by the following research questions:

- How motivated are students to use the Rosetta Stone platform to learn foreign languages?
- To what extent are students' expectations of their ability to succeed in language learning with the Rosetta Stone platform positive?
- What are the perceptions of students regarding the value of the platform in learning foreign languages?

2.1 Research context:

The study was carried out in the Faculty of Letters and Human Sciences (Oujda), whose students will be, for the first time, using the Rosetta Stone foreign language learning platform for the 2023-2024 academic year. According to the latest reforms in higher education (ESRI pact), students must have a minimum level of B1 in English and B2 in French to be able to pass successfully their studies at the university. Students were registered via their academic emails to gain free access to the platform and then had to take a placement test to determine their language levels and adapt course content to their needs.

Face-to-face language courses continue to be delivered, despite the use of the online platform, to enable students to practice and improve their language skills in an interactive and group environment. This combined approach is designed to ensure that students reach the levels required to succeed in their university studies.

2.2 Data collection tool:

The initial questionnaire section of our study "General information" focused on capturing the socio-demographic profiles of participants. This involved collecting data on variables such as age, gender, educational attainment, field of study, and academic level.

The second section on the "Rosetta Stone platform" focuses on users' experiences with foreign language learning platforms, with particular emphasis on Rosetta Stone. Participants are asked about their previous experiences with these platforms, their familiarity with Rosetta Stone, whether they currently use it, the ease of access to this platform, their satisfaction and preference for language learning with Rosetta Stone, as well as the languages they are learning or have learned with this platform. Finally, they were asked to determine the language level they have achieved or expect to achieve in the placement test.

The third section explored the determinants of “motivation” based on the expectancy-value theory; it includes the following items taken from the EVT: expectancy of success, achievement value, intrinsic value, utility value, and costs incurred. As a point of fact, the questionnaire used in this research was inspired by the questionnaire developed by C. Nagle in his study “Using Expectancy-Value Theory to understand motivation, persistence, and achievement in university-level foreign language learning,” whose items were also adapted from Robinson et al. (2019). While we tried to retain the items, they were adapted to the context of our research on motivation to adopt the foreign language learning platform. We ensured the validity of the questionnaire by pre-testing it with a small group of 5 participants (colleagues), which allowed us to improve it before distributing it on a large scale. In addition, reliability was assessed using Cronbach’s alpha to guarantee accurate and consistent measurement. The results show that all the coefficients of the five Likert scales (0: Strongly disagree; 1: Disagree; 2: Neither disagree nor agree; 3: Agree; 4: Totally agree) related to EVT items were above the commonly accepted threshold of $\alpha > 0.70$, as shown in the table below:

Table1. Reliability coefficient

	Alpha de Cronbach
Expectancies of success:	
I can control the content of the language courses offered on the platform	0,704
The Rosetta Stone platform is easy to use	0,707
The platform allows me to improve my language skills	0,664
Attainment value:	
It is important to know how to use the platform effectively to learn the language.	0,674
Being good at French/English is important to me as a Moroccan student	0,713
The language certificate awarded at the end of the course will help me in my academic and professional career.	0,679
Interest value:	
Learning foreign languages is a source of pleasure for me.	0,700
I feel really motivated to use the platform	0,657
I want to use the platform to explore several foreign languages.	0,657
Utility value:	
Learning foreign languages will be useful in the future (finding a job, continuing higher education, etc.).	0,698

Using the platform will make it easier for me to learn languages.	0,657
The platform is very useful for my studies	0,648
Effort cost:	
Learning foreign languages through the platform requires a lot of efforts	0,750
I will not be able to afford the expenses of internet connection needed to use the platform.	0,761
I am not willing to spend more time and effort to learn the language using the platform.	0,737

Alpha de Cronbach	Nombre d'éléments
0,711	15

This means that the Likert scales have good internal consistency, indicating reliable measurement of the constructs they are intended to assess.

3 Results and discussion:

3.1 Sample characteristics

The study included 87 participants, with 56% being women and 44% being men. The majority of participants were undergraduate students (83%) between the ages of 18 and 35, majoring in fields such as Media and Strategic Communication, Sociology, Journalism and Digital Media, French Studies, English Studies, Information and Communication Sciences, and Islamic Studies.

3.2 Language learning platforms:

During the data collection process, it was found that several foreign language learning platforms were used by the study sample. Among these, Duolingo was the most popular, with 22% of respondents reporting its use, followed by Preply (7%), Altissia (5%), Babbel (5%), and Busuu (3%). In addition, small percentages of respondents reported using other platforms such as the British Council platform, Memrise, and Hello (1% each).

The Rosetta platform is widely known among the students surveyed, with 84% of them claiming to be familiar with it. In addition, 67% of respondents have started using it to learn foreign languages. Furthermore, 57% of users found access to the platform easy, indicating the user-friendliness and simplicity of its interface. Significantly, an

impressive 78% of respondents expressed a keen interest in using Rosetta Stone, answering “yes” to the question “Do you like using this platform to learn foreign languages?” The data shows that 81% of users use the Rosetta Stone to master French, while 46% use it to acquire English. Some students also use it to learn Spanish and German, demonstrating its versatility across a wide range of languages.

These findings indicate a high level of acceptance and use of Rosetta Stone among the students surveyed, with positive perceptions of its ease of use and effectiveness for language learning. Moreover, they are consistent with previous research demonstrating the growing popularity and adoption of online language learning platforms in educational contexts (Athanasios, 2022). It is worth noting that asynchronous e-learning provides the accessibility and flexibility. It is this reason that makes today’s students value it more than face-to-face learning.

Besides, the majority of students surveyed would like to use the Rosetta platform; in addition, 58% have obtained or plan to obtain language levels B1-B2, compared to 25% for levels A1-A2, while only 15% have had or think to have levels C1 - C2.

3.3 Motivation survey

The means of the responses to the Likert scales used to assess the determinants of motivation based on the theory of expectancies of value show that the participants seem to have positive expectations of success, to place a high value on success, and to find a high level of interest and usefulness in learning foreign languages via the platform.

For the “cost of effort” variable, an average of less than 2 would indicate moderate to strong disagreement with this statement. However, for our sample, the average of the responses is greater than 2, indicating that the participants agree with the following elements: “Learning foreign languages through the platform requires a lot of effort”, “I will not be able to afford the cost of the internet connection needed to use the platform”, “I am not willing to spend more time and effort to learn the language through the platform”, as the table below shows:

Table 2. Means of responses on Likert scales

	Expectancies of success	Attainment value	Interest value	Utility value	Effort cost
Valide	87	87	87	87	87
Moyenne	3,13	3,52	3,37	3,42	2,74

According to EVT, expectancies of success and task values are significantly related. This is accompanied by positive correlations between expectancies of success, achievement value, interest and utility value. By contrast, the associations between perceived cost, competence beliefs, achievement as interest, and utility value are negative (Wigfield & Eccles, 2020).

The correlation between success expectations and attainment value, interest, and utility was found to be significant and positive. This suggests that individuals who have higher success expectations when using the Rosetta Stone platform to learn foreign languages are more likely to value their achievements, feel more interested, and perceive more utility in using the platform. Based on the findings, individuals who have positive expectations of success are more likely to recognise the practical benefits and value of learning a foreign language through the platform. This recognition, in turn, increases their motivation.

However, the lack of a statistically significant correlation between perceived cost and beliefs in competition, achievement as a value of interest, and utility (with sig > 0.05) indicates that there is no clear relationship between these variables in our sample. This means that the cost of using the platform is not necessarily related to individuals' perceptions of their competence, aspirations for achievement, intrinsic value, or recognition of the usefulness of learning a language through the platform. The following table shows the degrees and correlation coefficients between the EVT variables:

Table 3: Correlations between variables of EVT

Correlation		E-S	A-V	I-V	U-V	E-C
E-S	Coefficient		0,316**	0,541**	0,476**	-0,106
	Sig		0,003	0,000	0,000	0,330
A-V	Coefficient	0,316**		0,439**	0,499**	0,161
	Sig	0,003		0,000	0,000	0,137
I-V	Coefficient	0,541**	0,439**		0,693**	0,046
	Sig	0,000	0,000		0,000	0,674
U-V	Coefficient	0,476**	0,499**	0,693**		0,100
	Sig	0,000	0,000	0,000		0,356
E-C	Coefficient	-0,106	0,161	0,046	0,100	
	Sig	0,330	0,137	0,674	0,356	

(E-S: Expectancies of Success, A-V: Attainment Value, I-V: Interest Value, U-V: Utility Value, E-C: Effort Cost)

Nevertheless, despite believing in their abilities and appreciating the advantages of using the Rosetta Stone platform to study languages, students are hesitant to invest the additional time and energy required to succeed. Numerous variables, including perceived impediments, conflicting priorities, and connection fees, may be the cause of this hesitation.

In fact, the students surveyed have a positive perception of their expectations for success in learning foreign languages through the Rosetta Stone platform. They also

recognize the importance, usefulness and value of this platform in the learning process. However, despite this positive perception, they are not willing to invest additional effort (high cost of effort) if necessary.

There may be several reasons for this reluctance to invest additional effort. First, students may fear that their additional effort will not necessarily translate into concrete results, which reduces their motivation to act. They may also have other competing priorities in their daily lives, such as academic or work commitments, which can lower the time and energy available for language learning. Finally, the costs associated with using the platform, such as connection or subscription fees, can be a financial barrier that discourages students from investing further in their learning.

4. Implications:

Several implications can be drawn from this study. Firstly, there is an imperative for maintaining customized motivational support. That is to say, educational institutions and platform developers should design motivational support interventions tailored to each student's needs and obstacles. Secondly, curriculum designers need to boost self-effectiveness among students. Efforts should be made to promote self-efficiency among students by encouraging them to believe in their ability to succeed at the academic level and by providing regular constructive feedback throughout training. Thirdly, teachers and instructors should adopt some sustained engagement strategies. These engagement strategies should be passed on to their students to improve their experience on the Rosetta Stone platform during physical language classes. For example, they can develop the habit of requesting continuous progress reports on the platform. Last but not least, all the parties involved in instructional pedagogy in higher education need to work toward cultivating intrinsic motivation for adopting the platform. Educational institutions and personnel should focus their efforts on fostering the internal motivation of students by emphasizing the inherent value of learning languages in higher education.

Conclusion:

One of the most effective tools for learning is motivation. However, to capitalize on its power, it is essential to understand the connections between its dimensions and determinants.

Our study highlights the complex motivational dynamics involved in language learning through the Rosetta Stone platform. The results reveal a positive attitude among students, characterized by high expectations of success, perception of the value of results, interest and recognition of the usefulness of language learning. However, despite having these positive perceptions, a notable gap appears between students' attitudes and their willingness to invest the necessary time and effort in academic tasks. This reluctance highlights the underlying obstacles and challenges that hinder students' motivation to engage fully in learning activities with the Rosetta Stone platform.

Addressing these barriers is essential to creating a supportive learning environment that promotes active participation and engagement by students. By understanding and

addressing the factors that contribute to student reluctance, educators and policymakers can design interventions and support mechanisms to boost motivation and facilitate more effective language learning experiences through platforms such as Rosetta Stone.

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