

Digital Strategies for Vocabulary Development in Intermediate French Classes

Denis Liakin

Department of French Studies, Concordia University, Montreal, Canada

Abstract

This study investigates the effectiveness of digital tools for vocabulary acquisition in intermediate French as a Second Language (FSL) classes, focusing on *Quizlet* and the educational game *Astronautes FLS* (<https://astronautesfls.ca/>). The research aims to explore how these interactive technologies support students' vocabulary development, engagement, and overall learning experience. Understanding the impact of such tools is essential for designing effective pedagogical strategies in technology-enhanced language teaching.

A mixed-methods approach was employed. Quantitative data were collected through a survey of intermediate French students who used *Quizlet* for vocabulary practice over twelve weeks. The survey measured students' perceptions of learning efficiency, motivation, ease of use, and perceived improvement in vocabulary retention. Results were overwhelmingly positive.

Qualitative data were collected via a focus group with students who had engaged with *Astronautes FLS*. Participants highlighted the game's interactive and immersive features, reporting that its collaborative elements enhanced both motivation and retention. Many noted that learning vocabulary in a gameplay context made words more memorable and that peer collaboration encouraged active use of new terms in communicative practice.

Overall, the findings indicate that both *Quizlet* and *Astronautes FLS* positively influence vocabulary learning in intermediate FSL classes. *Quizlet* supports structured, independent practice and efficient memorization, while *Astronautes FLS* fosters engagement, contextualized learning, and social interaction. The study concludes that combining digital flashcards with gamified learning experiences can enrich vocabulary acquisition, increase learner motivation, and promote active engagement with the target language.

These results have practical implications for language instructors seeking to integrate technology into the curriculum and highlight the potential of interactive digital resources to complement traditional teaching methods. By leveraging both structured and immersive digital tools, FSL programs can enhance student outcomes and create a more dynamic, student-centered learning environment.

