

# Chapter 6

## Integration of the Rosetta Stone AI–Powered Platform as a Learning Management System (LMS) for Language Learning in Moroccan Higher Education

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### **ABSTRACT**

*Grounded in the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2), this chapter investigates Moroccan university students' perceptions and attitudes toward the Rosetta Stone platform based on data collected from 1,262 participants. It also investigates the main predictors of the use and acceptance of the Rosetta*

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*Stone platform by shedding light on practical implications for policymakers and university educators to optimize the integration of Rosetta Stone within Moroccan higher education. Using Partial Least Squares Structural Equation Modeling (PLS-SEM), the findings revealed that Hedonic Motivation and Habit emerged to have a significant impact on shaping Moroccan university students' intentions to utilize the Rosetta Stone Platform. It was also found that Facilitating Conditions did not significantly predict Behavioural Intention. While Effort Expectancy and Social Influence exhibited a moderate impact on Behavioural Intention, the variables of Age, Gender, Experience, and Familiarity had no direct effect on students' acceptance and use of Rosetta Stone.*

## **INTRODUCCIION**

### **Background and Context**

As artificial intelligence continues to reshape educational landscapes worldwide, the integration of AI-powered platforms like Rosetta Stone into higher education systems has become both a necessity and a challenge, particularly in multilingual, reform-driven contexts such as Morocco. The Moroccan educational system has undergone numerous reforms driven by national policies and influenced by international agendas. The intention has been to bridge the gap between the centre and the peripheries, minimizing regional differences and providing equal access to education (Morchid, 2020). These reforms include the National Charter for Education and Training (2000-2010) that established the framework for fundamental changes, followed by the 2015-2030 Strategic Vision for Education Reform, which underscored digital integration, pedagogical innovation, and competency-based learning, and finally the Pact for Excellence in Higher Education (2023), which promotes the goals of the Strategic Vision.

The education system in the country has been experiencing several challenges and dilemmas related to the adoption of syllabi and programs that do not align with the needs of the labour market (Ghaicha, 2018; Mansouri & Moumine, 2017). This system is structured as follows: pre-school, 6 years of primary school, 3 years of middle school, 3 years of secondary school, vocational, and tertiary or higher education. Basic education (ages 6-15) has been compulsory and guaranteed by the constitution, but the number of students in rural areas has dropped significantly owing to several factors. The government took different measures to encourage children to attend school, especially in rural areas where basic infrastructure is missing. The state also invested much money in secondary education to equip students with the practical skills needed to join the labour market. (Vocational training is given priority

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