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ABSTRACT

This paper attempts to investigate how undergraduate Spanish and French students at the University of West Indies St. Augustine campus acquire and retain the advanced vocabulary required for their level of study. Moreover, this paper also investigates the extent to which metacognitive strategy awareness, through 4 specific metacognitive strategies, play an influential role with respect to the advanced vocabulary acquisition and retention skills of these undergraduate Spanish and French students. Additionally, this investigation also examines the importance of advanced vocabulary knowledge to the overall language learning experience of the Spanish and French students. Quantitative and qualitative data were obtained through questionnaires, interviews as well as secondary research conducted on metacognition and metacognitive strategy awareness within foreign language learning. The findings revealed a relationship between usage frequency of metacognitive strategies and advanced vocabulary acquisition and retention. It was also found the metacognitive strategies can overcome student difficulties in acquiring advanced vocabulary and that students who are highly motivated tend to use metacognitive strategies to acquire and retain advanced vocabulary. Results also indicated that metacognitive strategy utilization have considerably influenced student learning outcomes regarding their advanced vocabulary learning process and that some students deem metacognitive strategies to be more effective than other learning strategies in advanced vocabulary acquisition and retention whereas some stated that both strategies work in unison. This work establishes that metacognitive strategy awareness is integral to advanced vocabulary acquisition in both Spanish and French.

Keywords: Metacognition, Metacognitive, Motivation, Awareness, Vocabulary, Learning.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	i
ABSTRACT.....	ii.
TABLE OF CONTENTS.....	iii
LIST OF FIGURES.....	iv
LIST OF APPENDICES.....	v
INTRODUCTION.....	1
CHAPTER 1: LITERATURE REVIEW.....	7
CHAPTER 2: PRESENTATION AND ANALYSIS OF FINDINGS.....	13
CHAPTER 3: DISCUSSION OF FINDINGS.....	27
CONCLUSION.....	31
WORKS CITED.....	34.
APPENDIX A.....	a
APPENDIX B.....	l
APPENDIX C.....	n
APPENDIX D.....	o

LIST OF FIGURES

FIG.1 Current Language / Languages of Study of Students.....	15
FIG.2 Advanced Vocabulary Awareness and Estimated % of Advanced Vocabulary Retention	16
FIG.3 Student Perspective regarding awareness.....	20
FIG.4- Student Degree of Motivation.....	21
FIG.5- Influence of Awareness on Learning outcomes.....	23
FIG.6- Methods for Advanced Vocabulary Acquisition and Retention.....	24

LIST OF APPENDICES

APPENDIX A- SAMPLE QUESTIONNAIRE.....	a
APPENDIX B- INTERVIEW QUESTIONS AND VIDEOS.....	l
APPENDIX C- OXFORD LEARNING STRATEGIES TAXONOMY.....	n
APPENDIX D- TABLES.....	o

INTRODUCTION- RATIONALE

This study is necessary and worthy of further investigation and research as it is aimed at significantly enhancing documentation by filling a void in scholarship as to the influence and relevance of metacognition and metacognitive strategies in advancing the vocabulary acquisition competencies of foreign language students at the University of the West Indies. Moreover, this study also seeks to develop a comprehensive understanding of the extent to which students are aware of these strategies as well as the possible benefits provided by knowledge of these strategies as more research is needed to fully grasp the complex interplay between metacognition and advanced vocabulary learning, acquisition, and retention. As such, with this rationale in mind, the research questions that would guide this investigation are as follows:

- 1.) Is there a possible relationship between the frequency of use of metacognitive strategies and advanced vocabulary acquisition and retention?
- 2.) Can these strategies assist in coping with difficulties related to advanced vocabulary acquisition among students?
- 3.) Is there a relationship between awareness of these metacognitive strategies and motivation to acquire advanced vocabulary?
- 4.) What are the implications of metacognitive strategy awareness and utilization on student learning outcomes regarding advanced vocabulary amongst students?
- 5.) What are students' perceptions regarding effectiveness of metacognitive strategy awareness in comparison to other learning strategies which students may employ to acquire advanced vocabulary?

THESIS STATEMENT

This study aims to thoroughly investigate the extent to which that metacognitive strategies and awareness of these strategies play a significant role in University of the West Indies undergraduate Spanish and French students' acquisition of advanced vocabulary. To this end, it can be argued that these techniques can drastically auger students' language competencies and learning outcomes in addition to improving their vocabulary and contributing to the development of student autonomy and independence, which in turn benefits their overall academic achievement and long-term language proficiency.

PARAMETERS

This study has been formulated by several parameters which guide the content of the research and ensure beneficial and relevant information is derived. As such, regarding the parameter of chronology, this study focuses on the 2022 and 2023 academic years to provide a relatively recent outlook of student utilization of metacognitive strategies in vocabulary acquisition. Moreover, this research situates itself at the University of the West Indies St. Augustine Campus in Trinidad and Tobago as information can be acquired more conveniently and will be readily available and, in the future, it can be extrapolated to other universities and educational institutions in the Caribbean region to provide a broader context and contributing to the pool of information on this matter. In terms of the themes of this research paper, the main themes consist of metacognitive strategies and awareness, advanced vocabulary acquisition, language learning outcomes, student motivation, student perception of regarding the effectiveness metacognitive strategies and student autonomy. As such, this study aims to understand the interrelation and influence of these themes on each other within the context of learning Spanish and French. Lastly, the main subjects of this research are the undergraduate students at the University of the West Indies St. Augustine Campus who are currently engaged in studying Spanish and French as their major and/ or minor.

OBJECTIVES

This investigation assesses the impact of metacognitive strategy awareness on the advanced vocabulary acquisition and retention of Spanish and French students by outlining 4 specific metacognitive strategies. Moreover, this research examines whether metacognitive strategy awareness and utilization can improve student vocabulary learning, aid in overcoming any difficulties encountered in this learning process and facilitate student autonomy. This research also assesses the relationship between student motivation and metacognitive strategy usage and aims to identify any other strategies used by students in advanced vocabulary acquisition and retention to compare the effectiveness of metacognitive strategies to other learning strategies.

The results of this study also provide useful recommendations for the undergraduate Spanish and French students at the University of the West Indies St. Augustine Campus on the importance of integrating to integrate these metacognitive strategies to enhance their advanced vocabulary acquisition and retention and gain crucial insights regarding student learning habits. This can assist lecturers and programme coordinators in designing learning material and content from a metacognitive lens.

CHAPTER OUTLINE

This study consists of three chapters. With respect to chapter 1, this chapter provides a critique of the literature concerning metacognition and metacognitive strategy awareness, motivation and its role within advanced vocabulary acquisition, vocabulary, and its importance within language learning, as well as learning outcomes/ learner autonomy due to the use of metacognitive strategies to acquire advanced vocabulary. Moreover, chapter 2 of the study presents the research findings acquired from the questionnaire and student interviews, which are illustrated graphically and examined in detail. Furthermore, chapter 3 offers a detailed discussion of the findings in relation to previous work carried out by researchers. Additionally, the limitations of this research are also highlighted and recommendations for future research are also offered.

METHODOLOGY

This study was guided by a multimethod approach using questionnaires which provided a mixture of quantitative and qualitative data and structured interviews which provided substantial qualitative data on student perception on metacognitive strategy awareness and utilization in their advanced vocabulary acquisition and retention processes. Moreover, the questionnaire was comprised of 23 items (see appendix A), and disseminated primarily through email, to undergraduate Spanish and French students at the university. Students were also asked to scan QR codes to access the questionnaire and most participants belonged to the 18-24 age range. These questionnaires were emailed to participants and responses were compiled in a Microsoft Excel Sheet and thoroughly analyzed after three weeks using the Pearson Product Moment Correlation Co-efficient to derive any correlations in the statistical data and a thematic analysis to identify similarities in the qualitative data. Additionally, 7 interviews guided by a structured 13 item questionnaire (see appendix B), which allowed students to reflect on their vocabulary learning process, were conducted through the video conference platform Zoom, with Spanish and French students at the university. The responses were recorded, transcribed and conversation and thematic analysis were applied to reveal any common themes. Interviewees were asked to express their interest in being interviewed in the initial 23 item questionnaire and were subsequently contacted through their student emails. This study also used secondary sources such as research articles, journals, and books from researchers pertaining to the topic.

CHAPTER 1: LITERATURE REVIEW

Metacognition/ Metacognitive Strategies/ Metacognitive Strategy Awareness

An extensive body of literature exists on metacognitive strategy and the role of these strategies can come to play, especially when it comes to acquiring and subsequently retaining advanced vocabulary with varying lexical components. As such, to this end, Nelson argues that “Metacognition has been defined as a construct that refers to thinking about one’s thinking or the human ability to be conscious of one’s mental processes” (qtd in Rahimi and Katal, 82). Moreover, against this background, according to the existing body of research on this topic, over the last decade and a half, Metacognition has become a significant factor within the context of SL/FL research.

Likewise, A study developed by Rahimi and Katal explains that learners who employ metacognitive strategies experience greater success in learning. Based on this study, metacognitive strategy usage facilitates students planning, controlling, and evaluating their learning, ensuring better achievement and a promising work future (83)

Furthermore, Rahimi and Katal (2012), elaborated in their study that language learner effectiveness is often mediated by metacognitive understanding regarding task criteria and that metacognitive strategies permits more active student learning and provides better ways of consolidating information.

Similarly, Rahimi and Ketal also found that skilled language learners, to gain better understanding, employ more strategies than less skilled learners (83).

In addition, O'Malley et al states that students lacking in metacognitive strategies learn undirectedly and are unable to track their learning process and that the significance of metacognitive knowledge is pivotal to learning success (qtd in Pešić 90).

Moreover, Teng, Feng and Zhang elaborated that there has been significant emphasis on improving the metacognitive awareness of students and that vocabulary learning depends on "learners' metacognitive development" (3). Likewise, they also postulated that it is integral that learners' awareness of their vocabulary acquisition processes be improved as a means of increasing their readiness for related tasks and that they must carry out tasks which activate their metacognitive knowledge while learning vocabulary (3). They also found that the incorporation of metacognitive strategies to new learning contexts can transform learners' cognition and possibly result in improved performance.

By the same token, Raoofi et al. stated that metacognitive learning can successfully grow student focus and autonomy and that the result of their review of empirical research revealed that learners who are highly proficient tend to utilize more metacognitive knowledge within their learning process than learners who are less proficient.

Motivation and advanced vocabulary acquisition

Regarding motivation, Quan elucidates that it is extremely influential in acquiring a foreign language and it deals with the drive of a student to learn a second language because of their aspiration to learn it (1). Likewise, and within the context of this thesis, it must be noted that an ever-present dichotomy within motivation theories, especially in the context of foreign language acquisition is that of intrinsic and extrinsic motivation and to this end, Quan advances that intrinsic motivation is concerned with personal factors “namely feelings of competence and self-determination” and that extrinsic motivation deals with exterior factors beyond the learner influencing learner action such as rewards (2). Additionally, his paper states that high motivation levels enhance learning, and that observable success expands motivation and can produce forms of motivation (4). Similarly, Dornyei elaborates that the link between motivation and learner strategy usage has been extremely significant in educational psychology and argues that deliberate strategy usage in learning indicates a great degree of dedication (130). Likewise in this same article, Dornyei provides a summary of William and Burdens 1997 framework for motivation in foreign language learning which is made up of the internal and external motivating factors which are at play within foreign language learning (see appendix D).

Vocabulary / Importance of vocabulary knowledge

Vocabulary knowledge is extremely essential in language learning. It forms the foundation of any language, and within the context of Spanish and French language learning, the significance of vocabulary often comes to inundate the overall language learning experiences of many learners. In this regard Teng, Feng and Zhang elaborate that vocabulary can be intimidating given the dynamic nature of words (2). Furthermore, Nation contends that a considerable

number of words are required in second language learning but given the nature of this learning process, it may not be necessary objective in the short term as some words are more relevant than others (9). Nation also highlights the role-played high frequency words, academic words, technical words and low frequency words in vocabulary, and states that given the relevance of high frequency words, teachers and learners should devote more time to them (16). Likewise, he also defines specialised vocabulary, stating that they are an extension of high frequency words, used in unique circumstances and belong to restricted topic (17).

In addition, Nation, in juxtaposing high-frequency words and low-frequency, words advances that the distinction between the two are arbitrary and that low-frequency words are those that are hardly used by language learners (19-20). Additionally, he contends that the goal of the learner is to broaden their vocabulary, which is made possible through strategies.

Comparatively, Rogers stated that metacognitive strategies can improve L2 vocabulary learning by promoting learner independence and greater self-regulation and that these strategies can both directly and indirectly contribute to vocabulary acquisition as students can effectively cultivate and implement other learning strategies (1-3). Additionally, Rogers also highlights the importance of vocabulary notebooks, reflective questions and learning journals in vocabulary acquisition through metacognition and contends that metacognitive strategy instruction empowers learners to take greater initiative in “planning, monitoring, and evaluation of their own learning” (3). Moreover, with respect to vocabulary notebooks, Rogers elucidates that they are extremely beneficial given that at the planning phase as learners have greater freedom in terms of word choice and where their attention is placed regarding word meaning and that at the evaluation phase, learners examine their information retention. (3). Likewise, in terms of reflective questions, Rogers explains that they enable metacognitive awareness at the phases of

planning, monitoring, and evaluating and can facilitate greater reflection on vocabulary words (4). Finally, regarding reflective journals, Rogers indicates that they enhance the monitoring and promote metacognitive reflection of learners given that they help students in taking note of their “subjective learning experience” (5).

Learning Outcomes / Learning Autonomy

Regarding learning outcomes and autonomy, García states that deliberate and concentrated implementation of metacognitive learning strategies to increase learner autonomy can enrich learning outcomes and that there is no autonomous learning without metacognition “to supervise, organize and plan the process” (74). Furthermore, she contends that learner autonomy is the result of the proliferation of several learning theories and the rigorous work of numerous researchers who have examined human language learning within a myriad of settings. Likewise, Magaldi advances that metacognitively aware learners are ideal as they reflect on their learning process and are conscientious in furthering their learning outcomes (79-80). Similarly, Teng, Feng and Zhang also elucidated that learners who employ metacognitive strategies tend to remain engaged in task completion and that metacognitive awareness can result in greater engagement and vocabulary usage, “which can foster better mastery of receptive and productive vocabulary knowledge” (8, 21). They also explain that distinctive discrepancies in student metacognitive traits in acquiring vocabulary can elucidate varying levels of student success in vocabulary learning (5).

Thus, with regards to the outcomes of this literature review, it needs to be noted that few studies have investigated metacognition in relation to learning a second language/ foreign language other

than English as most of the research studies were conducted with participant learning English as a foreign language. As such, the relative under exploration of the role played by metacognition and metacognitive strategy awareness in learning a foreign language other than English must be treated with Spanish and French language learning and the specificities of this learning experience and the role of metacognition in this process must be explored and delved into as a means of considering a more holistic view of the intricacies associated with learning a foreign language, particularly as a means of identifying any novel information which would be able to contribute to the existing body of research and in so doing guide any possible future investigation within this field. In this vein, there is an opportunity for this thesis to develop understanding and offer new perspectives regarding the role of metacognitive strategy awareness in advanced vocabulary acquisition.

CHAPTER 2- PRESENTATION AND ANALYSIS OF FINDINGS

This chapter presents key findings from this study which have been introduced in the previous chapters.

1.) Relationship between usage frequency of metacognitive strategies and advanced vocabulary acquisition and retention.

This question aimed to identify the existence of any relationship between how frequently students make use of metacognitive strategies such as Planning, Monitoring, Evaluation, Directed / Selective attention (as well as Mental Translation) whether it be daily, monthly, rarely, or never and rates of advanced vocabulary acquisition and retention amongst students. In order to discover this correlation, the frequencies were quantified within a range of 4 to 0 with daily being 4, weekly being 3, monthly being 2, rarely being 1 and never being 0. Additionally, to determine this correlation, the Pearson Product Moment Correlation Co-efficient was applied between the degree of awareness indicated by students of advanced vocabulary while engaging in listening/ learning activities on a scale of 1-5 and how often they indicated they used metacognitive strategies to acquire and retain advanced vocabulary (see table 2)

Table 2:

Correlation between Advanced Vocabulary Awareness and Metacognitive Strategies

	AVAw	Planning	Monitoring	Evaluation	Directed Attention	Mental Translation
AVAw	1	-0.338348415	0.433256710	0.444117394	0.445159195	0.112650913
Planning	- 0.338348415 9	1	0.199794602	0.019375010	-0.040752778	0.039693996
Monitoring	0.433256710 5	0.199794602 6	1	0.631345340	0.548345135	0.188474236
Evaluation	0.444117394 1	0.030901572 16	0.631345340 3	1	0.661058541	0.183130597
Directed Attention	0.445159195 4	0.040752778 77	0.548345135 4	0.661058541 2	1	0.464339900
Mental Translation	0.112650913 3	0.039693996 57	0.188474236 3	0.183130597 1	0.464339900 1	1

There is a weak negative correlation between Advanced Vocabulary Awareness (AVAW) and Planning of -0.34 which means that an increase in the first variable of AVAW will likely lead to a decrease in the second variable of Planning and that a change in AVAW is a weak indicator of the opposite change in planning. Furthermore, there exists a moderate positive correlation between AVAW and Monitoring of 0.43 which indicates that the degree AVAW a student possesses can be used as a moderate indicator of their monitoring and vice versa and that an increase in the AVAW of a student will most likely lead to an increase in their monitoring. Additionally, there is also a moderate positive correlation between AVAW and Self-Evaluation of 0.44 which not only indicates that an increase in a student's AVAW will most likely lead to an increase in self-evaluation but also that their degree of AVAW can be used as a moderate indicator of their degree of self-evaluation. Likewise, a moderate positive correlation of 0.445 was derived between AVAW and Directed / Selective Attention which indicates that an increase

in a student's AVAW will most likely lead to an increase in the use of directed / selective attention and that their degree of AVAW can be used as a moderate indicator of their degree of directed / selective attention. Lastly, a very weak positive correlation of 0.11 as established between AVAW and Mental Translation which indicates that a change in a student's AVAW is a somewhat weak indicator of a similar change in a student's mental translation. Furthermore, in addition to indicating their degree of AVAW, students were also asked to provide an estimated percentage of the advanced vocabulary that they retain in their target languages whether it be Spanish or French as the research consisted of 18 Spanish Majors; two of which also major in French, 2 French Minors; 1 of which also majors in Spanish, 4 French Majors; two of which also major in Spanish while the other two are also minors in Spanish and 2 double majors (see fig. 1).

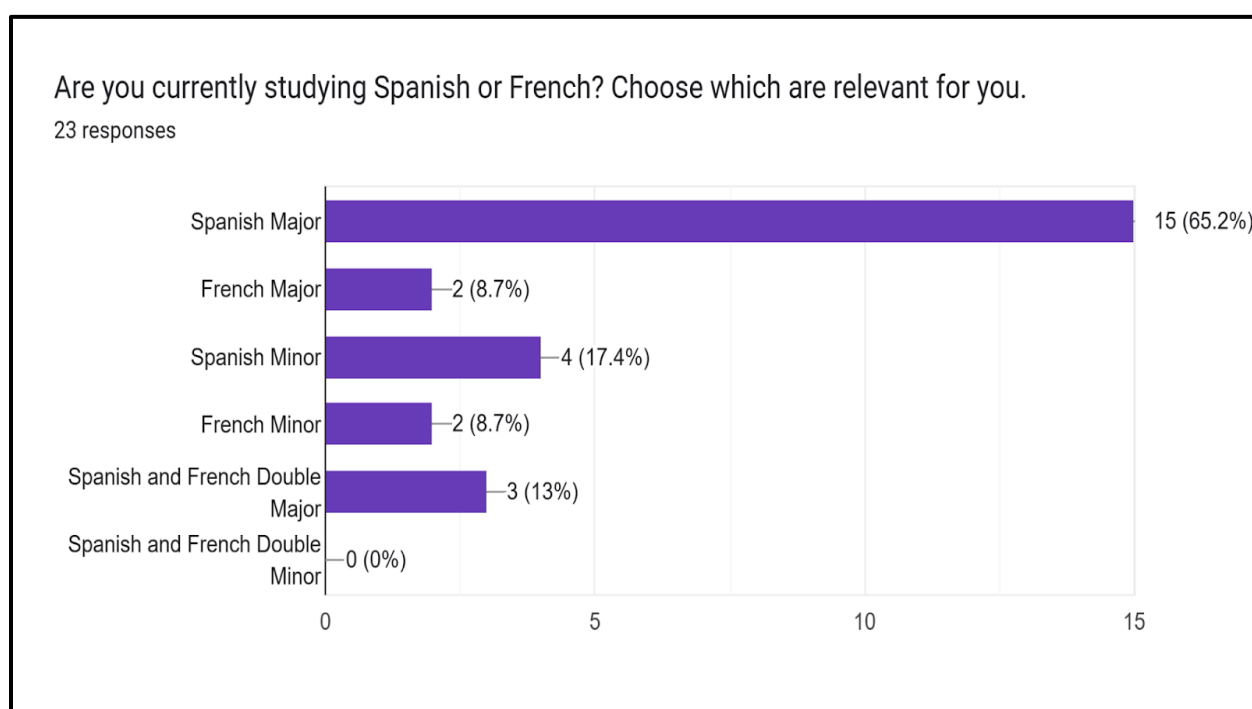


Fig. 1. Current Language / Languages of Study of Students

As such, by also using the Pearson Product-Moment Correlation Co-Efficient, moderate positive correlation between students' degree of AVAW and their estimated percentage of advanced vocabulary retention in their target language, of 0.45 was derived (see fig.2).

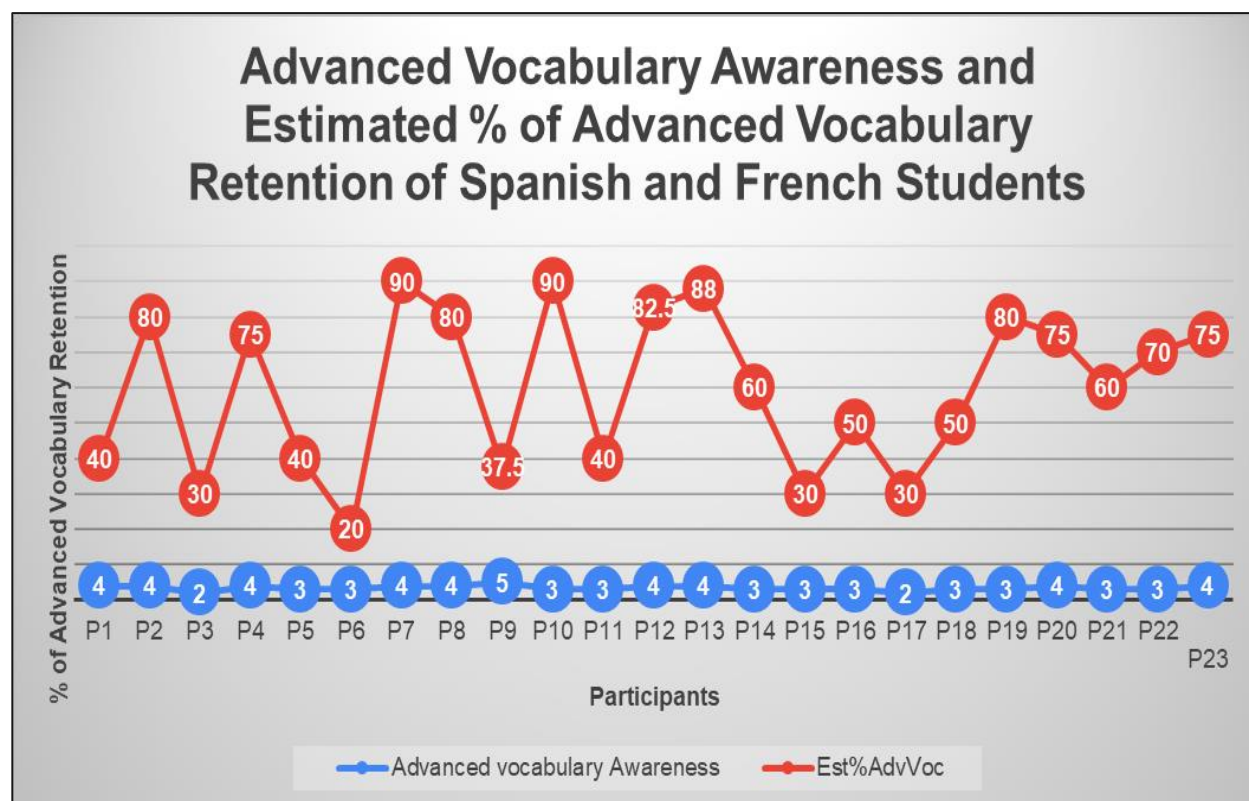


Fig.2. Advanced Vocabulary Awareness and Estimated % of Advanced Vocabulary Retention

This correlation indicates that an increase in student's AVAW will most likely lead to an increase in their estimated percentage of advanced vocabulary retention and that their degree of AVAW can be employed as a moderate indicator of their estimated vocabulary retention percentage.

Moreover, the data analyzed within this study reveals that across Spanish and French, there are certain topics which tend to have more advanced vocabulary words than others. For example, Spanish students often mentioned topics such as Drug Trafficking (Narcotráfico), Politics (La

política), Education (Educación) The Environment (El Medio Ambiente) and Art (El arte) as those in which more advanced vocabulary words. This may be so as given the specialised and technical nature of these topics, there would be a greater need for more complex, sophisticated, and higher-level words as a means of effectively expressing what exactly the topics entail. Moreover, these topics can be seen as those which would not be necessarily discussed in regular, day-to-day contexts but are mostly reserved for academic and educational contexts. Additionally, with respect to French students, they mentioned topics such as Art (L'art), Globalization (Globalisation) and World of work (Monde du Travail) where advanced vocabulary words were found. Similarly to the Spanish topics, these French topics are commonplace in academic settings and as such require more intricate jargon for expression and understanding (see table 3 in Appendix D). Thus, from this point of view and given the abundant presence of advanced vocabulary words within the vocabulary learning experience of Spanish and French students due to the higher-level education they are pursuing, it may be deduced that metacognitive strategy awareness is vital in their attempts to acquire and retain these extremely technical expressions and structures.

2.) Role of Metacognitive strategies in coping with difficulties in advanced vocabulary acquisition and retention

The findings for this question revealed that the Spanish and French undergraduate students at the university are faced with a myriad of difficulties in their attempts to acquire advanced vocabulary. As such, several difficulties were identified and summarized into common themes as unfamiliarity of words, auditory difficulties, willingness to learn, colloquialisms in Spanish content, lack of regular practice of advanced vocabulary, motivational difficulties, contextual application of vocabulary as well as monotony of language learning (see table 4 in Appendix D). Additionally, questionnaire participants also indicated which did not fall into the aforementioned categories as participant #16 stated a lack of concise and accessible means of recording vocabulary and participant #17 indicated recalling words in tense situations and participant #18 admitted that determining usage of vocabulary words by native speakers and incorporating words into conversation was a difficulty in terms of acquiring advanced vocabulary for French which is their language of study. These challenges were also reflected with those of the interviewees who also admitted to facing many difficulties with respect to advanced vocabulary acquisition. For instance, interviewee #1, a year 3 Spanish and French student stated that the complexity and length of her assignments often inhibits her from acquiring advanced vocabulary in her target languages. Likewise, interviewee #2, a year 2 Spanish student also mirrored the sentiments of interviewee #1 regarding the length of assignments, as she stated that “Sometimes I may just not search for the word if I am trying to read fast”. Moreover, interviewee #3, a year 3 Spanish student, stated that “words have multiple meanings so sometimes it’s a bit difficult to find the word that you specifically want for specific contexts”. This difficulty was also identified within the questionnaire responses where 91.3% of

respondents (21) indicated that "Inability to apply vocabulary within context" has a major impact on their ability to retain advanced vocabulary. Additionally, interviewee #4 indicated a unique challenge in the transition from the lesser advanced words to the more advanced words and elaborated that because of being accustomed to the basic words for so long, "it is a bit hard for you to truly get it etched into your brain that this is the new word you have to use". Likewise, interviewee #5, year 3 Spanish Major, similarly to the questionnaire responses, highlighted that she is challenged with auditory difficulties and elucidated that "if someone is speaking and they say a word that I don't understand, I'll have to ask them to repeat or if it's a video, I'll have to replay it or watch it a couple times to actually understand it". Furthermore, interviewee #6, who studies both French and Spanish, states that she faces difficulty in terms of acquiring relevant vocabulary and elaborates that "acquiring vocabulary for certain topics that are not in everyday use, for example talking about politics and law, I would not talk about these things everyday". Additionally, interviewee #7, a French minor, reflects these sentiments of the relevance of vocabulary and further states "ensuring that the vocabulary is relevant as it is difficult to ensure that it is high frequency". Thus, it may be surmised that Spanish and French students at the University of the West Indies St. Augustine Campus are faced with a plethora of difficulties in their acquisition and retention of advanced vocabulary. Against the background of the multidimensional nature of these difficulties, Oxford's language learning taxonomy (1990) (see Appendix C) can be applied to reveal that these difficulties such as auditory difficulties, willingness to learn, colloquialisms in Spanish content, lack of regular practice of advanced vocabulary, motivational difficulties, contextual application of vocabulary, and the unique difficulties mentioned by participants #16 and #18 can indeed be overcome with the use of metacognitive strategies through more effective planning and goal-setting, regular self-

evaluation and monitoring and active usage of vocabulary notebooks, but also through memory, cognitive and affective strategies , as some of the difficulties stated by students could be resolved through these approaches.

3.) **Metacognitive strategy awareness and motivation to acquire advanced vocabulary.**

In this regard, the data collated from the questionnaire revealed that 95.7% of respondents (22) believe that awareness is indeed influential in the accuracy and efficiency of accomplishing a particular language task whereas 4.3% (1) did not agree (see Fig. 3).

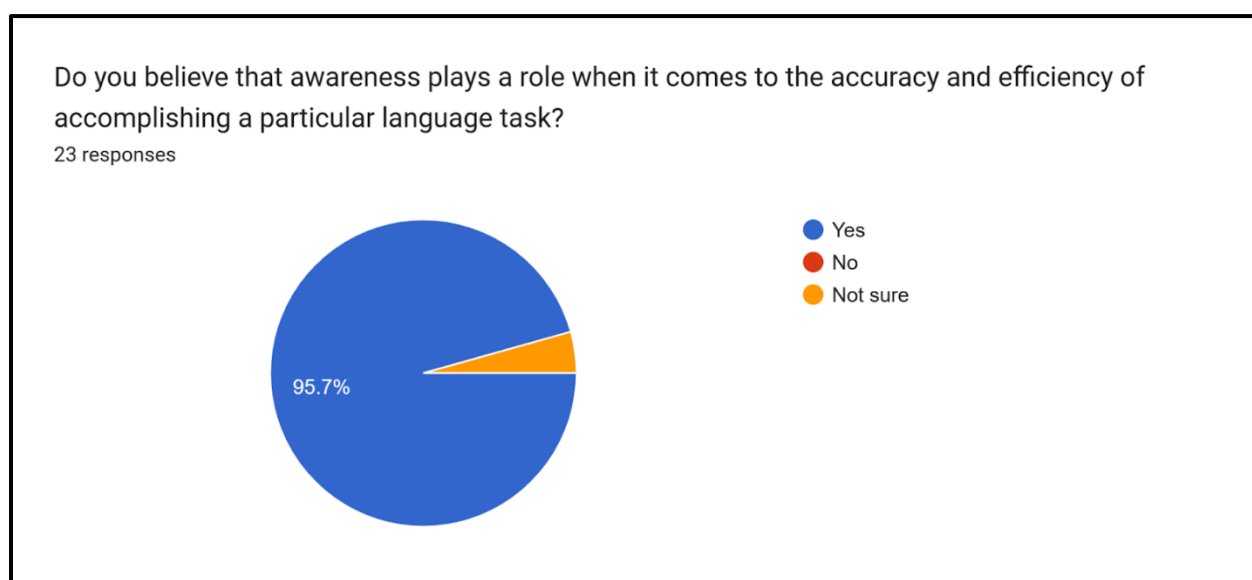


Fig. 3 Student Perspective regarding awareness

Interviewees also expressed the significance of awareness. For instance, interviewee #4 elaborated that “I would say that I am pretty much aware of when I see a new word because it catches my attention” and interviewee #7 who indicated that her awareness is dependent on activities. Furthermore, regarding motivation, the quantitative data from the questionnaire shown

that on a Likert scale of 1-10, the average degree of motivation to acquire advanced vocabulary for their target languages amongst respondents was 7.5 out of 10, which indicates that most students are highly motivated to acquire advanced vocabulary (see Fig.4).

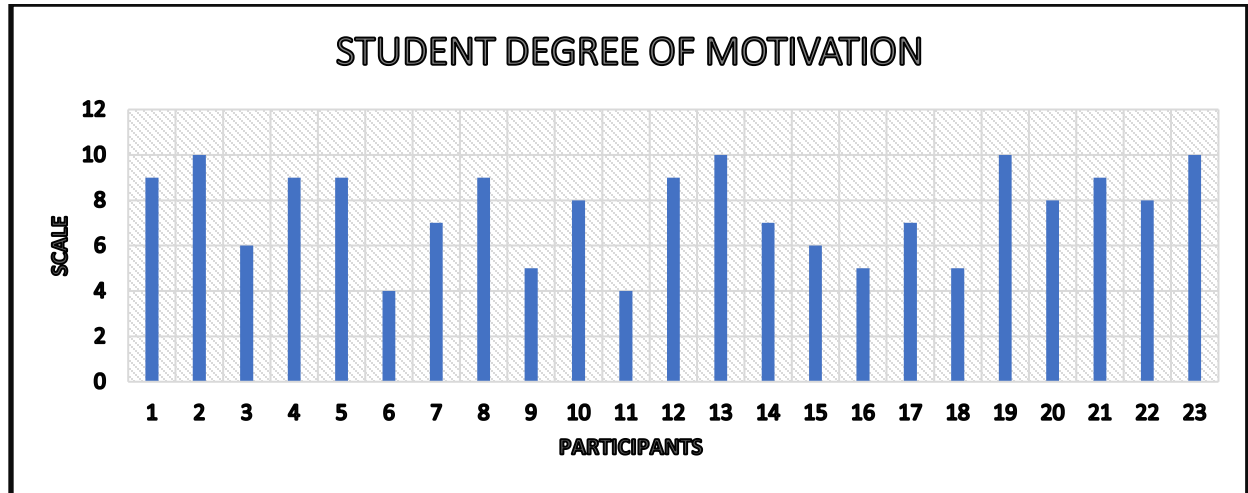


Fig. 4. Student Degree of Motivation

Likewise, in terms of what motivates the students within this study, responses were categorized in terms of similarity. It was revealed that intrinsic factors such as self-perception, personal benefits such as desire for proficiency, energy levels, passion, and love for the language as well as beliefs about vocabulary importance and extrinsic factors such as fluency of others, desire to travel and future career prospects (see table 5 in Appendix D). Additionally, the questionnaire data also indicates that motivation plays an integral role in students' ability to acquire advanced vocabulary as it influences their desire to learn, engagement, ability to understand other speakers and cultures, information retention, discipline and makes learning more enjoyable (see table 5 in Appendix D). Moreover, these sentiments were also reflected by the interviewees as interviewee #2 stated "If the topic is interesting, I would be more likely to look for a word because I am interested in understanding the topic" and interviewee #5 explained "What motivates me is to sound more sophisticated and intelligent and to be able to express myself at a higher level".

Thus, the information retrieved from the questionnaire responses and interviews showed that students not only indicated that their degree of awareness is crucial to their advanced vocabulary acquisition but also that they were highly motivated to acquire advanced vocabulary and that they tend to incorporate metacognitive strategies more as a means of their learning of advanced vocabulary.

4.) The influence of metacognitive strategy awareness and utilization on advanced vocabulary learning outcomes

The data acquired throughout the research process yielded that, there are indeed implications on the learning outcomes of students with respect to advanced vocabulary when it comes to the usage and awareness of metacognitive strategies of Spanish and French students at the University of the West Indies St. Augustine campus. The quantitative data extracted from the questionnaire highlighted that 87% (20) of respondents indicated that their learning outcomes have been impacted, 8.7% (2) indicated that their learning outcomes have not impacted have not been impacted and 4.3% (1) indicated that they were not aware of the metacognitive learning strategies whatsoever (see Fig.5).

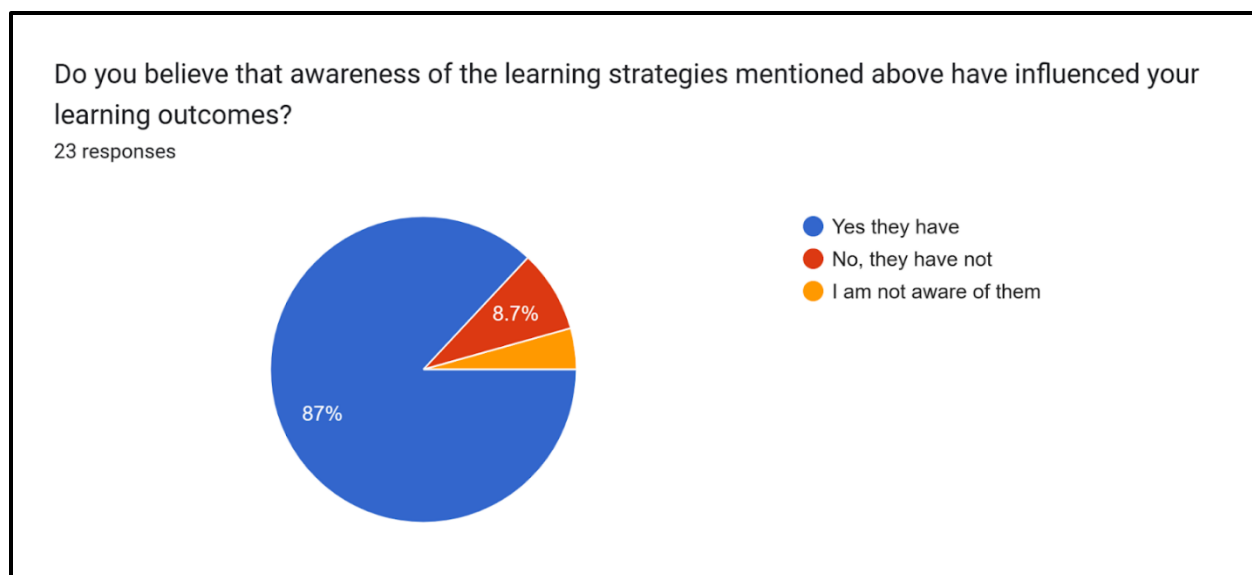


Fig. 5. Influence of Awareness on Learning outcomes

Furthermore, the questionnaire data also indicates an extremely high usage of vocabulary notebooks amongst participants as 95.7% (22) of respondents stated that they make use of vocabulary notebooks for advanced vocabulary acquisition and retention, 30.4% (7) indicated that they use questions for reflection/ self-questioning and 8.7% (2) indicated that they used Learning/ Reflective Journals (see fig.6).

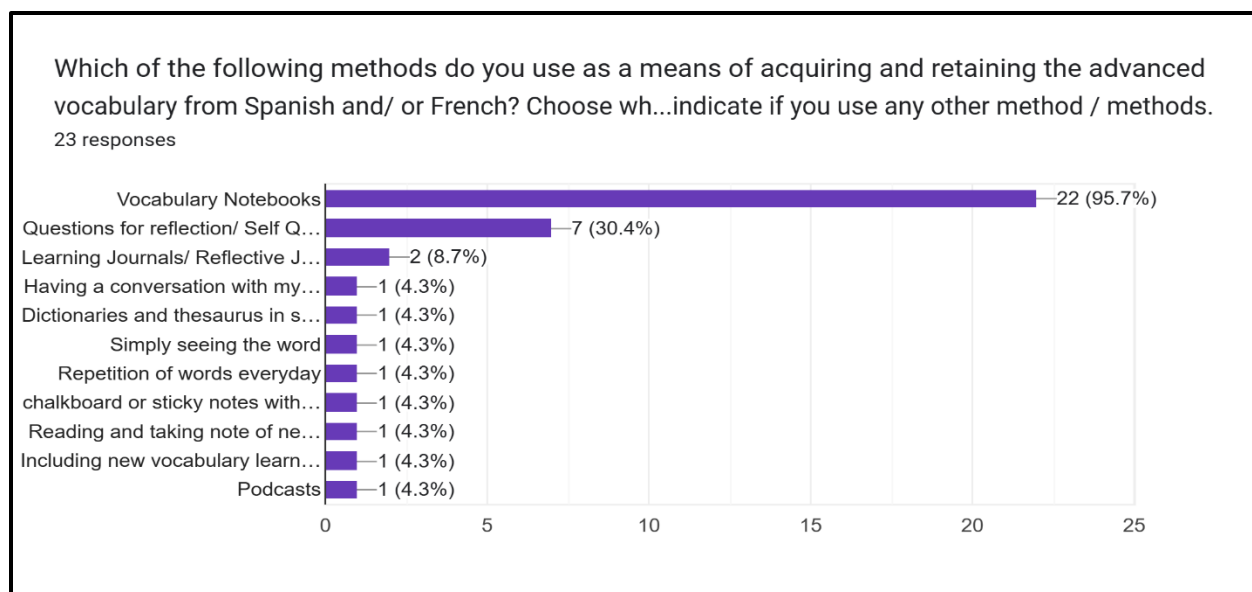


Fig. 6. Methods for Advanced Vocabulary Acquisition and Retention

The results also indicated an overlap with respect to the methods as some students chose more than one method for advanced vocabulary acquisition and retention and even indicated other methods that they employ such as online dictionaries and thesaurus, podcasts, intrapersonal communication, word repetition, chalkboards, and sticky notes. Moreover, the interviews conducted also revealed that the learning outcomes of students have been impacted through metacognitive strategy awareness and utilization. For instance, interviewee #1, a Spanish Major stated, “I experienced a change in mentality where I actively started to try and focus and use different methods to improve myself and I have noticed that I am more engaged in conversation classes”. Similarly, interviewee 2, a Spanish Major express “I would say there has been some improvement as I would plan ways to remember the vocabulary and by doing this, I would be able to retain the words long term”. Likewise, interviewee #7, a French minor, explained that “I have definitely become more independent with my learning and taking charge of how much I am progressing, and I have really improved on my own as I am able to set these objectives for

myself'. Thus, it may be surmised that thanks to metacognitive strategy awareness and utilization, students have witnessed significant changes and outcomes regarding advanced vocabulary acquisition.

5.) Student Perception of effectiveness of metacognitive strategies vs other learning strategies

With respect to student perception, a thematic analysis of common themes amongst participants that partook in the questionnaire and interviews was conducted. This analysis revealed that some participants used other strategies that are not necessarily metacognitive strategies to acquire advanced vocabulary in their target language. These include the consumption of Spanish or French media notably songs, television shows, books, and videos, increasing exposure through vocabulary repetition and even through conversations with natives (see table 6 in Appendix D). Likewise, participants also included reasons why they use those strategies such as a desire for fluency, possibility for immersion and growth in their target language, the high effectiveness of those methods and recommendations from teachers (see table 6 in Appendix D). However, respondents as well as interviewees also reported, with respect to metacognitive strategies of planning, self-evaluation, monitoring, directed and selective attention, that these strategies are better for acquiring advanced vocabulary acquisition and can be seen as more effective than the other strategies they mentioned. To this end, some respondents elucidated those metacognitive strategies will improve their vocabulary retention, maximize the benefits of their language learning, strengthen speaking skills and can even be an effective way for tracking progress and staying disciplined. These perceptions were also reflected in the statements of the interviewees,

who despite admitting to using other strategies to acquire advanced vocabulary, emphasized the effectiveness of metacognitive strategies in acquiring advanced vocabulary. For instance, interviewee no.1, who studies Spanish and French, explained that she mostly tends to use self-evaluation because it is the most effective strategy for her to acquire advanced vocabulary and stated that “In every class, every assignment, I am always subconsciously evaluating if I am better than last semester when I was doing a similar activity”. Additionally, interviewee no.4, a Spanish major, elucidated that planning has benefitted her the most and stated:

Now that I plan beforehand that this is the vocabulary I am interested in, I now have the questions that I want to ask the teacher for example what context do you use this vocabulary in, what does this word really mean, if the translation on the internet is the same as the translation if you are talking to a native...I would be able to have the vocabulary actively in my mind and within a proper context to use the vocabulary.

Contrastingly, some interviewees also recommended combining metacognitive strategies with other learning strategies that they use for advanced vocabulary acquisition as both sets of strategies can work hand in hand. For example, interviewee 2, a Spanish Major, stated “They are both useful and I am not sure if one would bring more results than the other as they could both work hand in hand” and interviewee 5, also a Spanish Major, explained that “I feel like they work together, both work in unison”. Thus, student perception regarding the effectiveness of metacognitive strategies in contrast to other learning strategies varies from student to student as some deem the metacognitive strategies to be more effective in terms of acquiring advanced vocabulary whereas others believe that metacognitive strategies can be merged with the other strategies to maximize their acquisition of advanced vocabulary.

CHAPTER 3-DISCUSSION OF RESEARCH FINDINGS

With respect to the findings of this research project, it is paramount that they are further discussed as a means of arriving at a thorough understanding of the subject matter, especially in the context of previous findings on the topic of metacognitive strategy awareness and their role within the field of advanced vocabulary acquisition.

1.) Relationship between usage frequency of metacognitive strategies and advanced vocabulary acquisition and retention'

Against this background of the research findings, it was revealed that from the relationship between usage frequency of metacognitive strategies and advanced vocabulary acquisition and retention reveal that there are varying degrees of correlation between the two as the rate of use of those strategies does indeed influence advanced vocabulary acquisition and retention in the form of student advanced vocabulary awareness. These findings corroborate to a certain extent with those of Teng, Feng and Zhang, (2021) who highlighted the importance of metacognitive awareness of learners within the process of vocabulary learning and task preparation. However, the findings of this research diverged in considering the influence of frequency of use of metacognitive strategies on advanced vocabulary acquisition and retention. This is through investigating the degree of awareness of Spanish and French Students. Furthermore, some commonalities were also found between the findings of this research and those of Nation (2001) and Teng, Feng and Zhang (2021) regarding complex nature of vocabulary within language learning. Additionally, the findings of this project relate, to a certain degree, with those of Nation (2001) in terms of student desire to enhance their vocabulary, but goes further through the

concrete evidence of specialized, technical, and high frequency words within the vocabulary knowledge of Spanish and French students (see table 3 in Appendix D).

2.) Role of Metacognitive strategies in coping with difficulties in advanced vocabulary acquisition and retention

Moreover, regarding the findings concerning metacognitive strategies as coping mechanisms for difficulties students face in acquiring advanced vocabulary, these reveal that the metacognitive strategies can indeed aid students in overcoming any challenges that they may encounter in advanced vocabulary acquisition. Additionally, the findings noted that giving the peculiarities of specific difficulties expressed by students, other learning strategies can come into play to aid students in overcoming their difficulties such as memory strategies, affective strategies, and cognitive strategies. As such, these findings are in line with Rogers (2018) in the context of student usage of other learning strategies available to them and the immense degree to which Spanish and French students specifically make use of vocabulary notebooks and self-reflective questions in advanced vocabulary acquisition and retention. However, the findings of this current research diverge as the various difficulties which students face in acquiring and retaining vocabulary were thoroughly investigated and reported within the findings.

3.) Metacognitive strategy awareness and motivation to acquire advanced vocabulary.

The findings within this research project revealed that most students (95.7%) believe that awareness is indeed integral regarding the accuracy and efficiency of performing a particular language task related to advanced vocabulary acquisition. The importance of awareness was also expressed by the responses of the interviewees. Moreover, the average degree of motivation amongst students was deemed to be 7.5 out of 10, revealing that most Spanish and French

Students are highly motivated to acquire advanced vocabulary. This research also revealed that intrinsic and extrinsic factors greatly influence student motivation. These findings are in line with those of Quan (2014) and Dornyei (1998) as evidenced by the presence of intrinsic and extrinsic motivation within student learning, which in turn influences strategy usage within their learning. These findings also reflect Willlliam and Burden’s 1997 framework of motivation in language learning, which reveals the internal and external factors at work in language learning (see Table 1 in Appendix D).

4.) The influence of metacognitive strategy awareness and utilization on advanced vocabulary learning outcomes

The research findings revealed that, because of metacognitive strategy awareness and utilization, student learning outcomes have indeed been positively impacted as they acquire and retain advanced vocabulary better through better planning and have become more independent in their learning. These findings are in line with those of García (2010) as evidenced by the observable improvement experienced by learners and the autonomy they have gained because of the implementation of metacognitive strategies within their advanced vocabulary learning. Likewise, these research findings are also in harmony with Raoofi et al. (2014) who highlighted the effectiveness of metacognitive instruction in enhancing “learner-centeredness and learner autonomy”.

5.) **Student Perception of effectiveness of metacognitive strategies vs other learning strategies**

The findings regarding student perception not only revealed the existence of other learning strategies which Spanish and French students employ while attempting to acquire advanced vocabulary but also the associated reasoning for the implementation of such strategies.

Moreover, the results also discovered that even though students use other strategies within their advanced vocabulary acquisition, most students still consider metacognitive strategies to be more effective. Some students even called for a combination of both sets of strategies as they may work better unison to enhance advanced vocabulary acquisition and retention.

As such, these findings, to a certain extent, reflect that of Teng, Feng and Zhang (2021) concerning the incorporation of metacognitive strategies to new learning contexts and the influence of separate differences in metacognitive characteristics of vocabulary acquisition.

Nevertheless, these findings diverge from Teng, Feng and Zhang (2021) by shining light on possible learning benefits of merging metacognitive strategies with other learning strategies for advanced vocabulary acquisition.

CONCLUSION

This study aimed to investigate the role which metacognitive strategy awareness plays within advanced vocabulary acquisition of Spanish and French students at the University of West Indies St. Augustine Campus. Against this background, the research was guided by 5 research questions aimed at understanding how metacognition and the use of metacognitive strategies can contribute to the advanced vocabulary acquisition of undergraduate Spanish and French students. Moreover, questionnaires were administered in which a total of 23 students responded and interviews were also conducted with 7 students. The main findings of this research revealed that there are varying degrees of correlation between the frequency of usage of metacognitive strategy and advanced vocabulary acquisition and retention in the form of advanced vocabulary awareness. This research also discovered that metacognitive strategies can indeed assist students in overcoming difficulties associated with advanced vocabulary acquisition. Furthermore, the findings also expounded that motivation is extremely influential in student metacognitive strategy awareness and utilization and that these strategies are conducive to improved student learning outcomes in the form of enhanced advanced vocabulary acquisition and retention and greater independence in student vocabulary learning. Additionally, the research findings underscored that students find metacognitive strategies to be more effective for vocabulary acquisition purposes and that they can even be combined with the other learning strategies to maximize advanced vocabulary acquisition success. Likewise, this research illuminates the significance of the role of metacognitive strategy awareness in advanced vocabulary acquisition and that the extent of the role played by these metacognitive strategies is rather subjective. This varies from student to student, depending on their language of study and motivation. These factors are worth noting as they not only shine light on the intricacies of language learning at undergraduate level for both

Spanish and French language learners but also reveal each student has varying goals and objectives which they aim to achieved in their learning.

Against the background of these findings, recommendations for future research can be provided. These recommendations involve greater emphasis being placed on the active incorporation of metacognitive strategies within the advanced vocabulary learning of Spanish and French Students at the University of West Indies, St. Augustine Campus. This emphasis can be a collaborative effort involving Spanish and French lecturers and tutors consciously and consistently implementing these metacognitive strategies within their sessions. In this regard, these lecturers and tutors must be mindful of the significance of advanced vocabulary acquisition and retention to students' foreign language success. Likewise, given the findings of this research, it is recommended that students take a proactive role in educating themselves about the benefits of metacognitive strategy awareness and utilization on their vocabulary learning.

Furthermore, future research can possibly incorporate other languages of study which are at offer at the University of West Indies St. Augustine Campus. Similarly, future research can even incorporate other universities within Trinidad and Tobago as well as the broader Caribbean region to develop a more holistic and inclusive perspective of the nature of foreign language vocabulary learning.

Moreover, this research was also confronted with noteworthy limitations. In this regard, the quantity of questionnaire responses did not meet initial expectations. As such, although emails were sent out and QR codes were given to students to participate in research questionnaires, the quantity of responses was still unsatisfactory. Moreover, the accuracy of student responses to the questionnaire may have also limited research. This may be down to their understanding of what the research entailed. Additionally, the number of French students who participated was

disproportionate to that of Spanish Students and this may have influenced the generalizability of research findings. Lastly, the sparse participation of year 1 and year 2 Spanish students also impacted research outcomes. Their participation or lack thereof limited the ability of research to garner more information concerning the advanced vocabulary learning habits of these year groups. Additionally, the interviews conducted were solely comprised of female students which may have limited research finding. This may be so as the male student perspective regarding metacognitive strategy awareness in advanced vocabulary acquisition in Spanish and French was not significantly accounted for within these interviews. This may be due to the number of males pursuing Spanish and French at undergraduate level at the University of the West Indies St. Augustine Campus.

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APPENDIX A

SAMPLE QUESTIONNAIRE

The role of metacognitive strategy awareness in advanced vocabulary acquisition. A case of undergraduate Spanish and French Students at the University of the West Indies.

My name is Kofi McMillan. I am a final year Spanish student and as a part of my final year, I am required to conduct research for my Caribbean Studies Research Project. Firstly, I want to thank you for taking the time to participate in this brief questionnaire. There are no risks associated with participating in this study however, beneficial information will be obtained regarding the role metacognitive strategy awareness plays in attaining advanced vocabulary in Spanish and French.

This research focuses on student motivation, their degree awareness while engaging in language learning tasks as well as the strategies used by students in acquiring and retaining advanced vocabulary. Additionally, this research also aims to understand how metacognitive strategies in particular and awareness of these strategies contribute to the language competencies and overall language experience of students.

“Metacognition is defined as a construct that refers to thinking about one’s thinking or the human aptitude to be conscious of one’s mental processes”- Nelson.

“Metacognitive strategies can be seen as higher-order strategies which are concerned with the regulation of learning.”- Rogers.

1. Please indicate your age

Mark only one oval.

☐ 18-24

☐ 25-34

☐ 35-44

2. Which year of your undergraduate studies are you currently in?

Mark only one oval.

☐ Year 1

☐ Year 2

☐ Year 3

3. Are you currently studying Spanish or French? Choose which are relevant for you.

Check all that apply.

☐ Spanish Major French

☐ Major

☐ Spanish Minor

☐ French Minor

☐ Spanish and French Double Major

☐ Spanish and French Double Minor

Vocabulary Acquisition Strategies and Degree of Awareness while engaging in language learning tasks.

This section aims to examine the extent of the usage of metacognitive strategies among students and to identify any other strategies which may be employed by students. Additionally, this section will also examine the extent to which students are aware of their learning and of the strategies they are using.

4. Do you believe that awareness plays a role when it comes to the accuracy and efficiency of accomplishing a particular language task?

Mark only one oval.

☐ Yes

☐ No

☐ Not sure Other:

☐ _____

5. On a scale of 1-5, how aware would you say you are of the advanced vocabulary while engaging in listening/ learning activities, particularly in scenarios involving abstract topics such as politics, arts, culture, education etc.? *Mark only one oval.*

1	2	3	4	5
☐	☐	☐	☐	☐

6. Please provide some examples of advanced Spanish and/ or French vocabulary and the respective topics these particular words belong to?

(Words you have acquired during your language learning experience)

7.) How frequently do you use the following metacognitive strategies to retain the advanced vocabulary that you acquire?

Mark only one oval per row.

	Daily	Weekly	Monthly	Rarely	Never
Planning(the task to be performed)	☐	☐	☐	☐	☐
Monitoring (Monitoring your learning process)	☐	☐	☐	☐	☐
Evaluation (Self-Evaluation of results from activities))	☐	☐	☐	☐	☐
Directed Attention / Selective Attention (strategy that is used for getting back on track when losing concentration of focusing harder when having Difficulty understanding)	☐	☐	☐	☐	☐
Mental Translation	☐	☐	☐	☐	☐

8. What other strategies do you use as a means of acquiring advanced vocabulary?

9. Based on your response to the question above, what influences your decision to use those strategies?

10. Do you believe that awareness of the learning strategies mentioned above have influenced your learning outcomes?

Mark only one oval.

- ☐ Yes, they have
- ☐ No, they have not
- ☐ Other:

11. If you responded yes to the question above, in what way/ways have those strategies impacted your foreign language learning?

Motivation and Challenges students may face in acquiring advanced vocabulary.

This section of the questionnaire aims to examine the role that motivation plays in metacognitive strategy awareness as well as any challenges or difficulties students may encounter whilst learning and acquiring advanced vocabulary.

12. What difficulties do you face, if any, in your attempts to acquire advanced vocabulary in your foreign language / languages of study?

13. Based on the information provided within this questionnaire and your overall language experience, how can these difficulties be overcome with the use of metacognition and metacognitive strategies?

14. On a scale of 1-10, can you indicate below your degree of motivation when it comes to acquiring advanced vocabulary in Spanish and / Or French?

Mark only one oval.

1	2	3	4	5	6	7	8	9	10
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○ ○ ○ ○ ○ ○ ○ ○ ○ ○

15. What role does motivation play in your ability to acquire and retain advanced vocabulary?

16. In your opinion, what do you believe influences how motivated you are to acquire advanced vocabulary in Spanish and/or French?

17. On average, if you were to estimate the percentage of vocabulary words you retain whilst learning Spanish and / or French, what would that percentage be?

(If you are currently studying both languages, you can provide a percentage for each language)

Vocabulary Knowledge and Language Learning Experience

This section aims to examine the extent of the vocabulary knowledge of students as well as their opinions regarding their language learning experience.

18. Which of the following methods do you use as a means of acquiring and retaining the advanced vocabulary from Spanish and/ or French? Choose which are relevant to you or indicate if you use any other method / methods.

Check all that apply.

- ☐ Vocabulary Notebooks
- ☐ Questions for reflection/ Self Questioning
- ☐ Learning Journals/ Reflective Journals
- ☐ Other: _____

19. Which of the following do you believe may impact your ability to retain the advanced vocabulary you have acquired? Choose the options which apply to you.

Check all that apply.

- ☐ Complexity of the words
- ☐ Lack of Understanding
- ☐ Inability to apply the vocabulary words within context
- ☐ Other: _____

20. Do you ask yourself any questions before approaching any Spanish and/ or French language assignment? If so, what are they?

21.) What are some ways by which you enrich/ improve your language experience in order to make it more enjoyable and fulfilling?

Additional Information

This section aims to acquire any additional knowledge, information, or comments it comes to the foreign language learning experiences of students.

22.) Any additional thoughts or information on the role of metacognitive strategy awareness on advanced vocabulary acquisition?

23.)Would you be interested in partaking in a brief interview for the purposes of this research project? If so, please leave your email address (personal or school) and a zoom link will be provided for the aforementioned interview to be conducted at your convenience.

APPENDIX B

INTERVIEW QUESTIONS AND INTERVIEW VIDEOS

- 1.) What is/ are your language / languages of study?
- 2.) How do you go about acquiring vocabulary?
- 3.) What are some challenges you face in your attempts to acquire advanced vocabulary?
- 4.) What motivates you to acquire advanced vocabulary? What topics are these types of vocabulary normally found in?
- 5.) If you face any challenges in retaining advanced vocabulary, what strategies do you use to overcome these difficulties?
- 6.) How aware would you say you are whilst engaging in learning tasks aimed at acquiring advanced vocabulary? What influences your awareness?
- 7.) Would you say that you use any of the following metacognitive strategies (Planning, Monitoring, Self-evaluation, Directed/ Selective Attention) as a means of acquiring and retaining the advanced vocabulary that you learn?
- 8.) Based on your language learning experiences within the University, which metacognitive strategy or strategies has been most effective in advancing your vocabulary knowledge?

9.) Would you say that awareness/ knowledge of the existence of metacognitive strategies listed above has influenced how much you make use of these particular strategies?

10.) Through the use of these (metacognitive) strategies, has your learning of advanced vocabulary been impacted?

11.) Do you use any other strategies to acquire vocabulary?

12.) Which do you feel are more effective strategies based on your learning goals and capabilities... the metacognitive strategies or the ones you previously mentioned?

13.) How do you retain the advanced and complex vocabulary you acquire?

INTERVIEW VIDEOS

[Interview with Lily Rampersad.mp4](#) (Interviewee no.1)

[Interview with Kerneil Waldron - Copy.mp4](#) (Interviewee no.2)

[Interview with Shania Sammy.mp4](#) (Interviewee no.3)

[Interview with Arianna Roberts.mp4](#) (Interviewee no.4)

[Interview with Renelle Roach.mp4](#) (Interviewee no. 5)

[Interview with Rhonda James.mp4](#) (Interviewee no.6)

[Interview with Marie-Therese Farrier.mp4](#) (Interviewee no.7)

APPENDIX C- OXFORD LANGUAGE LEARNING STRATEGIES TAXONOMY

Oxford's Taxonomy (1990) (qtd. in Lancho 4). This taxonomy, conceptualized by Rebecca L. Oxford, has often been considered as extremely comprehensive since it highlights the plethora of strategies that language learners utilize to improve their language learning and acquisition process.

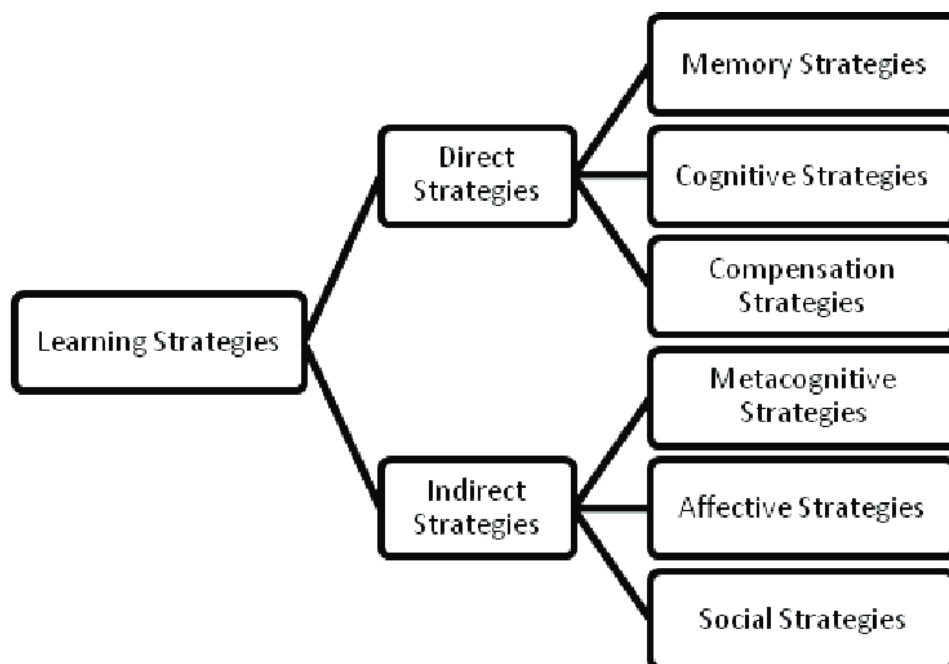


Fig. 1: Oxford's Taxonomy

Source: Lancho (4)

APPENDIX D TABLES

TABLE 1:

WILLIAM and Burden's (1997) framework of motivation in language learning.

Internal Factors	External Factors
Intrinsic interest of activity • arousal of curiosity • optimal degree of challenge	Significance of others Parents Teachers Peers
Perceived value of activity • personal relevance • anticipated value of outcomes • intrinsic value attributed to the activity	The nature of interaction with significant others • mediated learning experiences • the nature and amount of feedback • rewards • the nature and amount of appropriate praise • punishments, sanctions
Sense of agency • locus of causality • locus of control RE process and outcomes • ability to set appropriate goals	The learning environment • comfort • resources • time of day, week, year • size of class and school • class and school ethos
Mastery • feelings of competence • awareness of developing skills and mastery in a chosen area • self-efficacy	The broader context • wider family networks • the local education system • conflicting interests • cultural norms • societal expectations and attitude
Self-concept • realistic awareness of personal strengths and weaknesses in skills required • personal definitions and judgements of success and failure • self-worth concern learned helplessness	

Attitudes language learning in general • to the target language • to the target language community and culture	
--	--

TABLE 3

ADVANCED VOCABULARY WORDS IN SPANISH AND FRENCH

Advanced Vocabulary	Associated Topics
Vanguardismo, siglo de oro, renacimiento, ascética, picaresco (belong to arts and culture)	El arte (Art) y La cultura (Culture) (Spanish)
Different types of oraciones in depth	
French: L'évêque- la religion Un film culte- l'art Un figurant- l'art Spanish: Echar- la comida La pandilla- estereotipos latinos	La religion (Religion), L'art (Art) (French) La comida (Food) y Estereotipos Latinos (Latin Stereotypes)- Spanish
Pedagogía - pedagogy (education) Cabildear - to lobby (politics) Oligarquía - oligarchy (politics) Frontera porosa - porous border (immigration) Pista clandestina - clandestine airstrip (drug trafficking)	Educación (Education) , Política (Politics) Inmigración (Immigration), Narcotráfico (Drug Trafficking)
Drug trafficking - contrabandeadada, la aduana	Narcotráfico (Drug Trafficking)
El narcotráfico - Drug trafficking	Narcotráfico (Drug Trafficking)
Society & culture, politics, men, and women roles	La sociedad, la cultura, política, los roles de Genero (Society, Culture, Politics, Gender Roles)

Tema polémico, persuadir, manifiesto - político formación, escuela técnica, formar, edificar- educación residuos sólidos desecho inotrgánicos fumigación vertederos- el ambiente (the Environment)	La política, Educación, El ambiente (Spanish) Politics, Education, Environment
In French most of the advanced vocabulary in my opinion comes in the form of idiomatic expressions or phrases such as, « couper le poire en deux » literally meaning « to cut the pear half » or figuratively « to reach an agreement » this was learnt under the theme of « Globalisation ». In Spanish more advanced vocabulary came from topics which require special terms such as Politics where I learnt « La class obrera, izquierdista » or just general conversational phrases which don't particularly come under any theme like « Como si fuera poco »	Idiomatic Expressions- (couper le poire en dieux) Globalisation (French) Politica (Spanish) Expressions without theme (Como si fuera poco) Globalization, Politics,
Los ministros, La defensa nacional, el congresista, la candidatura, el ejército, promulgar, ratificar	La politica
postuler, m'épanouir (World of Work), Une pénurie, Un bidonville (Globalisation)	Monde du travail (World of Work, Globalisation (Globalization) (French)
Words or expressions that are related to currents affairs that may not have any relevance to my country and region, for example laws or policies that are in effect in other countries.	La politica (Politics)
Los derechos humanos- human rights	Los derechos humanos-Human Rights
Spanish vocabulary on politics: el populismo, el anarquismo, el fascismo, la manifestación. Business vocabulary: la rentabilidad, el emprendimiento, el presupuesto. Drug trafficking/crime vocabulary: el blanqueo del dinero, incautar, la mula, el rehén, contrabandear, sobornar.	La política (Politics) El negocio (Business) El narcotráfico (Drug Trafficking)

Transfronterizos-cross-border	Narcotrafico (Spanish)
los diez mandamientos (The Ten Commandments), purgatorio (purgatory) (religión)	Religion
El sicario - Narcotráfico	Narcotrafico (Drug Trafficking)

TABLE 4

Difficulties in acquiring advanced vocabulary.

<u>Difficulties faced by Spanish and French Students in acquiring advanced vocabulary</u>
P1-Sometimes I become demotivated when reading passages with a lot of unfamiliar words. I tend to not look for the meaning of these words.
P2: The listening aspect sometimes I may have to listen more than once to a sentence if I don't understand the first time
P3: Too lazy to recite new vocabulary, or to look up every new word I hear or see
P4: A lot of the Spanish media, like music, YouTube videos and TV shows, that I consume use simple, unspecialized vocabulary
P5: I do not practice what I learn, and this is why I forget new vocabulary, especially when it is very advanced.
P6: Motivational challenges regarding the financial and practical sense of studying the language.
P7: Understanding meaning / context of the vocab
P8: Remembering the vocabulary in certain situations. It is often easier to say the beginner vocab than the advanced since that is etched in your brain
P9: I don't think I've encountered much difficulty with acquiring advanced vocabulary but if I were to choose one, I'd say sometimes it is difficult to contextualize certain words or phrases because sometimes words have several different meanings according to their grammatical positions as is the case for French or different meaning according to a region which is the case for Spanish
P10: For me, the "hardest" part would be finding the correct context of the word.
P11: At times studying languages for so long becomes monotonous; One feels like interest is lost in what was once exciting to do.
P12: Not being able to use these words in typical conversation with close friends and family.
P13: Not much
P14: Listening to the words being spoken
P15: Inconsistency in practicing due to lack of motivation

P16: finding helpful and easy ways to record new vocabulary and review them.

P17: I feel pressured to remember during class time.

P18: Lack of oral communication and comprehension skills.

P19: Understanding speakers when they speak quickly.

P20: I don't think I face many difficulties in acquiring advanced vocabulary.

P21: Retaining vocabulary.

P22: Some difficulties I face in my attempts to acquire advanced vocabulary are normally in terms of inability to understand the words and to be able to apply them within context. Additionally, in terms of trying to find sources that would have these types of vocabulary in abundance.

P23: It is difficult to identify whether or not the vocabulary that I am acquiring is regularly used by native speakers of the language, and it is also difficult to efficiently incorporate this vocabulary into discussions.

Table 5

Role of Motivation and Factors influencing Motivation

What role does motivation play in your ability to acquire and retain advanced vocabulary?	In your opinion, what do you believe influences how motivated you are to acquire advanced vocabulary in Spanish and/or French?
P1: I think motivation is crucial for me. Motivation plays a big part in simply searching for the meaning of unfamiliar words.	I think what influences my motivation is whether I believe that my Spanish skills are improving. Also, if I find the activity, passage, or novel interesting this may encourage me to improve my vocabulary.
P2: A very big role because I love to understand Spanish speakers and culture, so I try my best	I believe my future career as a teacher or translator motivates me
P3: It plays a big role as when I'm motivated, I become more engaged	My levels of energy and levels of tiredness
P4: Motivation is the main reason that I want to acquire and retain advanced vocabulary; I want to be able to communicate with native speakers about any topic without issue	I am very motivated because I believe that the most important part of learning a language is learning its vocabulary. Otherwise, there is no point
P5: If I am not motivated, the information will pass through both my ears. I need to be interested and motivated to learn, that is the only way I will retain information.	I think the purpose of learning the advanced vocabulary. For example, why am I learning very advanced vocabulary when I just want to communicate with Hispanic vendors on the street to buy products and nothing more. However, if I need to learn Spanish for a very important job, my motivation will increase and therefore I will be more driven to learn and retain what I learn.
P6: It most likely plays the largest role	The degree to which I see language learning as beneficial to the improvement of my life, influences my motivation
P7: Desire to expand vocab and conversational skills	Listening to native speakers

P8: If you're not motivated, you'll quickly become overwhelmed and discouraged and may even give up in the acquisition of advanced vocab. It's the driving force for success	My dream career path which is to be a translator/interpreter and my love for Spanish
P9: I don't think this plays a major role in my personal ability but there are times where I'm extremely motivated which aids in focus and thus my ability to simply absorb more than I am generally used to	I think there's one influence and that is my goal to be at least a C1 speaker in French and Spanish and with that level there is a certain level of maturity/ difficulty that must be found in the words/phrases that you use.
P10: Personally, it's the motivation to acquire and read the material in order to gain vocabulary that's the challenging part. Other than that, remembering the vocabulary is quite simple for me.	If I feel as if a lot of time has passed without me at least learning 3 words, I feel guilty and obligated to find new words to add to my vocabulary.
P11: It enables me to have the discipline needed to ensure words are not forgotten,	The desire to travel, observing other professionals and their level of speaking
P 12: A major role; I'm motivated by things like podcasts and posts on social media.	Upkeeping grades influences my motivation to learn more vocabulary and master the languages
P12: It allows me to learn more easily as I don't find it to be a chore	My love for languages and language learning
P14: A huge role it's what pushes me to find the translation of words and learn conjugation etc.	I believe it's my goal in life which is to become fluent.
P15: Motivation does not play a big role. While I do language learning activities on my own, the majority of the work that I do are done because they are mandatory work and assignments.	Language immersion because it'll make me want to understand what I am constantly hearing/reading. Also, some topics are more interesting to me than others which make me more motivated to learn the vocabulary.
P16: A minimal role	I am not very motivated to acquire new vocabulary
P17: I'm not sure how large of a part it plays, of course I want to learn and I'm always excited to, but it is very difficult to learn a language and to be honest sometimes the degree of difficulty can make me feel unmotivated.	It has to be important to you, the reason you are studying it has to matter to you, else it is very easy to give up
P18: When I am more motivated, i am more willing to retain information	My desire to travel to a Hispanic country
P19: It makes me more willing to learn.	Sounding like a native and being more proficient in the language
P20: The need to always improve.	The passion for the language and striving to be better each day for myself
P21: Motivation is what allows me to acquire and retain vocabulary. If I am not motivated, I will not do anything.	The desire to travel the world.
P22: Motivation plays an extremely significant role in my ability to acquire and retain advanced vocabulary as it directly influences how much effort I put towards my learning	I would say my future career desires given that I see myself becoming an interpreter. Additionally, my lecturers and family members also motivate me to become as fluent and proficient as I could possibly be in Spanish
P23: I believe that motivation plays the principal role in my ability, as I find it difficult to successfully complete tasks without any motivation	My passion for the language is the biggest determinant of my level of motivation

TABLE 6

STUDENT PERCEPTION

Based on your response to the question above, what influences your decision to use those strategies?	What other strategies do you use as a means of acquiring advanced vocabulary?
P1: The desire to speak more fluently in the Spanish language.	Looking for the synonyms or meaning in Spanish of new words rather than looking for the English translation. Sometimes if I don't understand the meaning I would look at photos to have a better idea.
P2: It is easy and simple	Reading novelas and watching shows
P3: Recommendations from teachers and parents	Reading, looking at films, podcasts
P4: Immersion into the language as used by native speakers in these media will help me improve my listening and speaking skills	Consuming Spanish media like songs, movies, TV shows, books, and YouTube videos
P5: I like movies, so I look at Hispanic movies. I use my leisure time constructively to also encourage my mind to learn the language proficiently.	I try to engage in more literature in the target language and attempt to understand without translation.
P6: The high effectiveness of the method influences my decision heavily	Repetition of vocabulary (written/spoken)
P7: The need to expand my vocabulary	Listening to music, watching videos on Instagram
P8: The availability of those resources, their convenience and efficiency	Watching interviews or movies in Spanish, talking with Spanish natives, online dictionaries, and thesaurus in Spanish
P9: Recommendations from teachers or other language learners as well as trial and error with various study techniques	Written and oral repetition, blurting I.e. just having random conversations aloud to try to use new/advanced vocabulary and reading
P10: It's easier for me and I almost never forget a word when I create my own sentence and hear myself using said word.	Constructing sentences immediately after coming across a new word

P11: Many times, even though highly qualified, speakers or teachers whose mother tongue is not the language of interest, often revert to basic language.	Listening to professional, local speakers.
P12: it seems like the most effective method so far	Trying to repeat words as much as possible
P13: I find it to be a less tedious way of acquiring vocabulary	Watching film
P14: Spandict knows every word and is quick. Rewriting the words allows my brain to remember easier.	Use spandict and also rewrite words
P15: Active reading and talking about the topic are both very engaging for me. And I find that I do remember and learn from my mistakes when I review exams/tests/quizzes.	Active reading: underlining, highlighting, and making notes when reading. Talking about the material or topic with friends. Reviewing exams/tests to learn from mistakes.
P17: These are things that I enjoy the most, so I figure inputting them into learning would help me retain information a bit better	Watching YouTube videos, reading Spanish language books
P18: my professors influence this decision	i keep a copy book with vocab which I review
P19: You can acquire a wide range of vocabulary in just one passage related to the topic	Reading
P20: Self-improvement	I try to incorporate the vocabulary whilst speaking in class.
P21: Based on all the years I have been studying Spanish, these are the most beneficial to my growth in the language. With regards to creative writing, I have done research which proves CW is helpful and plays a role in second language acquisition.	Self-assessing and self-correcting, weekly goal setting, creative writing exercises
P22: I would say my desire to become more proficient in the Spanish language influences my decision. I also believe that through those strategies, a larger volume of vocabulary available through those particular resources influences my decision to use them.	Normally, I tend to use strategies that involve reading, writing, listening to interviews and videos in my target language which is Spanish. I also research words in online dictionaries. I also make use of the different exercises that we are asked to do in class
P23: These strategies were chosen to track my progress more closely.	Setting objectives, self-reflective questions