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MSc Research Project:

The impact of in-class, supervised online (*Quizlet*) vocabulary practice on student attitudes to, and outcomes in, vocabulary tests.

Kate Ing



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What have I learned from 35 years teaching MFL?

- * The more words you know, the better you can communicate in a language**
- *The more words you know, the higher your grade will be at GCSE**
- *Vocab test score averages reliably predict GCSE outcomes**
- *10 minutes online vocab practice every day you will result in at least an 8**



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What do we know about vocabulary Learning in MFL?

- Vocabulary is central to MFL success
- Undervalued in practice
- Rehearsal exists but varies in effectiveness
- Cognitive science is clear about what works
- Digital tools align well with the principles
- Usually confined to homework or cover lessons
- Tension in MFL teaching

The real issue isn't effectiveness but legitimacy
The message to the learners is mixed



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What if...?

What happens if we bring this practice into the classroom under supervision?

What if we ring-fence teaching time for online vocabulary learning?

Could it improve attainment?

Could it improve confidence and attitudes?



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OR...

“Finding out if using lesson time for *Quizlet* is worth it.”

OR...

“So, if SLT walk into one of my lessons, it’s fine if they are just doing *Quizlet*?”



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RQ1:

What is the impact of 10 minutes of supervised Quizlet use, three times per week, on pupils' weekly MFL vocabulary test scores?

RQ2:

How does this intervention influence pupils' confidence in, and attitudes towards, vocabulary learning and testing?

RQ3:

To what extent do the effects of this intervention on vocabulary test scores vary according to pupil's prior attainment?

Methodology



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Research Design

- Quasi-experimental crossover design
- Two groups, counterbalanced
- 10-week study (5 + 5 weeks)
- Within- and between-group comparison

Intervention

- 10 mins Quizlet, 3× per week
- Supervised, in-class
- Standardised vocabulary sets
- Compared to normal practice

Participants & Context

- Secondary MFL pupils
- Two comparable classes
- Same curriculum
- Ethical approval and consent

Measures

- Weekly vocabulary test
- Self-efficacy survey
- Engagement framework

Procedure

- Weeks 1–5: G1 Quizlet, G2 None
- Weeks 6–10: G1 None, G2 Quizlet
- Continuous weekly testing
- Pre/post attitudinal data
- Staff opinion

Data Analysis

- Compare scores across phases
- Within & between groups
- Self-efficacy changes
- Engagement subgroup analysis

Strengths & Limitations

- Strong internal validity (crossover)
- Real classroom context
- Possible carryover effects
- Different staff supervision
- Limited generalisability

Preliminary Findings



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Engagement & Experience

- High pupil enthusiasm for “*Quizlet Time*”
- Requests to continue the approach
- Increased engagement (especially weaker boys)
- Staff saw improved motivation (lower ability) but reported decreased motivation for higher ability (especially girls)

Attainment & Confidence

- All vocabulary scores improved during the intervention
- Strongest gains in lower-attaining pupils and boys
- Some increased vocabulary self-efficacy
- Gains linked to repeated success



Discussion

- What we devote lesson time to indicates what we value
- Class time *Quizlet* is well received
- Class time *Quizlet* can close the gap
- Next steps: Differentiated, personalised digital learning



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Any Questions?