COGNATE RECOGNITION THROUGH READING STRATEGIES INSTRUCTION FOR WRITTEN COMPREHENSION AMONG NINTH GRADE STUDENTS

MONICA VIVIANA BERNAL SOTO

ANGELICA RENDON LONDOÑO

UNIVERSIDAD TECNOLOGICA DE PEREIRA

FACULTAD DE BELLAS ARTES Y HUMANIDADES

LICENCIATURA EN LA ENSEÑANZA DE LA LENGUA INGLESA

PEREIRA

2011

COGNATE RECOGNITION THROUGH READING STRATEGIES INSTRUCTION FOR WRITTEN COMPREHENSION AMONG NINTH GRADE STUDENTS

MONICA VIVIANA BERNAL SOTO

ANGELICA RENDON LONDOÑO

Trabajo de grado presentado como requisito parcial para obtener el título de licenciado en la Enseñanza de la Lengua Inglesa

Asesor:

Lina Marcela Lerma Arias

UNIVERSIDAD TECNOLOGICA DE PEREIRA

FACULTAD DE BELLAS ARTES Y HUMANIDADES

LICENCIATURA EN LA ENSEÑANZA DE LA LENGUA INGLESA

PEREIRA

2011

1. ACKNOWLEDGEMENTS

In this study we had many people that supported us in the development of this project. For that reason, we want to thank each person who helped us during this process.

Firstly, we want to thank God, because without him no success is possible. God showed us a way in which we could continue developing this project when we did not have expectations to continue working.

Secondly, we want to express gratitude to Professor Angela Maria Lopez Velazquez, since she helped us much at the beginning of this project, she helped us to have a clearer view about it. Also, Professor Angela was always supporting us, giving us materials and ideas to continue with the project.

Thirdly, we want to thank our adviser Lina Lerma, because she gave us all the support needed to develop this project in a focused way. Also, she engaged us to continue with the study when we had closed some doors at the moment to develop the instructional sessions. In conclusion, we want to thank our adviser, because without her help, we would not reach our goals.

We want to thank Pedro León Rendón, who helped us to get the permission to do our data collection at the school where this study took place.

We want to express gratitude to the school where this study took place for giving us the space to give the instructional sessions. Moreover, we want to thank each one of the teachers of that school for being always willing to help us.

Likewise, we are grateful toward our participants for their collaboration. And at last but not least, we want to thank Schneide r,Carlos C and all the people who were always supporting us in a moral way during the development of this project.

2. DEDICATION

This project is dedicated to Rosa Amparo Londoño Gutierrez who is Angelica´s mother. Angelicas mother was supporting Angelica from heaven. In addition, this study is the final result of a promise that Angelica did to her mother when she died.

On the other hand, this project is also dedicated to Liliana Soto Castaño who is Monicas mother, for being a warrior despite the difficulties and for passing this spirit on her; for she never let Monica down and always supported her when Monica thought that she could not be able to do a lot of things. Additionally this project and its success are offered to the recovery of Monicas father.

3. RESUMEN

La comprensión lectora es una de las herramientas más importantes en un proceso de aprendizaje, siendo también una habilidad importante a la hora de aprender una segunda lengua o una lengua extranjera. Para tener una buena comprensión lectora en la segunda es necesario conocer una buena cantidad de palabras, siendo también necesario conocer estrategias de lectura para tener una mejor comprensión de un texto. Por lo tanto, cuando no se conoce una buena cantidad de palabras ni se conocen las estrategias de lectura, existe un problema para los aprendices de una segunda lengua para entender un texto de manera adecuada. Este hecho nos llevo a instruir en algunas estrategias de lectura de manera implícita, dando también instrucción implícita en las palabras que son similares entre Inglés y Español y que tienen el mismo significado. También proporcionamos instrucción en las palabras que son similares entre Inglés y Español pero que no tienen el mismo significado con la intención de evitar generalizaciones en la similitud de las palabras. Dichas instrucciones fueron dadas con el propósito de hacer consientes a los aprendices de estas estrategias de lectura, logrando que las usen al momento de leer en una segunda lengua.

La instrucción se llevo a cabo en la Escuela Elemental Alameda, con los alumnos del grado noveno. El grupo era de veintiocho estudiantes, donde las clases fueron dadas a todo el salón, pero solo fueron tomados en cuenta los resultados de catorce participantes seleccionados al azar. Los estudiantes asistieron a seis sesiones de clase, desarrollaron actividades de lectura en

cada una de la sesiones, usando una estrategia de lectura diferente en cada clase, respondiendo también a una entrevista al final de cada sesión. Las entrevistas fueron transcritas y las actividades de lectura fueron leídas, categorizadas, comparadas y algunos de los resultados fueron ilustrados mediante gráficos de barras.

Se encontró que los estudiantes no utilizaban ninguna estrategia de lectura y que no tenían conciencia de las palabras que eran similares entre inglés y español. Por otra parte, los estudiantes usaban su lengua materna para responder a nuestros interrogantes al principio de esta investigación, pero al final cuando fueron instruidos en las estrategias y en las palabras similares entre inglés y español, nuestros participantes empezaron a usar esas palabras en sus respuestas y solo utilizaban su lengua materna para referirse a las palabras que ellos no conocían en la segunda lengua. También es importante mencionar que nuestros participantes tuvieron un gran avance en relación a la comprensión lectora ya que mostraron una mejor compresión de las lecturas en sus respuestas.

4. ABSTRACT

Reading comprehension is one of the most important tools in a learning process, being an important skill at the moment to learn a second language. It is important to know a good range of vocabulary in order to have a good reading comprehension in a foreign language. In addition, it is important to know reading strategies to have a better comprehension of a text. For that reason, when people do not know a high range of vocabulary in the second language or when people do not know the reading strategies, they face a problem to comprehend a second language text. This fact encouraged us to give implicit instruction on reading strategies and on the words that are similar between Spanish and English that have the same meaning. Also, we considered important to give instruction on the words that are similar between Spanish and English, but do not share the same meaning in order to avoid generalizations about the similarities of the words. The instructions were given with the purpose of making people aware of the reading strategies, encouraging students to use them when they are reading an English text.

The instruction took place at "Colegio Elemental Alameda+ with ninth graders. The group was formed by twenty-eight students, where the classes were given to the whole class, but we only took into account the results from fourteen students selected randomly. The students attended to six instructional sessions, developing reading activities in each one of the classes. Also, the students were interviewed at the end of each session. The interviews were transcribed and the reading activities were read, categorized, compared and some of the results were illustrated through bar graphs.

It was found that students did not use any reading strategy. In addition, it was found that students were not aware of the words that are similar between Spanish and English. On the other hand, the students used their mother tongue to answer the comprehension questions proposed by us at the beginning of this study. However, as time passed by, when the students were instructed on the strategies and on the words that are similar between Spanish and English, they begun to use the similar words, using their mother tongue for the words that they did not know in English. Also, it is important to mention that our participants had a huge advance in terms of reading comprehension, because our participants showed a better comprehension of the reading presented during the last instructional sessions.

5. STATEMENT OF THE PROBLEM

Reading is an important skill for students to succeed academically, in both, first or second language contexts. Vocabulary is an essential element in L2 reading comprehension (Garcia, 2000). Because vocabulary helps students to understand texts, it constitutes an essential tool that learners should have to reach high levels of reading comprehension (Reed, 2009). In addition, having a poor vocabulary is a hindrance to succeed in reading (Chall,Jacobs,&Baldwin,1990;Cunninghan&Stanovich,1997;Hirsch,2003;Scabor ough,1998). Bloom (1976) draws that there is a direct connection between the learnersqvocabulary and the results they obtain in reading comprehension tests. Moreover, R.L Thorndike (1973) evidenced in an analysis of achievement test data in 15 different countries, a meaningful and strong connection between vocabulary and comprehension in the reading tests.

Besides, students must be familiarized with the most frequent words that are found in the school materials if they want to avoid mistakes and evade failing in the understanding of a reading text. Indeed, if the students are exposed to a text that is meaningful to them since the content of the reading is related to their daily life, it is more probable to encounter words (cognates) that will take the learner to have a better comprehension of the text. (Graves, 2006). For that reason, it is fundamental that teachers provide students with tools for acquiring their own approaches to vocabulary. In other words, learners can develop consciously strategies for the comprehension of texts (J.F.,& Kameenui,1991,76). One of these strategies is related to L1 prior knowledge.

According to Learsted and Gender (2005), students unconsciously take advantage of the L1, using their knowledge for the comprehension of L2 text. Particularly, students take advantage of the words in their native language that are similar in script and meaning to words in the second language. Those words are called "cognates" (Richards & Schmidt, 2002).

Concerning the implementation of cognate strategies which could foster students' reading process, it would be useful for Colombian learners to be aware of this sort of strategies since they do not reach high English reading proficiency levels (see Appendix 2) . In fact, in Colombia, the results of the English section from the 2009 test from Instituto Colombiano para el Fomento de la Education Superior (ICFES) that the highest percentage of the students' English Reading comprehension level did not even reach level "A" Level A indicates the most basic English proficient level according to the Estándares Básicos de Competencia en Lenguas Extranjeras: Ingles (2006). It is important to clarify that most of the English evaluations in the ICFES test are based on Reading comprehension. Consequently, those results proved that school-age students are not faring well in English and Spanish reading comprehension (López-Velásquez & Giraldo de Londoño, 2009).

It is worth mentioning that in Colombia the first language is deemed as relevant in the development of the foreign language, since the Ministerio de educacion Nacional (2006) is concerned about the previous contact of the language that students have with their mother tongue. The Ministerio de eduación nacional shows interest in the foreign language learning by the

development of foreign language programs as the "Programa Nacional de Bilingüismo 2004-2019". In view that the first language and a second language are developed in a very similar way, keeping characteristics as the acquisition strategies (Nagy et al, 1993)

English standards (2006) found that the language transfer plays an important role in the borrowings of lexical knowledge from the L1 to the L2, it explains the attainment in the objectives of the standards on the transfer from the target language to the learning of English.

It could be useful for students to implement the transfer of literacy knowledge from their L1 into the learning of English, in this case applying transfer in the reading English comprehension. It is important to confirm the interest to take advantage of the similarities between English and Spanish as the cognate case, the issue which is relevant on this document.

On the other hand, no cognate word recognition strategy or another reading strategy was presented explicitly in the syllabus for the English subject of ninth grade from a public school located in Pereira, where this study will take place (see Appendix 1). As a matter of fact, the syllabus narrows the reading skill learning to identify the relationship between time, mode and meaning in different texts, and to understand and identify the parts of a narrative text.

5.1 Research questions

The purpose of this study is twofold: first, we seek to explore how second language readers use cognates to understand English texts. Second, we want to design an impart instruction focused on raising our participantsqawareness of cognate use for comprehending English text.

Our study will be guided by the following research questions:

- What are the natural cognate recognition abilities from a written text of ninth grade students before receiving focused cognate recognition instruction?

- What are the cognate recognition abilities of ninth grade students when reading English text after receiving focused cognate recognition instruction?

6. LIT REVIEW

Reading is an essential skill to succeed in an academic environment. According to Gee (1998) Reading is a very important skill in school. For that reason, people who find the reading process difficult are in disadvantage in the classroom. The ability to read is an essential part in the civilized world. In a society where the main characteristics are the globalization and technological changes and where knowledge is very important; the reading ability is an essential skill to participate actively in the society, being the effective reading a principal component to success academically (Fazeli, 2010). In addition, Fazeli (2010) argues that through experience, people acquire knowledge about the world; people use that knowledge in several aspects as in terms of reading, where it is important to know how to use the knowledge of the world, using it in the comprehension of a text. Effective readers take advantage of the knowledge that they already have about the topic of a text to help themselves to understand it. In contrast, poor readers do not use that prior knowledge, because they are not aware of the usefulness of prior knowledge in the understanding of a text.

Garcia et al (1999) argued that Reading is not only for decoding information, but also for understanding the information found in a text in order to integrate the acquired knowledge from the reading to the prior knowledge that the reader already had. The main purpose of reading is to understand what is being read, so reading only occurs when the reader gets comprehension from a text (Gee, 1998). In addition, the ability to comprehend critically what is read depends on

the knowledge of a large number of words that a reader has from a text. For that reason, vocabulary knowledge is the best predictor of a successful reading (Richeck, 2005). Also, According to Gee (1998) effective readers detect when they do not comprehend a text. They stop the reading and re-read the part of the reading where they did not understand, using a reading strategy to comprehend what they did not understand from the text, because effective readers read to understand what they are reading. On the other hand, poor readers do not read with the purpose to have comprehension from a text. Thus, they do not notice when they do not understand what they read. Strategies can be defined as processes consciously used by readers to solve reading problems (Fazeli, 2010). In terms of awareness and reading strategies; at the time to introduce a reading, the pre-reading strategies are important to give notions about what the students will see in determined text. In this sense, we can give the students the reading strategies to make logic about the content of a reading; it would be the basis of a successful interpretation of a reading. The students realize the kind of strategy to use and when it is necessary for knowing the meaning of a word in certain context (Borkowski & Muthunkrishna,1992; Jacobs & Paris, 1987). On the other hand, Gee (1998) says that the reading strategies are divided into three groups according to the moment they are used. The first group is before reading, where the reader predicts what is going to be the text about according to the images or the title of the text (predicting). Also, the reader establishes a purpose to read the text, asking questions that the reader wants to answer after he/she reads the text. The second group is during reading. Here the reader uses the think-aloud procedure, where the reader sees if the predictions that he/she made in the

previous stage were true or false. In addition, the reader checks if the questions formulated in the previous reading stage can be solved in the text, formulating more questions to be answered at the end of the text. Another strategy used in the "while reading" stage is the retelling strategy, because the reader stops at some point of the reading in order to retell silently what was being read in order to check his/her own understanding of the reading. Also, in the "while reading" part, the reader makes comments, questions, word meaning, etc. on the margin of the paper to have a relationship with the reading. That strategy is called annotating. The third group is called "after reading". In this stage, the reader uses again the retelling strategy in order to check his/her understanding of the whole text, checking if the predictions made in the "before reading" stage were true or false and checking if the questions formulated during the "before reading" and the "while reading" stages where answered in the text.

Nash-Ditzel (2010) in her study found interesting to work with different strategies of reading comprehension as connecting personal interpretations with the text. Moreover, the author mentions that summarizing, using isolated notes as annotating and having a particular focus on the think-aloud procedure, are useful to determine what kind of metacognitive reading strategies the students implemented in their reading development. In addition, Nash-Ditzel (2010) found in her study about metacognitive reading strategies that by the implementation of the think-aloud procedure the students made inferences, answering correctly a rich percentage of the questions about the texts.

Results from Hock & Mellard, 2005 suggest that the think-aloud procedure helped the students to remember information, facilitating at the same time the

understanding of the readings. According to Gee (1998), poor readers do not seem to acquire the reading strategies for themselves. They need to have instruction on the use of the reading strategies. Poor readers may begin to read in order to make sense of what is being read, noticing when the comprehension of a text is breaking down when they have knowledge about meta-comprehension strategies. Additionally Nash-Ditzel (2010) reveals in her study about metacognitve reading strategies that some of her participants were incredulous at the beginning of the instruction about the reading strategies; despite this fact, the findings showed that the participants were using autonomously the reading strategies previously taught, reaching a better reading comprehension development. The readers build the meaning of the text trough the use of the strategies provided by the instructor. The correct use of those reading strategies is challenging, the readers could leave the implementation of the strategies if they do not receive an appropriate instruction (Sinatra, Brown & Reynolds, 2002). Moreover, Gee (1998) affirmed that teachers have to give students instruction on the reading strategies, telling students how the strategies work, but without telling them how each strategy is called. According to Garcia, Martin & Luque (1997) the reading comprehension skills should be taught in two steps. The first step is focused on the abilities to understand unknown words. The second step is related to the understanding of the text and the use of reading strategies to have a better comprehension of a reading (Barrero, 1994; Ugartetxea, 1996; Hacker, 1997).

A considerable percentage of students who has to take developmental reading courses in the college years had a long list of failures in the previous instruction that they received in the high school; it leaves them with less

possibilities of have college success in terms of improvement on their literacy (Allgood, Risko, Alvarez & Fairbanks, 2000).

The knowledge of reading strategies deals with the improvement of the reading abilities. The students have to be able to recognize determined reading strategies for their benefit, with this, they can reach a better understanding of challenging texts. Readers inevitable give up without the presentation of reading instructions (Borkowski, Carr, Rellinger &Pressley,1990).

Nash-Ditzel (2010) argues that when students realize about the reading strategies and when they put those in practice, in time, students could develop and implement the reading strategies in an unconscious way.

The use of previous knowledge when reading in the first language can impact the recognition of new vocabulary in second language reading. According to Learstedt and Gender (2005), students use their knowledge about reading comprehension in their L1 to foster the comprehension of L2 text. An example of how students transfer knowledge from the L1 to the L2 is included in a study about phonological awareness by Swanson, Rosston, Gerber and Solari (2007).

Researches have shown that people who speak two languages can use their knowledge of vocabulary in the L1 to read in their L2. Also, Nagy, Garcia, Durguno lu & Hancin-Bhatt (1993) investigated Latino studentsq use of cognates in reading comprehension. The participants were asked to read short parts of an English text and to answer multiple-choice questions about sentences that included targeted cognates. Furthermore, participants had to answer questions about their awareness of cognates, and if they considered

that cognates were important for them at the moment of understanding English texts. The results indicated that awareness about the similarities between L1 and L2 played an important role for the transference of knowledge to second language reading. Then, in Nagy's et al (1993) study participants were aware of the existence of cognates after they read the instruction given by the researchers. In other words, the study by Nagy et al (1993) suggests that with the use of cognates, second language learners can improve their vocabulary and become aware of linguistic similarities between the mother tongue and the language that they are acquiring. In addition, Sunderman & Schwartz(2006) found that second language learners take advantage of the use of cognates to facilitate vocabulary acquisition in the second language. In the same study, authors found that students recognized true cognates faster than partial and false cognates. However, participants in Sunderman & Schwartz's (2006) study recognized faster partial cognates than false cognates. According to Moss (1992) when the native language and the second language share similarities, those similarities are helpful for the learners, for the reason that pupils take advantage of cognate words in their reading skills. It is possible that the majority of learners do not have consciousness about the cognate words and their lexical roots. Siding with this, Ringbom (1986) indicates that if the L2 is directly related to the native language, the learning process is going to take advantage from the cognate words, admitting that the detection and understanding of those cognate words are less demanding, without challenging to pay special attention to determined readings, that the recognition of total unfamiliar words.

It is relevant to mention that, the cognate words are not directly learned, those are recognized in determined contexts, because the L1 and the L2 are connected. This is, in a certain sense, a psychological process. According to Chacón Beltrán R (2006) the recognition of cognates does not seem to be a natural phenomenon among second language learners. Nagy, Garcia, Durguno lu & Bhatt (1993) concluded that the implementation of instructions in the use of cognates could be helpful to support learners in the recognition of cognates that are present in L2 texts. In the same study, the researchers gave the participants written instructions about what cognates were, asking them to circle the cognates they found in four reading passages. The previous information means that if a learner receives enough instruction to use and recognize true, false or non-cognates, they may have more opportunities to figure out the meaning of English texts. However, Holmes & Ramos (1993) argued that the recognition of cognates is a spontaneous strategy which should not be taught. In contrast, Nagy (1988) and Nagy et al (1993) pointed out that a notable number of English language learners, neither recognize nor use cognates when reading texts in a spontaneous way and for that reason cognate recognition must be explicitly.

In reference to the instruction of cognate recognition, Mugford`s (2008) study showed that in a cognate recognition activity the Spanish-speaking participants were able to recognize easily the cognates from Romance languages (i.e., Spanish, English, Italian, Portuguese). In addition, the activity of discussion and recognition of cognates, using determined topics in real contexts, as fast food, technology, animals, school subjects and feelings, helped participants to

increase their cognate awareness. Mugford (2008) noted that it is important for teachers to give cognate input in the EFL classroom. Also, Colorado (2007) concluded that instruction about the relationships between Spanish and English vocabulary is essential in higher grade levels of high school. He also argues that cognate instruction is important in higher grade levels of high school, because students from higher grade levels of high school have more academic knowledge of vocabulary and major literacy development than students from lower grade levels of high school. Therefore, students could take more advantage of cognates to understand L2 vocabulary. It is useful to help students to acquire new words and to be aware of the use and recognition of cognates. Sunderman & Schwartz (2006) suggested that it is very important to give learners cognate recognition instruction to help them in the understanding of an English text. Sunderman & Schwartz (2006) affirmed that language teachers should use explicit instruction to get learnersqattention to cognate relationship. Also In the same study, the authors concluded that it is very important that language teachers take into account not only the connection between the meaning shared across L1 to L2. It is important to take into account the meaning that is not shared between L1 and L2.

Another important aspect during the reading process is the motivation that the reader needs in order to have a good comprehension. Morgan, Guchs et all (2008) argued that there is a relationship between reading failure, poor motivation and avoidance of reading; they proved that when a person has poor motivation, he or she is not going to be a skilled reader. Besides, students may have poor motivation in the reading practice because, most of the times, they

face many challenges to acquire reading skills (Aunola, Ieskinen, Onatsu, Arvilomni & Nurmi; 2002, Chapman et all, 2000). According to Lepóla et al (2005) cognitive abilities, emergent reading skills and motivation influence children before starting with formal reading instruction. Moreover, poor motivation is a very important issue to be taken into account given that it has consequences in the reading practice (Morgan, Guchs et all, 2008). Furthermore, children who avoid frequent reading do not have many possibilities to become skilled readers (Guthrie, Schafer & Huang, 2001). For that reason, frequent reading is essential in the child s word recognition process as well as reading comprehension, verbal fluency and general knowledge skills.

7. Theoretical Framework

7.1 Literacy

According to the United Nations educational scientific and cultural organization (UNESCO-), literacy is the ability to indentify, understand, interpret, communicate, compute, and use printed and written text as associated with varying contexts. In addition, literacy includes the cultural knowledge which enables a speaker, writer, or reader to recognize and use appropriate language to different social contexts.

7.2 Reading

According to Grave W. Stoler, F (2002), reading is the ability to draw meaning from the printed page and interpret information appropriately. In other words, reading is the way to draw information from a text, forming an interpretation of that information. Also,Grave. W. Stoler, F (2002) argues that readers need to remember points of comparison or opposition, indentifying the importance of the information, and that a reader has to be able to organize the main ideas from a text, organizing them to get a general idea of the text. Futhermore, a reader needs to be flexible and evaluator, because being a reader requires being aware of the purposes to read a text. At the same time, a reader needs to be an evaluator, because he/she has to decide if the information is coherent and useful for him/her.

7.3 Reading Strategies

Reading strategies are a set of abilities used by the reader under conscious control, being also actions selected by the reader to achieve particular goals. In addition, reading strategies are more efficient when they are generated and applied automatically (Graves. W. Stoler. F, 2002).

Some reading strategies are:

7.3.1 Skimming

Lamb &Johnson(1999) Defines skimming as the way to read a text quickly identifying the main ideas of the text. This strategy is very useful when you are not reading for comprehension.

7.3.2 Scanning

Lamb &Johnson(1999) Defines scanning as the way in which you read looking for a specific piece of information or a specific word in a text. You are scanning when you are looking for a specific answer of a question in a text.

7.3.3 Retelling

Schisler,Konrad & Alber-Morgan(2010) Defines retelling as a way in which readers have the opportunity to process what they understood from a text, organizing ideas to explain the text to another person, telling him/her what was the reading about. Retelling is very useful for teachers to check students understanding from a text

7.3.4 Think aloud

Farr &Conner(2009) Think aloud is a powerful tool for teachers, because it gives teachers a zoom in the direction of the thinking that goes on in the brain of the learner. Here, the teacher asks a student to read a text until a point or until a determinate part of the text, asking him/her to tell the teacher what he/she understands from the reading until that moment. Also, the teacher can ask students to read until a determined part of a text, asking him/her for the meaning of a word in the context in order to know how he/she got the meaning of that word. An example of this strategy is when a teacher asks a learner to read this part of a text %His death is a <u>severe</u> blow to McDonalds at a time when the chain is trying to shed its <u>image</u> as a supplier of high-fat, high-salt and high-sugar food+, asking the learner to tell the teacher what is the meaning of %severe+ according to the context and why he/she thinks that the meaning of that word is what he/she is saying to the teacher.

7.3.5 Annotating

University of Colorado(2009) tells us that annotating is a strategy that critical readers use to have a kind of conversation with the author. In this strategy the reader makes notes in the text while he/she is reading, writing on the margins comments, questions, word meaning, etc. related to the reading. Also, the reader writes on the margins agreements or disagreements that he/she has about the reading from his/her critical point of view. In addition, the reader writes some comments on the margins to help him/her to remember or understand easier what he/she already read.

7.4 VOCABULARY STRATETIGES:

Some vocabulary strategies are:

7.4.1 Vocabulary Self-selection strategy VSS

West Virginia, Department of Education (2010) explains that in vocabulary self-selection strategy VSS, students and teachers read a text with the purpose that each person brings two words to the attention of the group in order to learn new words. For example, the students and the teacher are reading a text, so the teacher asks the students to highlight two words that they do not know or that called their attention from the text, at the end of the reading the teacher writes on the board the words that called him/her attention and the words that the learners highlight form the text. Then, the students and the teacher look for the meaning of the words, putting them in context in order to have a better understanding and an easily learning of each word.

7.4.2 Pave Procedure

Here, students check the vocabulary definitions contrasted the context in which the word appeared.

According to West Virginia, Department of Education (2010) an example of this strategy is when students find in a reading the word %book+, they look for the meaning of that word on the dictionary. Then, students should go again to the reading to see if the meaning that they found for %book+ is the correct one according to the context, because probably they found %book+ as %libro+, but in the context the correct meaning is %reservar+.

In this project, we are going to use another vocabulary strategy in which learners can use their mother tongue in order to easily indentify words in their second language. The strategy is totally related to "cognate words". In addition, we consider important to define the word "transfer" before to explain the strategy to have a better description about how the process in which cognate words take place in the learning process of a second language is.

7.5 Transfer

According to Grave, W. Stoller. F(2002), transfer refers to the idea that second language learners will use their prior knowledge in L1 and experiences to help themselves to carry out second language tasks. Transfer is a good strategy for helping second language learners that are beginning with the process of learning because the first language is a strong resource in reading abilities and knowledge of the world for students. At the same time, the first language will provide students support to develop certain comprehension tasks.

On the other hand, cognate words are closely related to transfer, because the awareness of cognate words is a vocabulary strategy in which learners use their fist language to indentify the meaning of a word in a foreign language text.

7.6 Cognates

According to Richards & Schmidt (2002) cognates are words that are similar in meaning and script in two languages like Spanish and English. Cognate words are taken in this study as a vocabulary strategy, because cognate words help students to guess the meaning of a word found in a text because of the

similarities that the word has with the students native language. In this study, we are going to focus on true, false and partial cognates.

7.6.1 True cognates

Frunza, & Inkpen(2009) defines true cognates as pair of words that are similar in script and meaning in two languages like Spanish and English. For example, the word "introduction" is a true cognate, because it is similar in script and meaning to "introducción". Here, students will be aware of the similarities between their first language and the language that they are acquiring, having more opportunities to identify known words in an English text. True cognates are very useful for students while they are reading an English text, because if they are aware of   the existence of cognate words, they will think about the meaning of an unknown word that they could find in a text, since learners will see if the word has similarities with their mother tongue, trying to get the meaning of the word.

7.6.2 False cognates

According to Frunza, & Inkpen (2009) false cognates are pairs of words that appear to be similar, but have different meanings. For example, "to attend" does not mean "atender", "to attend" means "asistir". It is important that students be aware of the existence of false cognates, because in that way, students will deeply reflect on the meaning of a word found in a text, looking not only for the similarities that a word can have with their mother tongue, but seeing if the words has the same meaning that the word has in Spanish, avoiding overgeneralizations in the use of cognate words.

7.6.3 Partial cognates

Are pair of words in two languages that have the same meaning in some context. For example, to "plan" can be "planear" or "plan" according to the context where the word plan is presented (Frunza, & Inkpen,2009). It is essential that students know about partial cognates, because when learners are aware of partial cognates, they will be able to identify a word that is similar to their mother tongue. Pupils can look for the meaning of that word in the dictionary in order to know which meaning is appropriate for the context in which the word appeared.

7.7 Consciousness

Graves (2009) defines consciousness as awareness of an interest in words and their meanings. On the other hand, Nagy (2005) posited that awareness or consciousness is the mixture of word meaning, word history, word relationships with other words which is the case of cognate words that have lexical root connections as romance languages(Mugford, 2008).

8. METHODOLOGY

8.1 Type of study

Our study concerns about qualitative methods since we are focused on observations, instructional sessions, artifacts, journals, interviews, videos and recordings for the cognates recognition skills. The methods already mentioned are fundamental in each study to be considered as qualitative (Schonfeld & Farrell, 2010).

8.2 Context

Our study will take place at Colegio Elemental Alameda (C.E.A), a rural public school located in Pereira, Colombia. C.E.A is located at Villavicencio neighborhood, and its population arrays from one and two in the socio-economic level. C.E.A offers basic education from kindergarten until ninth grade (consisting of two groups). There is only one English teacher for the whole school; she is fifty- five years old, she has been teaching for thirty- six years, she obtained her college degree at "Universidad Cafetera" as modern languages teacher, and she has been working at C.E.A for ten years. Additionally, Students from C.E.A are exposed to the English language two hours per week from sixth to ninth grade. It is very important to mention that according to the "Estándares Básicos de Competencias en Lenguas Extrangeras: Ingles (2006)" ninth grade students should be at B1 level of English.

8.3 Participants

Our participants are between twenty- eight and thirty-three students from Colegio Elemental Alameda. Their ages range between fourteen and eighteen years old. These students are Spanish speakers and are currently doing ninth grade. We selected this group of participants because of different reasons. First, they have already developed literacy in their L1, understanding this term as the ability to read and write. Second, according to "Standares básicos de competencias en lenguas extranjeras: ingles (2006)", ninth graders are expected to be in B1 or pre-intermediate English according to the Common European Framework. In fact, we need that the participants have been exposed to the English Language and to have developed the basic skills (in vocabulary, grammar, and reading comprehension) in order to face a text.

The lessons will be given to the whole group, but the study will be focused on fourteen ninth grade students selected randomly. The participants are going to be selected haphazardly because we want to make an objective analysis of our data without having pre-assumptions about the participants´ performance. In addition, it is important to observe how the development of the cognates is understood by students of different levels; the more heterogeneous the group is the better. We selected fourteen participants because in most of the investigations that we have read, researchers use between ten to fourteen participants, arguing that having 10 to 14 participants is a good strategy to have a variety of people's characteristics (Anderson & Overy, 2010).

8.4 Researchers' role:

Our researcher role is going to be divided in two parts during our data collection process. Researchers are going to be observers and facilitators depending on the stage in which our data collection process is being developed.

Observer

The observer's role concerns about gathering information about what is happening in each instructional session. The information will be collected, using field notes, recordings and videos. The *observer* will not interfere or interact with the participants in the development of the session .Also, the observer is going to conduct the interviews at the end of the session number 1 and 6.

Facilitator

The facilitator's role concerns about the conduction of the instructional sessions, giving instructions on the reading strategy that is going to be carried out during that class. In addition, the facilitator will be monitoring the students while they are developing the tasks. Also, the facilitator gives feedback and elicits information with students.

Finally, we want to mention that during our data collection process, we are going to take turns in our instructional sessions. We are going to interchange roles during the process of our data collection. The reason for taking turns is that we want to have both perspectives about what is happening in the classroom. In addition, it is important to have one of us as observer while the other one is teaching.

9. INSTRUCTIONAL/ CURRICULAR DESIGN:

In order to set an appropriate context for the study, our instructional design was focused on cognate recognition and the role that cognates play in the understanding of English texts by ninth grade students. We taught during six sessions of 60 minutes each one.

In this study, we implemented the communicative approach methodology. The communicative approach methodology concerns about the use of the language as a very important part during the learning process of a second language. We used real-life situations to encourage students to participate during our instructional sessions, using meaningful topics in each one of the sessions.

Another characteristic of the communicative approach that was taken into account is that the strategies were given implicitly. In other words, we explained students how to use the reading strategies without telling them the name of the strategy explained.

The readings that we used in this study were short (between 190 to 200 words), using familiar topics as: camping, social networks, multiculturalism, recycling, etc., having meaningful topics for our participants.   Also, the readings had a high amount of cognates, including true, false and partial cognates. The readings were selected according to the strategy that was going to be used in each class, we had a range of five possible readings to be used in each instructional session, the texts were chosen according to the number of

cognates, the vocabulary, the topic and the English goals of the B1 level in which the ninth graders should be.

It is essential to mention that during our instructional sessions we gave our participants instruction on true, false, and partial cognates. Also, each one of the types of cognates had an instructional session to be develop. We decided to have a different reading strategy in each one of our instructional session, due to our desire of giving students different options at the time to select the reading comprehension strategy that fits better in their reading comprehension process. For example, during the third instructional session, we gave our participants instruction on true cognates, using the retelling reading strategy. In other words, we divided the group in two teams, each one of the teams had different short reading; students read the short story and answered three comprehension questions. Then, students had to retell what they understood from the reading, they had to find a partner from the group who had a different reading.

The first two sessions were diagnostic sessions in which we saw the natural cognate recognition ability of our participants. In the second, third and fourth sessions, we gave students cognate instruction. The last two sessions were evaluation sessions in which we knew the final results of our instructional session in terms of the cognate awareness of our participants after receiving cognate instruction. (See appendix 3 for an example of our lessons plans).

10. METHODS OF DATA COLLECTION

10.1 Interviews

The interviews are really useful in every qualitative research to have a clear knowledge about what is the thought and the feeling of every participant in this kind of research (Ezzy, Douglas 2010).

We are going to conduct six interviews between ten and fifteen minutes each one to five of our participants selected at random at the end of each class session. The first interview will be at the beginning of our data collection in order to know the previous knowledge that our participants have about cognates. The following four interviews are going to take place at the end of each class session in order to know why a student answers any question correctly or incorrect.

In the last session of our data collection, we will record and transcribe the interviews for later analysis in order to find the final result of the cognate teaching sessions and the impact that cognate instruction has in the improvement of reading comprehension.

In this study, we are going to use the alphabet letters as nicknames for each one of our participants, the letters will be from %A+ to %N+ these letters represent all our fourteen participants in the order that corresponds to the alphabet sequence. We are going to use the word %student+ before the alphabet letters, the letter %T+ meaning %teacher and the letter %O+ meaning observer to help our readers in the understanding about who is talking in each interview or video transcription. Besides, we are going to use pseudonyms to name the school

were this study is going to take place (Colegio Elemental Alameda) and for naming the university where the English teacher got graduated (Universidad Cafetera)

10.2 Artifacts

Silverman (2001) states that artifacts are successful tools in field notes and research analysis or data collection methods to make a substantial approach to the participantsqunderstanding into different documents as interviews, writing tasks, sheets, comprehensions questions, matching exercises ,etc.

In this study we are going to use artifacts in each one of the instructional sessions. Artifacts will include matching exercises, comprehension questions of the readings, word meaning identifications and transcriptions about their thoughts in writings. The artifacts will be collected at the final of each data collection sessions for later analysis.

10.3 Observations

According to Brown (2010) we are going to conduct six direct observations, since we are going to observe students and they are going to know that we are observing them, without knowing what we are observing exactly. Also, we are going to make a continuous monitoring that according to brown (2010) consist in recoding the whole session observed to avoid missed information. The observer is going to be placed at the teachers desk, observing studentsq answers and behaviors during each session, taking notes on field notes and using a video camera to get the data from the observations.

11. DATA ANALYSIS

The data collected from the interviews was analyzed in this way: we transcribed the interviews to show the most relevant information for our investigation in a detailed way. This method helped us to answer our two research questions.

Furthermore, the artifacts that we collected from each one of the instructional sessions were read by observers, finding the general patterns that will give us the different subsections that our findings will enclose. It is important to mention that at the beginning of our data analysis, we decided to read each one of the artifacts individually in order to have two different perspectives from the data collected with the artifacts. After reading of the artifacts, we share our ideas and conclusions about the artifactsq analysis and we selected the subsections that our findings were going to have. This method helped us to answer our second research question, which talks about the final result of the cognate instruction.

Concerning the analysis of the observations, the information collected from this method was gathered with videos and field notes; we transcribed each one of the videos to have a general view about what happened during the instructional sessions. Also, we re-read the field notes in order to analyze the crucial information that was going to helped us answer our two research questions.

12.FINDINGS

12.1 The importance of instruction

In the first session, we could see that in the development of the questionnaire, the students used few English cognate words. The text presented was about the environment; in the text there were twenty seven clear cognate words.

For the first question about the text was: %what is the text about?+we could see that an outstanding number of students used three cognate words in English to describe the topic of the text, showing us a natural cognate recognition by the use of those words.

A perceptible understanding was reflected by the learners in three words mainly: Reduce, reuse and recycle. At the moment of asking them about the meaning of those words, participants gave us their accurate sense in Spanish. We can state that the clear understanding of these words can be thanked principally to the pre-reading activity in which those words were presented. Definitely, the pre-reading activity played a significant role for the students to become aware of the cognate words for the comprehension of the text.

12.2 Isolated words and use of the L1 to foster the L2

We understand isolated words as the individual words that are selected from a reading in order to ask participants for their meaning in Spanish. During the first session of our data collection process, we proposed an activity to the students in which we presented words without a context, asking students for the meaning of the isolated words.

STUDENT A:

T: ¿Qué piensas que significa la palabra electricity?

Student A: electricidad viene como de ahí

T; ¿Y tu como sabes eso?

Student A: Pues porque se parecen mucho

T: ¿Y reuse?

Student A: reusar

T: listo muchas gracias

Student A: de nada

STUDENT B:

T: ¿Como supiste que reduce significa reducir en español?

Student B: *porque se parece mucho al español*

STUDENT C:

T: *¿tu que piensas que significa %require+?*

Student C: *requerir*

T: *¿ y tu como sabes eso significa requerir?*

Student C: *ay! yo no sè.*

T: *y %battery+¿ qué significa eso para ti?*

Student C: *batería es que esas palabras con como muy usuales .*

STUDENT D:

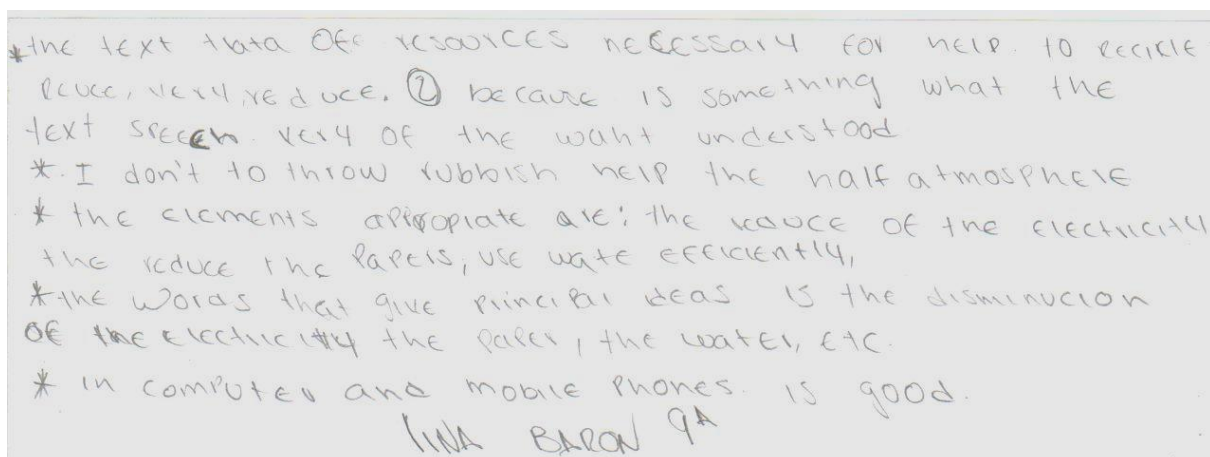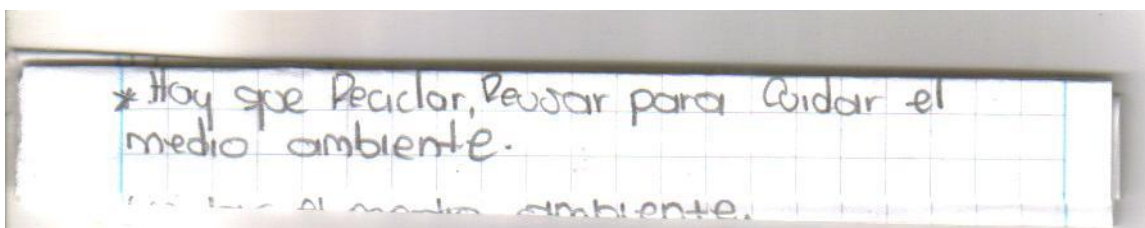**T:** *para ti¿ qué significa %efficiency+?*

Student D:. *eficiencia*

T::¿ *y cómo sabes eso?*

Student D *porque uno lo ve ahí y porque por ejemplo uno va leyendo y se da cuenta que es de mantener el agua entonces uno más o menos sabe.*

We can conclude that the understanding of isolated words was easy to our participants; nevertheless the pupils did not know the reason why they knew the meaning of those words. It is worth being mentioned that the main reason for the last conclusion is that students did not have the cognate word strategy strongly developed. Actually, at the end of the lesson, we asked our participants in an interview why they knew the meaning of a certain word, and most of them affirmed that it was because of the context. Finally, we infer that students understood easier isolated cognate words because the word was not unknown for them, and it did not appear in a complete sentence which made it less confusing or ambiguous for them.

12.3 A view to Students previous English experiences and its impact on them

During the diagnostic session, we could notice that students used the cognate strategy with a few number of cognates even though the text had 27 words similar to Spanish. Indeed, the cognates they recognized were: reduce, reuse and recycle, principally. In addition, the answers to the comprehension questions were given by the participants in Spanish, only four of them tried to answer the questions in English. Surprisingly, most of the answers were a transcription or a translation from the text, and they had no coherence to what it was asked in the question.
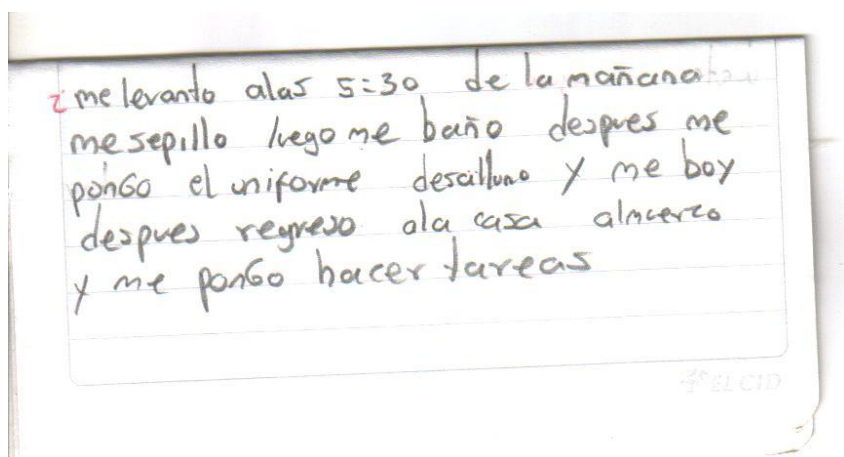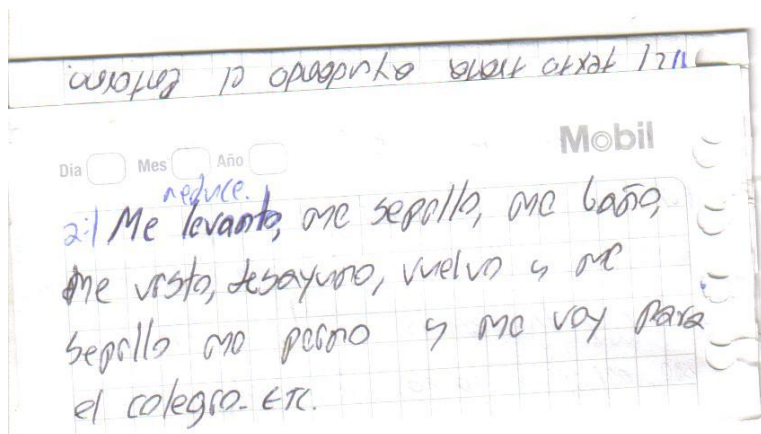
We affirmed that many times the students did not use the cognate strategy as a helpful tool to understand a text because the reading and the instructions of the first diagnostic session were completely in English. Consequently, students were astonished at the beginning of the session, and they were frustrated because they had not received previous English classes spoken in the foreing language by the teacher . Besides, students did not find many known words in the text since they thought that they did not have any knowledge about English. Their lack of knowledge and motivation about the language made them be insecure about the real meaning of the words, including the ones that were similar in Spanish.

12.4 StudentŚ interpretation of isolated cognates VS StudentŚ interpretation of cognates in a question

Despite the fact that our participants had used the cognates words recycle, reduce and reuse to answer the first comprehension question, they did not interpret the whole sense of the question that included the words reduce, recycle and reuse.

¿me levanto alas 5:30 de la mañana
me sepillo luego me baño despues me
ponGo el uniforme desailluno y me boy
despues regreso ala casa almuerzo
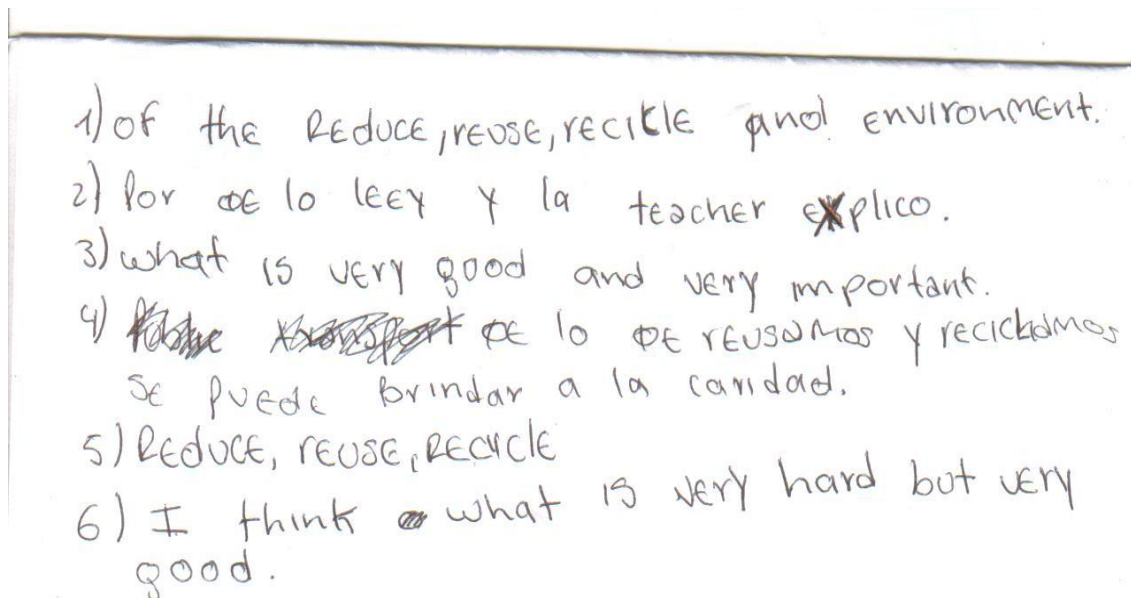y me ponGo hacer tareas

Although the students had previously understood the isolated words reduce, reuse and recycle, the learners were not able to understand those words when they were presented in a context form in the question %*What do you think about reduce, reuse and recycle?*+Based on this, we may infer that when learners are exposed to written words that they did not understand, they got frustrated and they did not use the words they already knew in order to comprehend the general meaning of the sentence. In conclusion, our participants did not answer coherently to the questions in which familiar words f appeared because they did not understand the rest of the words presented in the question. In other words. Students did not understand the questions because they did not have enough vocabulary knowledge to know the meaning of the question.

12.5 Poor use of cognates

Here we could notice that in the first two readings that we presented to our participants, there were 40 words with similar meaning between Spanish and English. Out of this important number of cognates presented in the different

readings, the participants just identified between 3 and 5 cognate words in each one of the texts.

1) of the REDUCE, reuse, recicle and environment.
2) por oe lo leey y la teacher explico.
3) what is very good and very important.
4) ~~Thike~~ ~~transport~~ oe lo DE reusamos y reciclamos se puede brindar a la canidad.
5) REDUCE, reuse, RECICLE
6) I think ~~or~~ what is very hard but very good.

It suggested us that students used the words reduce, reuse and recycle since they were helped by the pre-reading activity, but not because they were aware of the cognate recognition strategy. In that way, we infer that as the students had not received cognate instruction in their learning process of EFL, they did not have the cognitive tools to put into practice consciously this strategy.

12.6 Use and instruction of cognates

While working on the text %the palm restaurant,+ we found out that most of the participants developed satisfactorily the first comprehension task in which they were asked to find words similar in Spanish and English and write their possible meaning in Spanish according to their opinions. Despite the fact that the first question was answered correctly by the participants, the other three

questions proposed by us that included cognates were answered, in its majority,

wrong.

4) How is the dining room in the palm restaurant?

2) what is wrong with the man menu al Palm.?

3) what do you think about the desserts in the palm restaurant.?

Solucion.

1 pues segun e texto el restaurantes es muy elegante. es discreto decorativo muy romantico con comidas internacional muy variable y pues un fantastio menu.

31

2) pues que talyer al restaurant sei ton fino y ton elegante pues los comidas dema que son muy cares y pues la gente tambien debe de ser muy elegante.

3) El postre de chocolate

the word "quiet" in the readings is talking about.

* something without noise..
* something without movement.
* imposed for romantic pinners.

Palm = Palma.
asked = azco.
serves = sirve.
fantastic = fantastico
Restaurant = Restaurante
favorite = favorito
Character = caracter
spacious = espacios
discreetly = discriptivo
decorated = decorado
elegant = elegante
romantic = romantico
table = mesa
chef = chef
oceasionally = ocasiones
internationals internacional
specials = especial.
unfortunatley = infortuno
additional = adicional
complicated = complicado
appetizer = apetito
sampled = ejemplo
Mexican = Mexico
dessert = desear.
Calamari = Calamar
variety = variado
includes = incluye
acceptable = aceptable
dauble = doble.
fruit = frutas

31

We assume that the reason why students answer accurately the first question was because of the cognate instruction they had already received although the explanations of the strategy were presented implicitly by showing our participants through examples the similar words between Spanish and English. It is worth being mentioned that for this task students took advantage of the annotating tool presented in the teaching session to find different cognate words in the text and predict some answers in the class work. On the whole, we can conclude that in comparison to the first sessions and the development of the exercises, the learners advanced in terms of cognate use and implementation of reading strategies.

Nevertheless, the other questions were not answered coherently. Indeed, we firmly believe that even though the instruction played an important role for reaching some achievements, they had not been exposed enough in their previous English classes to reading strategies and the fact of having good and bad results in the task was just a natural stage of the process. As a matter of fact, asking to our participants about the reading comprehension strategies that they used in the English class, they highlighted that they were not used to analyzing the text. To illustrate this point, they were not even used to going back to the text and rereading to clarify their comprehension about what they had just read and to have a critical view of the content of the text.

12.7 Use of cognates included in a context and the learners´ autonomous use

For the text "cultural differences", the participants found several similarities between English vocabulary and Spanish vocabulary, presenting coherence in

the interpretation of the word meaning. Also, the students showed us a better performance in the answer to the questions. For this exercise, the answers and the questions were clearer in terms of expressing ideas.

We noticed that the use of true cognates increased when our participants wrote down what we were asking for in the questions. In addition, our participants used some cognate words in English coherently, mixing those with Spanish with coherence. In spite of their English level, the answers were generally given in a correct way. We brought out that the use of the mixture of cognate words in English and the mixture of vocabulary in Spanish was freer;

our participants proved to be fearless to express themselves by increasing the use of English. These positive responses suggested us that the learners had already reached a level of awareness about the cognate recognition and the reading comprehension strategies taught by us.

12.8 *The importance of motivation in the reading comprehension process*

During our instructional sessions, we noticed that our participants improved their motivation and their attitude in front of English. At the beginning of our instructional session, students were not willing to participate and they asked us not to speak in English because they did not understand what we told them for the reason that they did not have any knowledge about English. However, at the end of our data collection process, we noticed that our participants asked us to speak in English because they already understood what we told them, our participants use more English to express their ideas and they were willing to participate in all the activities that we proposed them.

We found out that the students were very motivated, because they realized that they really could catch the meaning of more English words. According to our pupils with the help of the cognate use, the English language becomes easier to understand.

It suggested us that our participants were more motivated at the end of our data collection process since they faced a change in the methodology and the class routines that they followed in a normal English class.

12.9 The importance of giving instructions about false cognates:

The instruction on false cognates resulted to be in an important strategy for the learners since before they had guidance on this topic they thought that all the similar words found in the reading had the same meaning in English and Spanish. Based on the results found in the development of the activities, we found out that students were making overgeneralizations of the cognate strategy.

12.9.1 Cognates that students did not identify after being instructed on false cognates

After we gave students instruction on false cognates, we realized that our participants did not identify some words as false friends, because they continue making overgeneralization about the meaning of some false cognates already shown to them during the instructional sessions*.*

> ***Evidence one: from a video recording***
>
> ***O:*** *what is ‰manners+?*
>
> ***Student F:*** *maneras*
>
> ***O:*** *are you sure?*
>
> ***Student F:*** *si, es que se parece mucho a maneras.*
>
> ***Evidence two: from a video recording***
>
> ***T: (showing student I two images one was a lawyer and the other one was an avocado)*** *which is the avocado?*

> **Student I: (with the left hand in his pocket, he chose the lawyer)** *teacher es esta.*

> **T:** *ok thank you, please sit down*
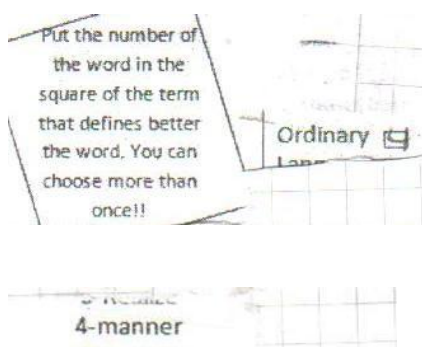
> **Student I:** *went to his chair*

> **T:** *(talking to the whole class) is that correct?*

> **Whole class:** *yes*

> **T:** *no, it is not correct, because the avocado is the aguacate not the lawyer. Remember that we saw last class that there are words that are similar to Spanish, but do not have the same meaning.*

> **Student I:** *ahh si!!! teacher esa palabra la vimos la clase pasada pero yo no me acordé.*
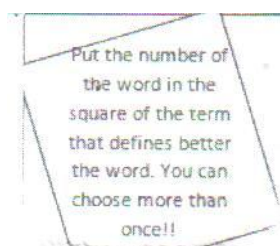
Evidence 3:

It is possible that our participants did not identify some words as false cognates since they only received one session and guidance on this topic. Certainly, cognate recognition is not a matter of one class; it is a strategy which needs more of a practice in order to be developed successfully among the learners. Although the majority of the words which were included in the text had already been presented and explained, the students did recognize them but they had forgotten their meaning.

Another reason for the lack of false cognate recognition after instruction could be the task in which we evaluated the development of this strategy.

Based on the learnersqreactions to the instructions and the important number of doubts which arose from this task, we can conclude that both the task and the instruction of it might not be clear for the students and for that reason they could have failed in the recognition of the false cognates synonyms.
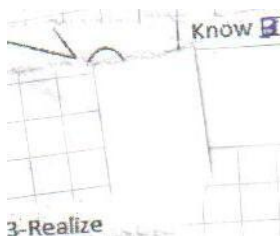
12.9.2 Cognates that students identify after being instructed on false cognates:

During the last two sessions of our data collection process, we could see that our participants increased their ability to identify of false cognates. In an activity where there were two columns, students should identify the synonym of the cognate words from the column A in the column B, our participants showed us that they had a better identification of the false cognates presented in that activity.

Put the number of the word in the square of the term that defines better the word. You can choose more than once!!

5-senior

superior

Jennifer florian

Know

3-Realize

Evidence from a video recording:

T: (talking to students E, and showing her two images, one of the was a "sopa" and the other one was a Soap) which one is the soap?

Student E: teacher es el jabón cierto?

T: I do not know

Student E: Si teacher, esta es de las que se parecen pero no son.(she chose the soap)

T: very good

There is no clear reason or explanation why the participants could remember the real meaning of some cognates while there were other words in which they completely forgot their meaning. In fact, the ten false cognates in which they were monitored and guided were presented in the same way. In accordance to this fact, we can only affirm that instruction was important because they could realize that there some words similar into Spanish which did not have the same meaning in the FL, but we are unable to decode the selection of words made by the brain at the time of memorizing.

12.9.3 Lack of identification of false cognates, when the words are not being showed to students

Unfortunately, during the last instructional session, we noticed that there were some false cognates that students did not identify because we did not give them instruction on some words. We considered that those words were used constantly in English and for that reason we assumed that our participants knew the meaning of those words.

Evidence of this fact is found in a video recording presented following:

Evidence 1: from a video recording

T: *what is %dinner+?*

Student K: *(looking at the reading) dinner es dinero*

T: *what is %present+? (Pointing to the word in the text)*

Evidence 2: from a video recording

Student M: *presente*

T: *How do you know that?*

Student M: *pues porque esa palabra se parece mucho al Español.*

We can conclude that teachers cannot assume that students know the meaning of a word because the word is frequently used in English. It is important to be sure that students really know the meaning of a word since as we found in this study; students can make wrong assumptions about the meaning of a false cognate, thinking that it is a true cognate. In other words, we prepared them for some words we thought they did not know while other words we decided not to explain them as a false cognate because we assumed they already knew these words. For instance, we thought that the students knew that *dinner* was %cena+because the word %dinner+is frequently used in English. For that reason, according to their English teacher, through the school years that the students had been exposed to English, they should know the meaning of the word %dinner+. However, students thought its meaning was %dinero+. Also, we have to take into account that sometimes the way a lesson undergoes brings surprises and unexpected results, and there are unexpected events that just happen.

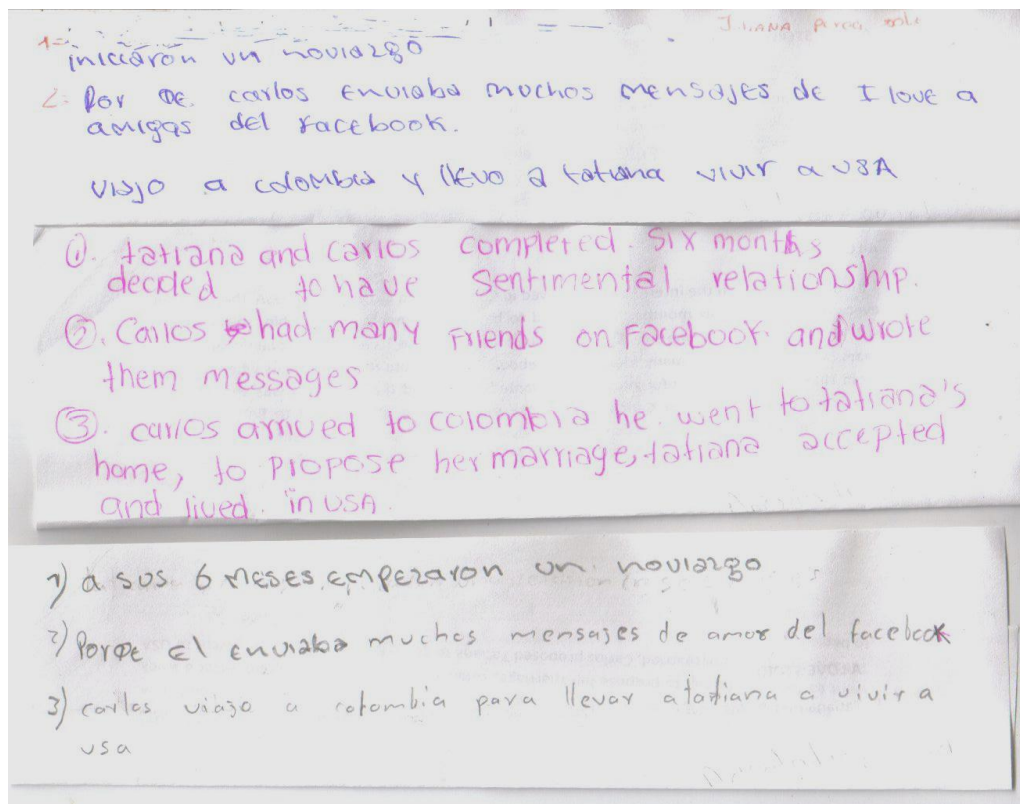**12.10 Reading strategies that gave good results in this study**

Reading strategies are very helpful for readers in order to easily understand a text. In this study we could see that annotating and retelling were very helpful for students when recognizing cognates, checking students awareness of the cognate strategy as well as checking learnersqcomprehension of a reading.

12.10.1 Retelling

> **T:** *please tell your partner the story that you just read*
>
> **Student F: (talking to student L)** *la historia hablaba de una pelada que se llamaba Tatiana y tenia un amigo por internet que chatiaban todos los días y después de seis meses de chatiar y hablar por teléfono ellos se cuadraron, pero después ella le termino porque el man tenía muchas amigas en el facebook y le mandaba mensajes de I love you a ellas, entonces luego carlos viajo a colombia le pidió matrimonio a tatiana y se la llevo a vivir a estados unidos.*
>
> **Student H: (talking to students I):** *la historia que a mí me toco era de una niña que estaba obsecionada con el internet y entonces ella pensaba que era una veterinaria por eso estaba como loca.*

Results suggested that these strategies gave us a good result because at that level students were familiarized with the English language and with the readings in English. The retelling strategy worked well since students could tell the story to a partner without difficulty may be because they had already been instructed on the cognate strategy.

12.10.2 Annotating

With reference to the usefulness of the annotating strategy, participants in this study were asked to write down the similar words that they found on a text, putting the meaning that they think that each word had in front of each word. Students wrote a high range of true and false cognates, having correct most of the meanings in the true cognate part.
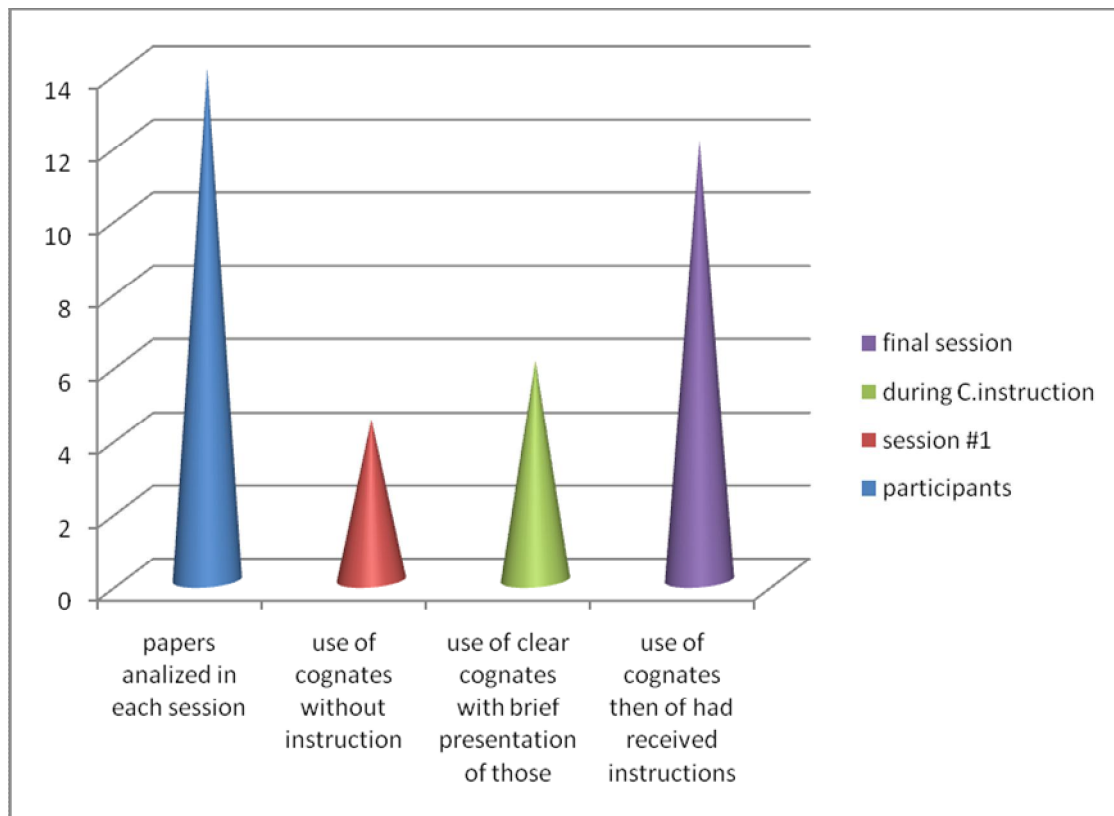
fantastic: fantastic
chocolate: chocolate.
acceptable: aceptable
variety: variedad.
restaurant: restaurante
favorite: favorita
character: caracter:
discreetly: discreto
decorated: decorado.
elegant: elegante
Romantic: Romantico
dinner: dinero
facing: facil.
customers: costumbre.
serves: servicio
international: internacic
specials: especial.
additional: adicional.
specials: especiales
complicated: complicado
appetizer: apetito.
menu: menù.
Mexican: Mexicano.
my: mi.
guests: gusto.

We think that the use of the annotating strategy helped in terms of identification of known vocabulary to understand a text. The exercise of writing made the learners more aware of the strategy and the fact of writing remind students to use the strategy.

12.11 *summarizing our findings through figures*

The following bar graphs summarize our findings. We decided to make bar graphs in order to highlight the impact that our instruction had in the cognate recognition and reading strategies
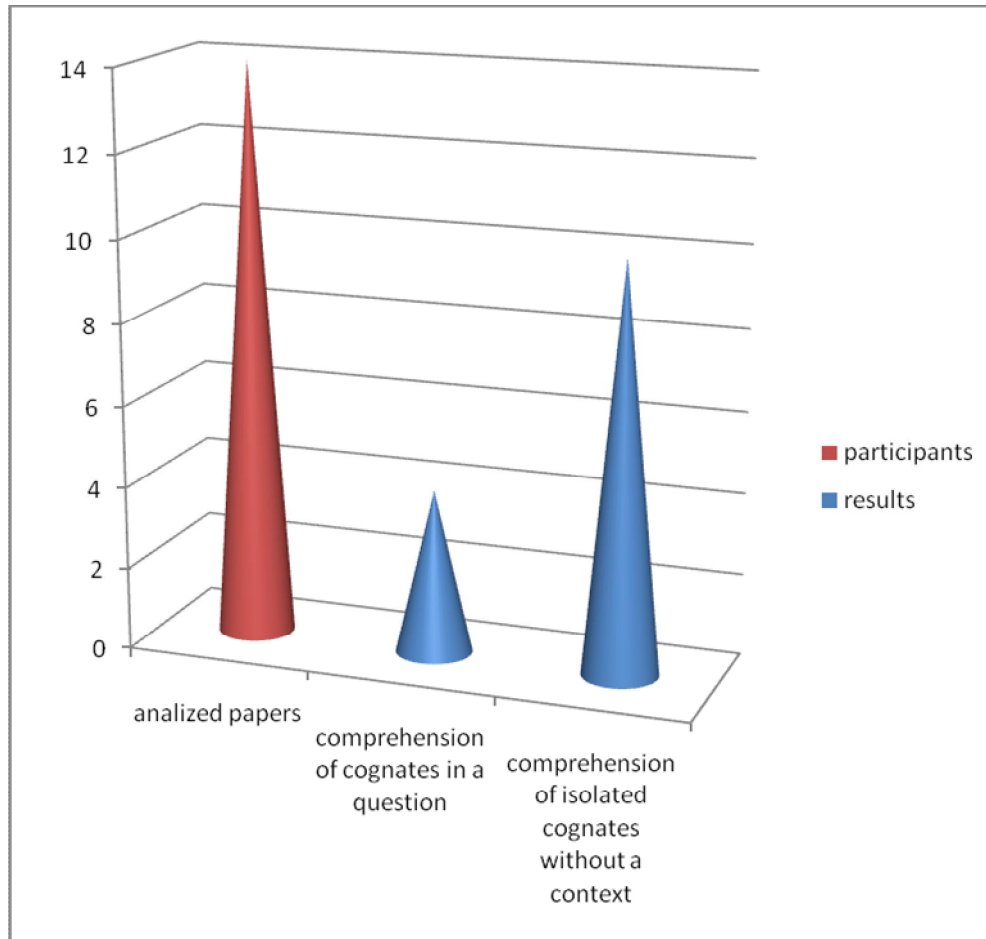
12.11.1 Development of studentsÐcognate recognition strategy through the instructional sessions

| each session | without instruction | with brief presentation of those | then of had received instructions |

In this graph we observe the notable changes or the metamorphosis that the cognate recognition had in the participants in every stage of the research. Those stages are: the use of cognates without instruction, during instruction and the use of cognates (in general) after instruction. Despite that our study is qualitative we used numbers for calculate the results. The results are approximated to the original number of papers that were analyzed by the researchers.
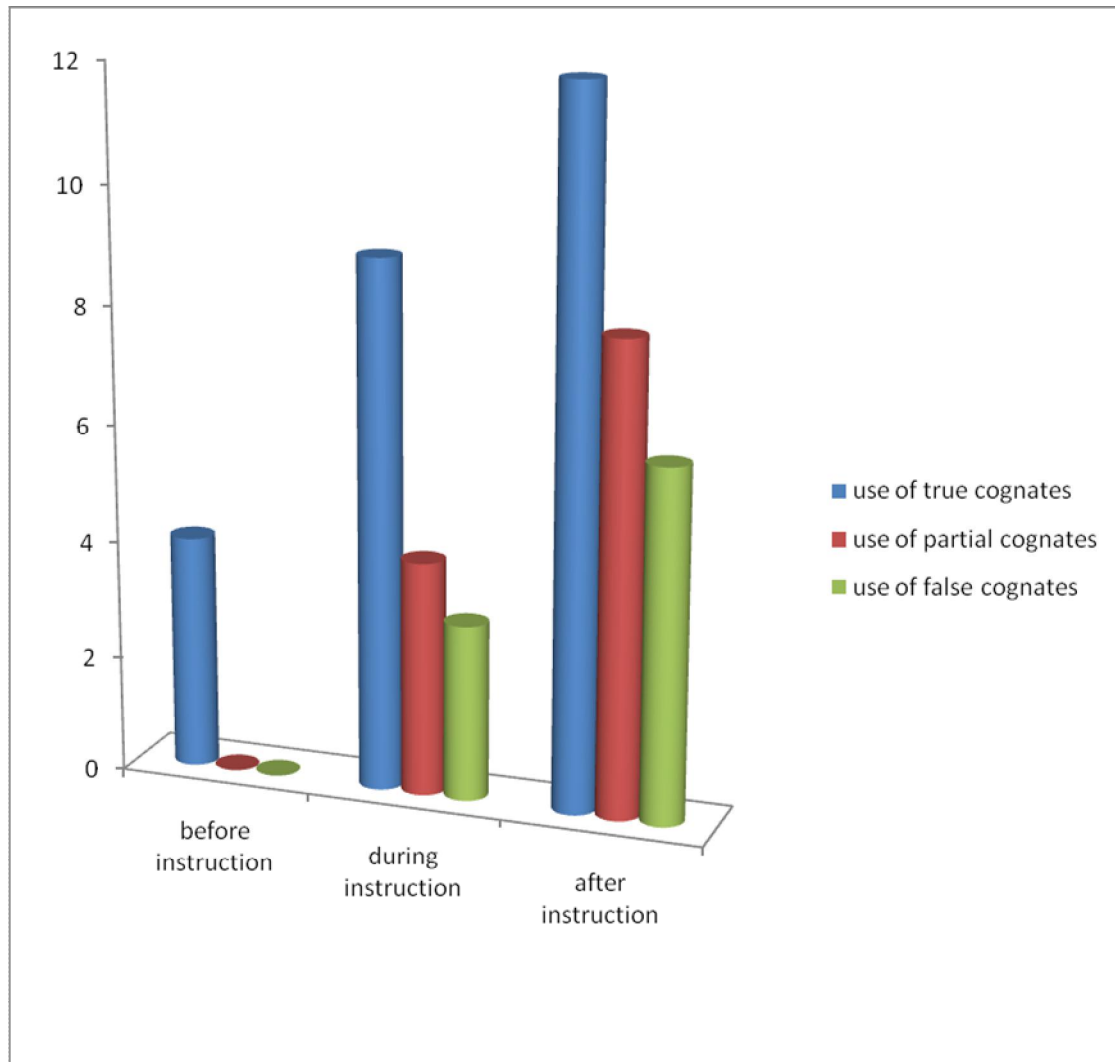
12.11.2 Differences between isolated cognate recognition and in context cognate recognition

question | of isolated cognates without a context

In this graph we show the students cognate recognition including the similar words into a question VS the recognition of isolated cognates.

12.11.3 A comparison of the cognate recognition throughout the instructional sessions

instruction   during

This bar graph shows the final result of our instructional sessions, being the bar graph that summarizes the process that our participants followed during our data collection process. Here are included the three kinds of cognates in which researcher imparted instruction.

13. DISCUSSION

13.1 The importance of instruction

One of the most important findings that we could obtain of our study about cognates was related with the pre-reading activities and its role at the time to understand a reading. According to Fazelli (2010), talking about awareness and reading strategies, he highlights that it is very important to give students previous notions about the topic of determined texts, it makes easy the presentation of the text to students, since they already know about some of the information that they will be finding. The students are not going to be lost at the time to process the text in their head. It is important to mention that in our study we saw the importance of the pre-reading instructions that Fazelli (2010) is talking about; it was evident in the first data collection session, for the reason that, the participants could make sense answering the first question related with vocabulary in a correct way. The vocabulary previously introduced in an implicit way by us with some images. at the time to show the participants a drawing with three arrows that represented the words reducing, reusing and recycling, they showed awareness about it as Fazelli (2010) points out in his study. It is evident that the pre-reading activity gave the possibility to our participants of unlocking a part of their awareness about the text and predicting the content of the same. We could notice that the pre-reading activity was constructive, because at the moment of asking student about the meaning of the vocabulary related with the three Rs (reducing, reusing and recycling), students gave us the correct meaning of those words in their mother tongue. The pre-reading activities are significant at the time to present correctly any reading. Pre- reading activities

could be the predictor of a successful understanding of determined texts as happened in our study.

13.2 Lack of comprehension/ nor cognate awareness

We found that reading instruction is indeed, necessary in any context to work with students. They need to be pushing back the boundaries of their knowledge. Students do not realize about their skills limitations or about what they need to improve by themselves (Fazeli, 2010). In this study, we need to emphasize that In the initial session, despite the fact that the students could predict the content of the text with the pre-reading activity, the results in the development of the other three questions left a lot to be desired, due to participantsq lack of attention at the time to use other clear cognate words apart from the cognates presented in the pre-reading activity. At this instance the students did not present enough awareness, they were not focused on the reading when we asked them to express their own ideas and show us their autonomy for reading and answer in English. According to (Fazeli, 2010), poor readers do not read with the purpose to understand the text, it is clear that it is the main reason, because the students do not notice when they do not understand something. It is evidenced with our participantsq answers, they answered wrong and inaccurate the other three questions without taking advantage of the significant number of clear cognates that were included in the text. According to our results, the participants did not have idea about what they were reading. The participants showed us their notable need for instruction in reading comprehension strategies and filling the gap that put them into the category of being poor readers. It is essential to implement reading strategies into the

classrooms and of course show students that they can take advantage of the cognate words to understand and read with enough proficiency.

13.3 Lack of consciousness in the use of the L1 to foster L2

Another issue that concerns us in this study is the consciousness of students previous knowledge about the words and the use of it in the first two sessions. We realized that when we presented the first two readings, including on those 40 cognate words, the students did not recognize the majority of the cognate words, the students neither took advantage of the similarities that existed between the words and their mother tongue to answer the questions, it is because, according to Fazelli (2010), students do not use their previous knowledge, because they are not conscious of the usefulness of their prior understanding in the comprehension of a text .

 In contrast with the last paragraph, we found that in an activity proposed by us in which the isolated words were included without a context, for our surprise the students could identify easily the meaning of the isolated words that were presented, it deals with Learstedt and Gender (2005) study, that tell us that students use their knowledge in their L1 to foster their comprehension of L2. It suggests us that students were more comfortable with the isolated words at the time to identify their meaning than with the cognate words in a context.

13.4 Misunderstandings

This study suggests us that the cognates must be taught in a context, not just as isolated words. In the first session, although the pupils recognized the main three cognate words reduce, recycle and reuse, at the time to include those words into a question in which we were asking about the description of the words based in the reading, they misunderstood and wrote about their daily routine, it showed us that even, when our students understood some cognate words naturally, they could not produce accurate answers. Holmes and Ramos point out (1993) that the recognition of cognates is a spontaneous strategy which should not be taught. However, it is not just about recognizing some isolated words that are similar between two or more languages. Nagy (1988) and Nagy et al (1993) argued that a notable number of English foreign language students, neither recognize nor use cognates when reading text in a spontaneous way and for that reason must be taught.

13.5 Use and instruction of cognates:

In this finding, we noticed that our participants had improved their cognate recognition, because of the results that they showed us in the first question proposed by us. However, at that stage of our data collection process, students did not show a high recognition of the cognates in context. For that reason, we think that cognates are recognized at the beginning as isolated words, but in time, students will recognize cognates in context.

The finding that talks about the use and instruction of cognates confirms once again the ideas from Nagy et all (1993) which suggest that second

language learners can improve their vocabulary and become aware of the similarities between Spanish and English. We found that students improved their cognate recognition, because they showed us that they already find many similar words in a text by writing down the similar words. Finding the similar words on a text, was the first question that we asked students to answer in each one of the instructional sessions.

13.6 Use of cognates included in a context and its autonomous use

This finding corresponds to our last instructional session. During this session we noticed that our participants were really aware about the cognate strategy as well as about the reading strategies. At this stage of our data collection process our participants were very willing to participate, they used English to answer the comprehension questions from the readings, and they used the annotating, strategy in an autonomous way. In addition, during this session we realized that students recognized the cognates in context

The finding related to the use of cognates in a context and its autonomous use, is a clear contradiction of what Holmes and Ramos (1993) told. Holmes and Ramos (1993) affirmed that the cognate recognition did not need to be taught, because cognates were recognized in a natural way. However, when we looked at the process that we followed with our participants, during our cognate instruction, we could see that students did not recognize the cognates in a natural way. Also, we see that the cognate recognition improved with the pass of our instructional session. The final result of the instructional sessions was very good for us, since our participants begun to use the cognates in context, using English to answer the comprehension questions.

On the other hand, we think that this finding also affirmed what Morgan, Guchs et all (2008) argued about motivation. Morgan, Guchs et all (2008) said that when students have poor motivation, they are not going to be good readers. We found that at the beginning of our data collection process, our students were not willing to participate in the activities proposed by us, telling us that they did not know any English and for that reason they did not understand what we told them or the readings that we gave them. For that reason, they were not motivated to read in English. However, in the last instructional session we noticed that students were really motivated to read and to be instructed in English, telling us that at that moment they understood what we told them and they understood the readings. Also, students acquired new vocabulary and were aware of the similar words between Spanish and English as well as the reading strategies.

13.7 Reading strategies that gave good results in this study

Here we found out that the retelling and annotating strategies were very helpful for our participants in this project.

The finding that addresses the reading strategies that gave good results in this study corroborates the assertion made by Bitzel(2010) where the author stated that it is interesting to work with different strategies of reading comprehension to connect personal interpretations with the text.

13.8 The importance of giving instructions on false cognates

Giving instruction on false cognates is very important for teachers and learners, in this study we noticed that there were false cognates that students recognized after our instruction. Also, there were false cognates that our participant did not recognized even after our instructions and there were false cognates that we did not give instruction on them and our participants did not recognized them.

Sunderman & Schwartez (2006) argued that it is very important to give students instruction not only on true cognates, but also on false cognates. The finding related with the importance of giving instructions on false cognates confirms the affirmation made by Sunderman & Schwartez (2006), since we found that it is very important and useful to give students instruction on false cognates in order to avoid overgeneralizations about the similarities between Spanish and English.

14.CONCLUSIONS

Concerning our findings, we could see that for poor readers, it is difficult to realize about their own lacks, mistakes or develop reading strategies by themselves without any instruction. When the readers receive help concerning to reading comprehension strategies, they understand better what they are reading. In addition, readers can be conscious about what they are reading and use most of the tools that are present to be used in order to have a better reading English proficiency, (Geen.1988). The use of the reading comprehension strategies can be provided successfully in a continuous way, improving the reading skills progressively. It is challenging and the student could stop using the reading comprehension strategies if he or she does not receive instructions or control in relation to the use of those strategies (Sinatra, Brown & Reynolds. 2002).

In the early recognition of cognates, talking about the first session of our data collection, the students misunderstood some particular questions and wrote about their daily routine, it shows us that even, if the students understand some cognate words naturally, most of the times they wonq be able to make sense when they are reading a whole sentence or whole questions, nor when constructing a coherent sentence using every single cognate already recognized. This fact, is telling us that cognates are not as simple as people think, cognates have several categories and not always will be clear cognates. Also, here comes the context, it is not just about recognizing isolated words, but a complete text.

We need to bring to light that, at the last but one session, our participants believed that some of the words that they already knew in English without being cognate words had similarities between Spanish and English. They had a kind of preconception about the words that have lexical roots between most that a language. The students identified any kind of English words as cognates. At the final of the sessions we clarified this misconception.

15.Educational and research implications

The research results indicated that at the beginning of the sessions, the students had a notable lack of awareness about the cognates and the similarities that exist between English and their mother tongue. The reading comprehension strategies of our participants were non-existent when they read the initial text introduced by us, those findings showed us the studentsqneeds to be instructed on reading skills which are some of the most important abilities that every student should develop with the guide of their teacher. For us it was evident the lacks of our participants about reading comprehension strategies; we think that it is the result of their previous experiences with the English language and the education received in early stages. It suggests us the notable need to include strong structured reading comprehension strategies into the classroom at both in English and Spanish and the introduction of cognate words knowledge. To show similarities between the languages could break the predisposition to think that English is completely unrelated with our language.

As we advanced throughout each of the sessions that were being implemented with the students, we noticed their improvements shown by their answers, the way in which they expressed their ideas on the paper, using the different cognates. the students were more willing to use the different tools that we provided them when they saw that we could understand what they were writing and expressing. It suggests us that with the correct instructions, the continuous use of those strategies and the constant presentation of the cognates. Students could reach a better reading English level than without any

instruction. It is nonstop working from teachers in the implementation of strategies that could fill the students reading needs.

We need to highlight that our participants with the knowledge of the existence of words that are similar between English and Spanish, were more motivated to participate and give their opinions about different topics. Also, they felt that they really had some knowledge about the English language. According to Morgan, Guchs et all (2008) motivation is an essential clue to the improvement of the language skills while someone is learning a foreign tongue. The frustrations pass to be on black ground. We could realize that our participants not only improved their reading abilities, because of our instructions, but their discovery of the very useful tool that are cognates and the use of their first language to understand a foreign language. It means for us that cognates are a useful tool for reading comprehension as well as being a motivational strategy. We as teachers need to find ways to encourage the use of other languages with strategies that have been used during several times, we need to see the multiple uses for just one strategy.

In the recognition of cognates, our research produced some unexpected results related to the production and the identification of familiar words. When the words were isolated in contrast with the words in a context, without instruction were not understood at all. We could became conscious about the %natural cognate recognition+ that some authors talk in their researches, this natural recognition of cognates is real just in an initial degree of the presentation of true cognates. It is an isolated recognition without taking into account the complement of the sentences or the whole content of a text if the students do

not have some knowledge of English in general. We compare it with the fact that if we read something in French, surely we are going to understand some words, because those words have Romance language roots, but we are going to lose the entire sense of the whole sentence or text if we do not have some knowledge about French. The isolated recognition of true cognates does not guarantee the comprehension, the interpretation or the production of a whole text in that foreign language. Sometimes the cognate recognition could confuse learners if they do not know about the existence of false friends. Cognates could be a doubled edged sword if those are not taught carefully. We consider that the presentation of every category of cognates is needed to avoid misunderstandings or overgeneralizations as well as the use of those in complete sentences and meaningful texts supported by reading comprehension strategies.

Taking into account the strategies implemented in this study, we have to say that there were strategies that gave us good results during our data collection process but there was also one strategy that did not give us a good result. The strategy that did not give us good results was the reflexion strategy since students only made a transcription from the text.

We consider that for further investigations related with cognate recognition and reading strategies, it is important to take into account the use of borrowings into different texts; the influence that those have in nowadays, into our culture and consequently into a variety of contexts that we can include in the teaching of the English language

.

16. Limitations of the study

❖ We planned to develop our project with college students from "Universidad cafeteria". Our participants were going to be students from the foreign languages institute that the "Universidad cafeteria" has. However, the director of the foreign language institute did not give us the permission to develop the project there. As a consequence of this, we had to change our context and our participants. We decided to take advantage of the opportunity that we had to develop our study in the "Colegio Elemental Alameda".

❖ Our participants did not have the English level that they were supposed to have.

❖ It was not possible to develop the activity in which the reflection strategy was going to take place. It was going to be implemented during our first instructional session but we did not have time to develop the activity during that session. For that reason, we had to let that activity as homework.

17.REFERENCE LIST

Anderson, K; Overy, K ., (2010), Engaging Scottish Young Offenders in

Education through Music and Art. International. *Journal of Community*

Music, 3(1),47-64.

Candin, & D.R. Hall (Eds.)n.d,*Teaching and Researching Reading. England:*

Pearson Education Ltd .

Cardenas-Hagan, E., Carlson, Coleen, & Pollard-Durodola, S. D. (2007). The

cross- linguistic transfer of early literacy skills: The role of initial L1 and L2

skills and language of instruction. *Language Speech and Hearing Services*

in Schools,38(3), 249-259.

Chacón Beltrán , R. 2006 .Towards a typological classification of false

friends(Spanish-Enflish).*Revista de Lingüística Aplicada* 19, 29-40.

Colorin Colorado. (2007).Spanish-English Cognates.Adapted from Calderón,M.,

August,D.,Durán,D.,Madden,N.,R.Slavin & M.Gil (2003).Spanish to English

Transitional Reading:Teacher's Manual. Baltimore,MD:The Success for All

Foundation .Retrieved august 15, 2009, from

¡Error! Referencia de hipervínculo no válida.

Douglas,E. (2010). Qualitative Interviewing as an Embodied Emotional

Performance.*Qualitative Inquiry.*16(3), 163-170**.**

Gee. (1998). The teaching of Reading Comprehension and Metacomprehension

Strategies. Primary English teaching association. Help for struggling

Readers. Language in India.

Formar en lenguas extranjeras: el reto.(2006).Ministerio de Educación

Nacional. Retrieved September 2009 from

http://www.colombiaaprende.edu.co/html/mediateca/1607/articles-

115375_archivo.pdf

Grabe, W. & F. L. Stoller (2002). Comparing L1 and L2 reading. *Teaching and*

Researching Reading. Harlow: Pearson Education Ltd .

Graves, M.F. (2006). *The vocabulary book: Learning and instruction.* New York:

Teachers College Press.

Hacin- Bhatt, B. Nagy, W.E. (1994). *Lexical Transfer and Second Language*

Morphological Development: Applied Psycholinguistics 15(1), 289-310.

ICFES Interactivo. (2009).Resultados. Retrieved October 04, 2009, from

http//: www.icfesinteractivo.gov.co.

Mugford, G. (2008). Keeping critical eye on %Lexical friends+: Cognates as

critical pedagogy in pre-serve teacher education. *Profile Issues in Teachers`*

Professional Development, Universidad Nacional de Colombia, Profile 9 (pp.

129-144). Bogota-Colombia.

Nagy, W.E., and G.E. García, A. Durguno Iu, B. Hacin-Bhatt, B. (1993).

Spanish-English Bilingual Childrens Use and Recognition of Cognates

in English Reading: Journal of Reading Behavior 25(3), 241-259.

Nash-Ditzel . Susan (2010) Metacognitive Reading Strategies Can Improve

Self- Regulation -Journal of College Reading and Learning, 40 (2),

Swanson,L,Rosston, K., & Solari, E. (2007). Influence of oral language and

phonological awareness on childrens bilingual readers. *Journal of School*

Psychology 46(1), 413-429.

Scholfeld, I.S.,& Farrell ,E.(2010) Qualitative methods can enrich qualitative

research on occupational stress: An example for one occupational group. In

D.C. Ganster & P.L Perrewé (Eds.), *Research in occupational stress and*

wellbeing series. Vol. 8. New Developments in theoretical and conceptual

approaches to job stress (pp.137-197) Bingley ,UK: Emerald*.*

Schisler, R; Laurice M.; Morgan,A , et al .,(2010), Comparison of the

Effectiveness and Efficiency of Oral and Written Retellings and Passage

Review as Strategies for Comprehending Text. *Psychology in the*

Schools, 47(2), 135-152.

Silverman, D., (2001), *Interpreting qualitative data: Methods for analyzing talk, text and interaction: 2nd edition*, London: Sage.

Thematic pathfinders for all ages*: Skimming and Scanning.* Created by Lamb ,A. and Johnson., 1/99 Updated, 4/01.Retrieved March 15,2010, from http://42explore.com/skim.htm

Writing @ CSU : *Annotating* ,Colorado State University. Copyright © 1993-2011. Retrieved April, 2010, from

http://writing.colostate.edu/guides/reading/critread/pop5b.cfm

West Virginia, *Think Aloud for Vocabulary,* Department of Education (2010) Retrieved April, 2010, from http://wvde.state.wv.us/strategybank/ThinkAloud2.htm

Appendix 2

EXAMEN DE ESTADO
Para Ingreso a la Educación Superior
Periodo 2009-2

Porcentaje de Estudiantes en cada nivel de Inglés	
Nivel	**Porcentaje**
A-	53,83
A1	35,07
A2	6,01
B1	4,39
B+	0,67

El Nivel se puede interpretar con la ayuda del siguiente cuadro:

Nivel Inferior	A-	No alcanza el nivel A1.
Usuario Básico	A1	Es capaz de comprender y utilizar expresiones cotidianas de uso muy frecuente así como frases sencillas destinadas a satisfacer necesidades de tipo inmediato. Puede presentarse a sí mismo y a otros, pedir y dar información personal básica sobre su domicilio, sus pertenencias y las personas que conoce. Puede relacionarse de forma elemental siempre que su interlocutor hable despacio y con claridad y esté dispuesto a cooperar.
	A2	Es capaz de comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.) Sabe comunicarse a la hora de llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales. Sabe describir en términos sencillos aspectos de su pasado y su entorno así como cuestiones relacionadas con sus necesidades inmediatas.
Usuario Independiente	B1	Es capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio. Sabe desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua. Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes.
	B+	Supera el nivel B1.

Appendix 3

POST - READING QUESTIONS.

How is the dining room in the palm restaurant?

What is wrong with the main menu at the palm?

What about the desserts in the palm restaurant?

The word "quiet" in the reading is talking about:

- Something without noise

- Something without movement

Something used for romantic dinners.

Name of facilitator: Monica Bernal	
Institution: C.E.A	
Date:	time of observation:
Length of class: 30 minutes	
Ninth grade students	age: between 14 and 18 years old
Number of years of English study (learners):	Level of learners: pre-intermediate English.
Lesson number: 3	observer: Angelica Rendón
Aims: at the end of the lesson the learners will have: new vocabulary and they will be able to recognize the cognate words that are meaningful and familiar for them. Also the students are going to recognize other cognate words that depend on the context to have a different meaning.	
Personal aims: we want to know the cognate recognition of the students and their response to this strategy of reading comprehension.	
Assumed knowledge: Literacy in Spanish; elementary English level,	

awareness about cognate words.

Description of language item/skills: the students have elementary reading English comprehension, elementary listening and elementary English reading. It means that they are able to recognize simple vocabulary in a text and read short texts. Also they are able to understand simple questions and answer those questions in English.

Materials: Posters, markers, board, papers, flashcards.

Rational part one: profile of the learners **1**. Describe ages and language level of the Learners in the group you are going to teach. **2**. Outline the learner's linguistic needs. **3**. Explain the aims of the lesson are related to the learners needs.	
Anticipated problems: The text could be boring for the students and it could distract them of the instructions. Confusions with some vocabulary	**Planned solutions:** Present the text in a dynamic way with images that can call students' attention Present a meaningful (familiar in their context) text for them. The presentation of one pre-reading with the explanation of some vocabulary.

Lesson Description:

The lesson asks to the students not just about the reading, but the analysis, critical thinking and the vocabulary understanding of English with the help of their literacy in Spanish as a natural skill and encouraging their cognate awareness for a better proficiency in reading comprehension.

Lesson Procedure

Classroom arrangement: horse shoe

Warm up activity (taken from http://www.recreationtherapy.com/tx/txwpatv.htm)

Focus: energizer, socialization, fun ,respect to others

As the group leader shouts out "get into groups of fours," everyone quickly joins in a group of four. At any time, even before the group of four is formed, the leader shouts out another instruction. Examples: everyone with same color shoes, everyone with same color eyes, people with the same color of hair, people with same age, people with the same religion, people from the same city…

Expected Outcome: group cohesion, laughter, + feelings, knowing to each other.

(7 minutes)

- Introduction :

The teacher is going to introduce the topic "respecting cultural Differences" by asking to the students what annoy them when they visit other cities .Then, the teacher is going to show them a poster with people from different places, doing different things. Next, the teacher is going to ask the students about what they can see in the picture, next, the teacher is going to say that they are going to work in the cultural differences, but first, she is going to ask about some vocabulary, including some partial cognate words and true cognates and at the same time, the teacher is going to explain the vocabulary.

Then of the introduction of the reading, the teacher is going to read the text" let's respect cultural differences" for the whole group; next, the students are going to be in pairs re-reading the same text the teacher is going to give them the text with some questions at the final of the sheet that they have to answer then of had read

the text. (without the help of the dictionary)

- What is the text about? Why do you know that?
- Do you think that some manners of the people are weird? Why? Write some of those manners.
- Explain in few words what is the text about
- How do you realize that something is rude?   (13 minutes)

Put the number of the word in the square of the term that defines better the word. You can choose more than once!!

rude ☐

Usual ☐

Shared ☐

General ☐

Ordinary ☐

Language ☐

Time ☐

Make ☐

Know ☐

Custom ☐

Way ☐

type ☐

different ☐

vocabulary ☐

superior ☐

1-Common

2-Term

3-Realize

4-manner

5-senior

Finally students are going to solve the chart of the left.

Then that the students had answered the questions, the whole class is going to discuss the answers.

(from 10 minutes)