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APPLIED LINGUISTICS IN ENGLISH CAREER
THESIS**

“The incidence of the use of English Cognates and Lexical Network in the English learning process for English Proficiency students at Universidad de las Fuerzas Armadas – ESPE in the supporting center 45 Otavalo”, from September 2011 to February 2012.

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APPROVAL SHEET

We, Dr. Oswaldo Villa, Director and M.A. Patricio Serrano Co - Director, truly certify that the thesis under the title: “The incidence of the use of English Cognates and Lexical Network in the English learning process for English Proficiency Students at Universidad de las Fuerzas Armadas – ESPE (Distance Mode) in the supporting center 45 (Otavalo)”, from September 2011 to February 2012, was carried out by Natalia Montalvo and José Cacuango and has been reviewed and analyzed; consequently, this presentation is authorized as a legal document in order to get the Bachelor’s degree.

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The ideas, meanings, process and results exposed in the present thesis are the exclusive authors responsibility.

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DEDICATION

To my parents who have always motivated me to study and to seek new trends and opportunities in my professional life with a great deal of moral values to transfer my children and students as well.

I would also like to dedicate this thesis to my husband and sons who are my inspiration and have offered me their support and patience.

Natalia

To my parents, wife, and daughters who are always by my side encouraging me when I take a new challenge, and also because they have taught me values such as love, respect, and perseverance.

José Enrique

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SUMMARY

A variety of studies has demonstrated that bilingual processes form similar cognates different from other words. One finding is that the cognate facilitation effect makes that bilinguals produce and recognize cognates faster than non-cognates. This effect is present in processing of either language of a bilingual person, though it is more pronounced in non-dominant language processing. Cognates can be stored similarly in different morphological forms of a word (especially in the case of regular correspondence patterns): they are somewhat different phonologically, and yet are considered the same word. For instance, though pronunciation is slightly different, *radio* is the same word in both Spanish and English. Some cognate pairs may have the exact same spelling, but different pronunciation (such as *radio*), others may differ slightly in both spelling and pronunciation (*bicicleta*/bicycle). In either case, the meaning is the same between two languages. Since so many words in Spanish and English derive from Latin, there are thousands of cognates between Spanish and English. The language cognates are of special interest for understanding the structure of the bilingual lexicon, because there is a possibility that a representation of cognates can be shared between two languages. This research will help students not only to know all about cognates and how important these words are while learning a Second Language, but also how cognates can be used to understand new words in the target language.

Key words

1. Cognates
2. Lexical Network
3. Learning process
4. True cognates
5. False cognates

THE INCIDENCE OF THE USE OF ENGLISH COGNATES AND LEXICAL NETWORK IN THE ENGLISH LEARNING PROCESS

The present research focuses on the importance of the use of English Cognates and Lexical Network in the English Learning Process. Many students have studied English for many years but they have not realized that cognates are included in the process of learning the target language. Therefore, cognates are words which have similar meaning and similar phonological patterns; sometimes orthographical form in two languages. They may have common origin, or be borrowed either from one of the two languages or from the same third language.

These peculiarities of the lexical competence of the English as a foreign language for Spanish students, more specifically; we consider the relevance assumed in the learning process by formal and semantic relations of concrete English substantives with respect to their Spanish equivalents.

This research tries to emphasize that cognates are also considered as an important element to learn a foreign language, at the same time to explain that languages in the world are very associated, they keep almost the same patterns of structure and vocabulary, even though the same words in spite of their own meaning.

Part ONE deals with the research problem from this investigation which is how adult learners use cognates, paying particular attention to the role played by presumed translation equivalents in the first language (1L) and second language (2L) lexical network, can successfully learn English vocabulary items.

Part TWO deals with the theoretical framework which guides the research, determining what things we will measure and what statistical relationships we will look for. Theoretical frameworks are obviously critical in deductive, theory-testing sorts of studies. In those kinds of studies, the theoretical framework must be very specific and well-thought out.

Part THREE is concerned about Methodological design in this research we are going to work with Descriptive and at field research which serves to obtain the information about how the problem is settled; it describes the situation and behavior of the phenomena or facts in the working context, also it applies the techniques such as the survey for collecting information.

Part FOUR deals with statistical results and the data which were analyzed by using descriptive statistics. We had made an analysis and established conclusions in order to know the real situation of the institution therefore we can make the recommendations according each one.

Finally, part FIVE focuses on the proposal; it contains activities which were developed with the students in order to make easier the process of learning.

- ❖ The structure of the lexicon where we specify the general characteristics of the native and foreign lexicon, giving prominence to its semantic structure.
- ❖ The specific form of the lexicon for students of foreign language where we present the main approaches to be found in the literature.
- ❖ The factors that simplify the learning of vocabulary with special attention to the semantic problems proper of kindred languages.

With this Project we can know the following:

- ❖ To compare different types of words (cognates, and new words) and to suggest that their learning order of difficulty follows the one presented inside parenthesis.
- ❖ To show that the difference between the two teaching methods, with or without contrastive focus on the mother tongue, is relevant and that the first methodological option significantly gets better results.

With this Project we want to give a useful and clear guide about how important the cognates are in the learning process of a foreign language.

PART ONE

1. RESEARCH PROBLEM

1.1. Problem Identification

In Ecuador, university students have a wide background of vocabulary knowledge of Basic English words. They have learned those words during their academic preparation mainly in high school, but in spite of their knowledge they often feel uncomfortable when starting taking a more rigorous Proficiency Program at an adult age.

When adults find a difficult word, they usually use translation as a tool to understand it and they spend a lot of time looking up it in a dictionary, but if that word looks similar to a Spanish one, a different process occurs within their brains. For this reason, we want to know how that process helps them acquire new English words.

Universidad de las Fuerzas Armadas - ESPE has developed a good Proficiency program for people who can not attend to regular classes. Students have a full-time tutor for clarifying their doubts anytime, but as it is a distance modality, students do not have enough time to attend to classes and there are some failures in students arise which can not be corrected early.

The research problem from this investigation is not only how adult learners use the cognates paying particular attention to the role played by presumed translation equivalents in the first language and second language lexical network, but also how they can successfully learn English vocabulary.

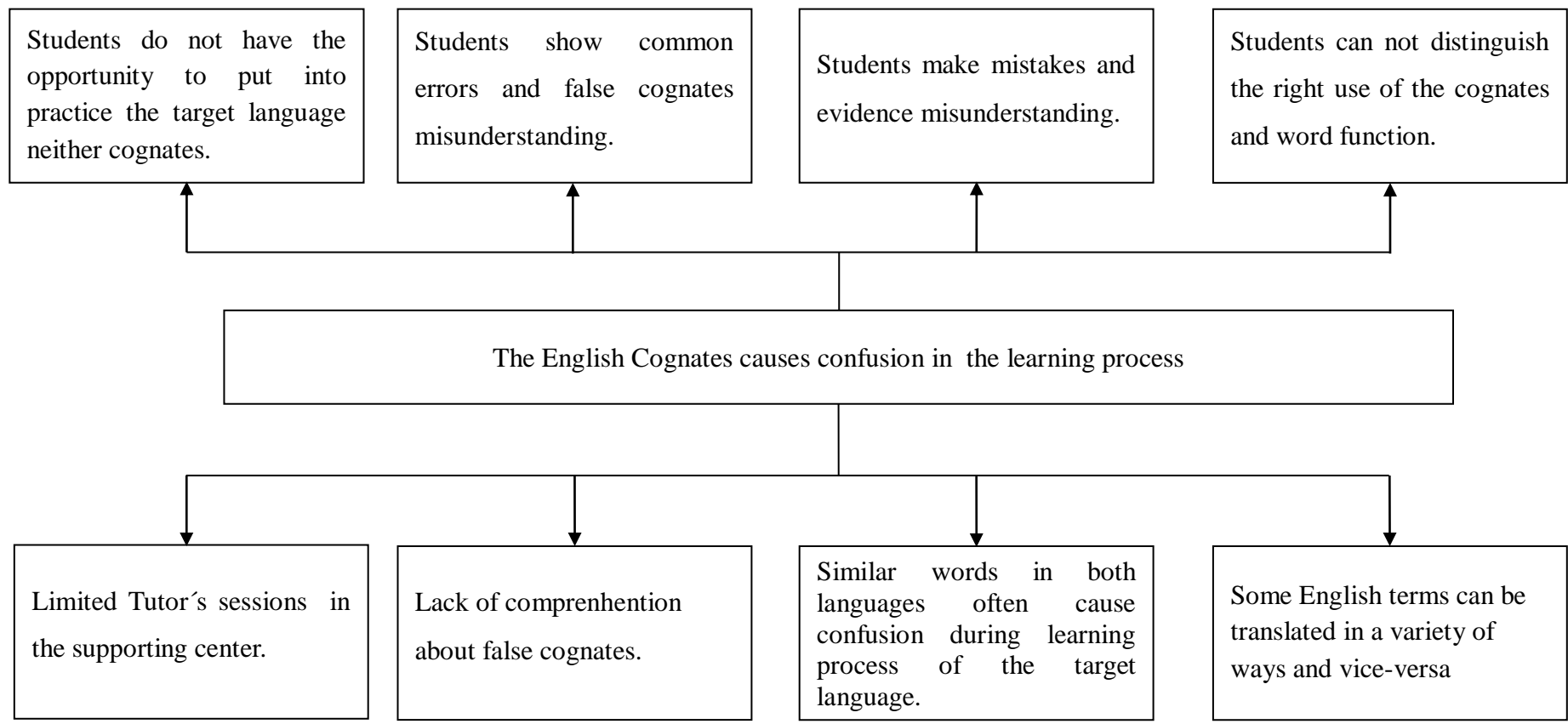


Figure 1. Problems Tree
Source: The Authors

1.2. Problem Setting

“The incidence of the use of English Cognates and Lexical Network in the English learning process for English Proficiency students at Universidad de las Fuerzas Armadas - ESPE in the supporting center 45 (Otavalo)”, from September 2011 to February 2012.

The question that this research tries to answer is, “What is the incidence of the use of Spanish- English cognates and lexical network in the English vocabulary?”

1.2.1. Main problem

- ❖ How does the use of English-Spanish cognates affect the English vocabulary in the Universidad de las Fuerzas Armadas - ESPE?

1.2.2. Secondary problems

- ❖ Is there any interference using Spanish cognates in learning English?
- ❖ Can the teacher control the interference created by false cognates?
- ❖ Could language issues may contribute to the lack of functional equivalence in both languages?

1.3. Variables matrix

Table 1. Variables matrix

VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	SUBDIMENTIONS
<p>Independent Variable</p> <p>English Cognates and lexical network.</p>	<p>Cognates in linguistics are words that have a common etymological origin. Cognates play a significant role in the organization of lexical competence and linguistic performance. Cognates are words with similar pronunciations, spellings, and meanings in two languages.</p> <p>Lexical Network asserts that the semantic portion of the lexicon is best seen as a network of word senses, where each sense is connected by links to other semantically related senses of the same word, and, indirectly, to other words in the same semantic field.</p>	<p>2.Cognates and Lexical Network</p> <p>2.1. Definition</p> <p>2.1.1. The Effect Cognate</p> <p>2.2. The False Cognates</p> <p>2.2.1. Definition</p> <p>2.3. Psychotypology</p> <p>2.3.1. Definition</p>	<p>2.1.2. Cross linguistic influence</p> <p>2.1.3. Transfer</p> <p>2.1.4. Transfer in reverse</p> <p>2.1.5. Positive transfer</p> <p>2.1.6. Negative Transfer</p> <p>2.1.7. Avoidance</p> <p>2.1.8. Cognates within the same language</p> <p>2.3.1.1. Typology distance between two languages</p> <p>2.3.1.2. Lexical knowledge</p>

CONTINUE 

		2.3.2. Word Formation	2.3.1.3. Lexical competence 2.3.1.4. Mental lexicon 2.3.1.5. Lexeme 2.3.1.6. Syntax rules 2.3.1.7. Sound system 2.3.1.8. Word meaning
Dependent Variable English Learning Process	Learning is a complex process involving multiple steps which are usefully modeled as a methodology. Learning may involve a change in attitude or behavior.	2.4. Learning Process 2.4.1. Learning Definition 2.4.2. Learning Theory 2.4.3. The Constructivism 2.5. Learning styles 2.5.1. Definition 2.5.2. Learning is a result of experience 2.5.3. Learning is multifaceted 2.5.4. Learning is an active process	2.4.2.1. Behaviorism 2.4.2.2. Cognitive Theory 2.4.2.3. The constructivist 2.4.3.1. Constructivist teaching and Learning

CONTINUE 

<p>Learning occurs as learners are actively involved in a process of meaning and knowledge construction rather than passively receiving information. Learners are the makers of meaning and knowledge.</p>	<p>2.5.5. Learning is Purposeful</p> <p>2.6. Domains of Learning</p> <p>2.7. Psychology of learning</p> <p>2.8. Learning techniques</p> <p>2.9. Classroom strategies for teaching cognates</p>	<p>2.6.1. Readiness</p> <p>2.6.2. Exercise</p> <p>2.6.3. Effect</p> <p>2.6.4. Intensity</p> <p>2.6.5. Perceptions</p> <p>2.7.1 Motivation</p> <p>2.7.2. Cognitive Domain</p> <p>2.7.3. Affective Domain</p> <p>2.7.4. Psychomotor Domain</p> <p>2.8.1. Memorizing</p> <p>2.8.2. Showing you know</p> <p>2.8.3. Reviewing and reflecting on the process</p> <p>2.9.1. Read aloud</p> <p>2.9.2. Student reading</p> <p>2.9.3. Word Sort</p>
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Source: The Authors

1.4. Objectives

1.4.1. General Objective

- ❖ To analyze the incidence of the use of English Cognates and Lexical Network in the English learning process for English Proficiency students at Universidad de las Fuerzas Armadas - ESPE in the supporting center 45 Otavalo”, from September 2011 to February 2012.

1.4.2. Specific Objectives

- ❖ To know the cognates effect in the students.
- ❖ To recognize the typological cognates between English and Spanish.
- ❖ To understand how important cognates are in the learning process.

1.5. Justification

To acquire a new vocabulary item in a native or non-native language, learners must establish an entry for it in lexical memory and link it to a representation of its meaning. For infants, the process is automatic and largely unconscious, whereas for adults, initial noticing of the form and awareness of the problem of form meaning mapping may regularly occur, especially in the learning of non-native languages at the beginner level.

However, even in the adult scenario, the cognitive micro events involved in word learning are unavailable to introspection and are not subject to conscious control. This is perhaps especially in the earliest phase of the process in which preliminary connections are established between the new form of the memory trace and already existing representations in lexical and conceptual networks. These early tentative connections normally made subconsciously, often lead to non-native like assumptions about the word's meaning and grammatical properties and are either revised on the basis of further experience or become fossilized.

Thus, it is valuable to address the problem of how adult learners using cognates, paying particular attention to the role played by presumed translation equivalents in the first language and second language lexical network, can successfully learn English vocabulary items.

For this reason, this work is focused on the knowing of vocabulary of students and how it improves their knowledge of a Second Language. Finally this research also looks for helping teachers because the cognates can be used as a system to improve in their teaching methods of words of a Second Language.

PART TWO

THEORETICAL FRAMEWORK

CHAPTER ONE

2. Cognates and lexical framework

2.1. Definition

Cognates are words in two languages that share a similar meaning, spelling, and pronunciation, cognates as we can understand are words in two languages that share similar language features with spelling, and pronunciation.

Cognates are similar in two different languages but the pronunciation is different. Networks are a natural representation for many linguistic structures and almost all levels of language have been examined using graph-based methods. Network representations have been used for tasks such as document summarization, word sense disambiguation, and information retrieval. Using graph-based methods, we look at latent semantic structure in lexical networks.

A Lexical network is part of the language which works with cognates, like it is stated in the following website: (Erichsen, 2005)

“In a technical sense, two words that have a common origin are cognates. Most often, cognates are words in two languages that have a common etymology and thus are similar or identical. For example, the English "kiosk" and the Spanish *quiosco* are cognates because they both come from the Turkish *kosk*. Cognates often have a similar meaning, but in some cases the meaning has changed over the centuries in one language or another...”

2.1.1. The Cognate Effect

The cognates can be divided into direct and indirect into two different languages. They function like a connection during the second language acquisition. As is stated in line page: (Project, 2006)

“The literature on cognates, within both the SLA and bilingual lexicon research traditions, reveals a broad consensus that words that share an orthographic and/or phonological form across languages have different effects on learning, representation, and processing than pairs of words that do not share such properties.... At the lexical level may thus be understood as the establishment of interlingual connections of this type during acquisition and use of a second or subsequent language.”

2.1.2. Cross linguistic influence

Cross linguistic influence is a generic term for different ways in which different language systems interact and affect someone's mind either on his linguistic performance, or on his linguistic development. This typically is based on two different languages; it is important to know that this cross linguistic influence among different dialects or varieties of one language into the monolingual speaker's mind.

2.1.3. Transfer

Subcategories of cross linguistic influence include language transfer, for a better comprehension it is important to know that: transfer is a term originally borrowed into second language as acquisition study from the behaviorist psychology and it was first used to describe the positive and negative effects of old language habits affecting new ones. In the same way, the similarities between languages facilitate learning. Eventually transfer lost is in association with behaviorism and it was adopted as a common term in relevant of any theoretical allegiance.

2.1.4. Transfer in reverse

Although transfer is regularly associated with second language acquisition, another type of cross linguistic influence might be called transfer in the reverse direction; that is, to say the influence of a new language on a previously established one. Typically this phenomenon is associated with language attrition when speakers of one language lose regular contact with speakers of their own language and use a second language instead; in other words, the language of speech community in which they now live. This kind of cross linguistic influence can also be referred to the situation where a later learned language, say a third language, influence the use of an earlier learned no native second language.

2.1.5. Positive transfer

Linguistic interference can result in correct language production called “correct” meaning in line with most native speakers’ notion of acceptability. The results of the positive transfer go largely unnoticed, and thus are less often discussed. Nonetheless, such results can have a large effect. Generally speaking, the more similar the two languages are, the more the learner is aware of the relation between them, the more positive transfer will occur. Positive transfer for us is a result in correct performance; it refers to the characteristics to the structures in languages. According to (Heidy Dulay, Marina Burt and Stephen Krashen, 1982)

“Positive transfer refers to the automatic use of the L₁structure in L₂performance when the structure in both languages are the same, resulting in correct utterance, for example the use of the Spanish plural makers –s and as on English nouns should yield a correct English plural noun (e.g. niña-s and mujer-es in Spanish; girl-s and dress-esin English), if positive transfer were operating in L₂production...Positive transfer resulting in correct performance due to the similarity between the new behavior and the old.”

2.1.6. Negative Transfer

Negative transfer describes a pattern of error in learning and behavior, within the framework of behavioral psychology. It occurs when a learned and previously adaptive response to one stimulus interferes with the acquisition of an adaptive response to a novel stimulus that is similar to the first. Negative transfer is most likely to occur when there are common features between the original and current stimuli, and the prior adaptive response is mistakenly called upon. Negative transfer should be distinguished from proactive interference, which concerns itself with a negative effect of prior interference on the recall of a second task.

Negative transfer is related with a structure of language where it would be produced in errors.

As it is stated in to (Heidy Dulay, Marina Burt and Stephen Krashen, 1982)

“Negative transfer refers to instances of transfer which results are in error because old habitual behavior is different from the new behavior that is being learned. For example, if one has regularly driven a car where the gear shift is on the floor, one will in variable reach for the floor when first attempting to drive a new car whose gear shift is on the steering column”

2.1.7. Avoidance

Cross linguistic influence may also manifest itself in avoidance behavior where, for instance, a second language is perceived by the learner to be distant from the native language so that possible correspondences between the two systems envisaged by the language learner are simply not trusted.

2.1.8. Cognates within the same language

Cognate doublets can exist within the same language, often with slightly different meanings. In etymology, two or more words in the same language are called **doublets** or **etymological twins** (or possibly **triplets**, etc.) when they have different

phonological forms but the same etymological root. Often, but not always, the variants have entered the language through different routes, because the relationship between words that have the same root and another meaning. This term is mostly used to characterize pairs of words that have diverged in meaning.

For example:

Table 2. English words

Price (precio)	Prize (premio)
Aperture (aperture)	Overture (obertura)
carton (envase)	cartoon (dibujo)

Source: The Authors

Sometimes both cognates come from other languages, often the same one, but at different times.

For example:

- ❖ **chief** (meaning the leader of any group) and comes from the Middle French.
- ❖ **chef** (head), the leader of the cooks.

CHAPTER TWO

2.2. The false cognates

2.2.1. Definition

False cognates are words that are commonly thought to be related (have a common origin) whereas linguistic examination reveals they are unrelated. The similarity of words between languages is not enough to demonstrate that the words are related to each other, in much the same way that facial resemblance does not imply a close genetic relationship between people. The similarity of words between languages is not enough to demonstrate that the words are related to each other, in much the same way that facial resemblance does not imply a close genetic relationship between people. Over the course of hundreds and thousands of years, words may change their sound completely.

A common example of false cognates is the following:

Table 3. False cognates 1

<i>English</i>	<i>Spanish</i>
Pie (food)	Pie (body part)
Exit (go out)	Exit (éxito)
Embarrassed(fell shine)	Embarazada (expecting a baby)

Source: The Authors

Embarrassed in English means to feel ashamed about something.

Embarazada in Spanish means *pregnant*.

Examples of false cognates in English and Spanish:

Table 4. False cognates 2

<i>English</i>	<i>Meaning</i>	<i>Spanish</i>	<i>meaning</i>
Rope	Cable	ropa	clothes
Soap	To shower	sopa	food
Large	Big	largo	long

Source: The Authors

2.3. Psychotypology

2.3.1. Definition

Psychological typologies are classifications used by psychologists to describe the distinctions between people. Linguistic typology is a subfield of linguistics that studies and classifies languages according to their structural features. Its aim is to describe and explain the common properties and the structural diversity of the world's languages. It includes three sub disciplines: qualitative typology, which deals with the issue of comparing languages and within-language variance; quantitative typology, which deals with the distribution of structural patterns in the world's languages; and theoretical typology, which explains these distributions.

On the other hand, morphological typology is a way of classifying the languages of the world that organizes languages according to their common morphological structures. Two primary categories exist to distinguish all languages: analytic languages and synthetic languages, where each term refers to the opposite end of a continuous scale including all the world's languages.

2.3.1.1. Typology distance between two languages

For us, the typology distance between two languages here the cognates play an important prediction for the learning language, the typology is recommended in analyzing the cognates. According to line page (Rasanth)

“The recent availability of typological databases such as World Atlas of Language Structures (WALS) has spurred investigations

regarding their utility for language classification, the stability of typological features in genetic linguistics and typological universals across the language families of the world. Existing work on building NLP resources such as parallel corpora, tree banks for under-resourced languages has a lot to gain by taking into consideration insights about inter-language relationships. Since Yarowsky et al. (2001), there have been a number of attempts to create resources for resource-poor languages by projecting information from resource-rich languages using comparable corpora.”

2.3.1.2. Lexical knowledge

For us, the lexical knowledge in some cases is difficult to know where the behavior ends and where it begins. In the combined Construction Grammar this is not a vital concern, since lexical entries are just special cases of constructions; there is no hard distinction. According to this link: (SELD, 2007)

“As with phonetic and phonological knowledge, most aspects of morphological knowledge turn out to be tacit knowledge. That is, we should expect the rules and principals involved in lexical representations to seem just as surprising as those involved in phonetic and phonological analyses (for example, the Maximal Onset Principle or the Aspiration Rule)...The first attempt to find the explanation was made by Richards (1976), whose article is a very important contribution to learner-cent red techniques concerning vocabulary acquisition (Suberviola and Méndez, 2002). According to Richard’s “Vocabulary Knowledge Framework”, knowing a word means knowing about the word’s: frequency and collocability; register; position; form; associations; meaning-concept (knowledge about the semantic value of the word); and meaning-associations”.

2.3.1.3. Lexical competence

Lexical competence is farther than the ability to identify a given number of words. The process by which learners acquire a great deal of information about a word takes place gradually over a long period of time. For us, the lexical competence is based on the vocabulary with different abilities of vocabulary context where can influence in lexical meaning. According to this web page: (International, 1998)

“Lexical competence is the ability to recognize and use words in a language in the way that speakers of the language use them. Lexical competence includes understanding the different relationships among families of words and the common collocations of words.”

2.3.1.4. Mental lexicon

- ❖ The mental lexicon refers to the way words are settled down in to the mind. Taking into account the huge number of words, an organizational structure of the mental lexicon must be extremely sophisticated; knowing these patterns in which words are arranged can be of great help in the field of vocabulary teaching and learning. The main links that relate words in the mind are:
- ❖ co-ordination
- ❖ collocation
- ❖ super ordination
- ❖ synonymy

These models can be classified into two types: **serial** (autonomous, indirect) and **parallel** (interactive, direct) models; the former supposes a flow of information through the system in one direction, with lexical access unaffected by syntactic or semantic analyses, while the latter assumes the ability of an instant access and information exchange between any two of the processing levels.

2.3.1.5. Lexeme: phonological and orthographic properties of the word

The lemma lexeme distinction plays a prominent role in the theory of speaking. In the model of lexical access, a lemma links up a word's meaning and syntactic properties, whereas a lexeme consists of a word's morphological and phonological properties. Importantly, lemmas are not phonologically specified, and lexemes are not syntactically or semantically specified. As is stated in this page (Ardi Roelofs, Antje S. Meyer, Willem J.M. Levelt, 1998)

“The relation between syntactic and phonological knowledge in lexical access: evidence from the ‘tip-of-the-tongue’ phenomenon. A widely accepted view holds that speech planning proceeds through conceptualization and formulation, followed by articulation.....In their theory, a lexical entry’s lemma specifies its semantic syntactic properties and the lexeme specific its morphological properties.”

2.3.1.6. Syntax Rules

Syntax rules refer to the developed in reaction to the basic principles of transformational grammar regarding grammatical structure, specifically the use of transformations to ensure that the same functional relations apply at “deep structure” for sentences that are paraphrases at surface structure, (example, and active vs. passive).

The main features of Lexical Functional Grammar is the following: there is no one to one correspondence between surface structure and predicate argument structure; functional primitives are incorporated rather than reducing grammatical function to phrase structure; and, only lexical rules can affect function argument correspondences, not syntactic rules. Lexical Functional Grammar has two levels of syntactic description: a constituent structure; which is the same as a conventional phrase structure tree, and a functional structure, in which grammatical functions are explicitly encoded. The latter is the input to the semantic component and consists of attribute value pairs, possibly nested.

An important aspect of Lexical Functional Grammar is that transformations are in effect compiled into the lexicon. It illustrates that grammatical coverage is not sacrificed during the shift in emphasis from syntactic transformations to lexical specifications of predicate argument structure. However, the theory is still heavily syntax-oriented: since the predicate argument structures are only at the level of sub-categorizations. Therefore, Lexical Functional Grammar does not directly concern issues regarding finer sense distinctions, outside of predicate sub-categorizations. For instance, little has been said regarding adjuncts, which are (verbal) complements not strictly subcategorized.

2.3.1.7. Sound System

Phonology is known as a sub discipline of linguistic which is concerned with the sound of language. In other words, phonology is concerned with the function, of behavior and organization of sounds as linguistic items.

Just as a language has syntax and vocabulary, it also has phonology in the sense of a sound system. When talking about the formal area of study, typically it describes linguistic analysis either beneath the word or to units at all levels of language that are thought to structure sound for conveying linguistic meaning.

In other words, we can say that the sound system is the reception and transmission of sounds, where the skill is the speaking and the ability is to communicate informally on everyday subjects with sufficient easiness and fluency.

The sound system of any language can be studied from two points of view:

- ❖ How individual sounds in the language are made (phonetics)
- ❖ The relationship between sounds and meaning (phonology)

How do we make speech sounds?

We use air from our lungs as well as the organs of speech.

Example: lips, tongue, teeth, vocal cords to create different sounds.

- ❖ By manipulating the sounds in different ways we make different sounds:
 - Phonemes are different sounds that indicate a different meaning.

Example: pill/bill, till/dill, mill/nill

- Allophones are variations in pronunciation of individual sounds that do not signal difference in meaning.

Example: the difference in the way the /l/ is pronounced according to the sounds that surround it, as in the words: plane and pail.

- ❖ Which sounds can be put together into a given language is rule-governed.

Example: certain sounds can go together while others can not. In English the /ng/ sound can appear at the end of a string of sounds as in the words: ‘sing’, ‘song’, ‘thing’, but not at the beginning.

Processes of speech production

- ❖ Initiation
 - Process of expelling air from the lungs
 - Phonation
 - Process of opening or narrowing of the vocal chords as the air stream goes through, producing either voiced sounds (e.g. /b/, /d/) or voiceless sounds (e.g. /p/, /t/)
- ❖ Articulation
 - The way in which the tongue and lips impede and manipulate the flow of air.
 - Place of articulation (where in the mouth the air is stopped or obstructed)
 - Bilabial 2 lips
 - Labiodentals teeth and lips
 - Interdental tongue between the teeth
 - Alveolar tongue touching the alveolar ridge
 - Palatal tongue raised towards the hard palate

- Velar back of the tongue raised at the velum
- Glottal air is stopped at the glottis
- ❖ Types of sounds
- ❖ Vowels
 - Air stream is never blocked when producing vowels
 - Vowels are classified according to:
 - Tongue height (high, mid, low)
 - The part of the tongue being raised (front, middle, back)
 - Shape of the lips (spread, neutral, round)
- ❖ Vowel length (short, long)
- ❖ Diphthongs
 - Combination of two sounds (vowel + glide)

Table 5. Sounds combination

Example: Fly
Play
May
Day
Toy

Source: The Authors

- ❖ Vowel Chart
- ❖ The study of sounds and the relationship between sound and meaning is called phonology.
- ❖ Two branches of phonology
 - Segmental: involving individual sounds
 - Suprasegmental: stress, rhythm and intonation
- ❖ Stress is an emphasis placed on a syllable

This 'place is 'VERY 'noisy THIS 'place is 'very 'noisy

- ❖ Rhythm is the tone of the language, pattern of stressed and unstressed syllables.

- ❖ English is a stress timed language; therefore, the pattern is irregular.
- ❖ Intonation is raising and lowering of voice pitch to convey aspects of meaning not different meaning as in tonal languages.
 - This is the car. (falling tone)
 - This is the car? (rising tone)
 - Communicative functions of intonation
 - Emotional
 - To express boredom, excitement, surprise etc.
 - Grammatical
 - Information structure
 - To mark new or important information, to give prominence to the part of the utterance the speaker wants the listener to take note of what was said.

Textual

To give larger stretches of discourse a melodic shape: this allows us to discern the type of discourse; like in news, report, comment.

Psychological

To make language easier to understand or to be accessible; it is like when we learn and remember in chunks rather than individual words.

Written and spoken forms:

In written form, a difference is often noted by punctuation, whereas when spoken it is the stress pattern which indicates meaning:

Compare:

My sister, who lives in Argelia, is coming to Ecuador next week

My sister who lives in Argelia is coming to Ecuador next week.

As we can find in the web page:

(Claire A. Forel and Genoveva Puskas , 2005)

“Phonetics is concerned with how sounds are produced, transmitted and perceived (we will only look at the production of sounds). Phonology is concerned with how sounds function in relation to each other in a language...Phonetics and phonology are worth studying for several reasons. One is that as all study of language, the study of phonology gives us insight into how the human mind works. Two more reasons are that the study of the phonetics of a foreign language gives us a much better ability both to hear and to correct mistakes that we make, and also to teach pronunciation of the foreign language (in this case English) to others.”

2.3.1.8. Word Meaning

We can say that the words have a natural process, in order to get meaning. According to this web site: (Evans, 2008)

“Word meaning relates to the semantic value that is conventionally associated with individual lexical items, which is to say WORDS. For instance, the English lexical form cat, which may have the PHONETIC realization, is conventionally associated with a particular idea, namely an animate feline entity which has four legs, a tail, whiskers, and sounds miaow....This corresponds, more or less, to the traditional distinction between semantics and pragmatics”.

2.3.2. Word formation

It is only the connection of letters with a form to express something, usually according to the languages the meaning can change. As it is published in the web site: (Megginson, 2014)

“The basic part of any word is the root; to it, you can add a prefix at the beginning and a suffix at the end to change the meaning. For example, in the word "unflattering," the root is simply "flatter," while the prefix "un-" makes the word negative, and the suffix "-ing"

changes it from a verb into an adjective. English itself does not use prefixes as heavily as it once did, but many English words come from Latin, which uses prefixes and suffixes quite extensively. For example, the words "prefix," "suffix," and "affix" themselves are all formed from "fix" by the use of prefixes:..."

CHAPTER THREE

2.4. English Learning Process

2.4.1. Learning Definition

The ability to learn is one of the most outstanding human characteristics. Learning occurs continuously throughout a person's lifetime. Learning can be defined as a change in behavior such as a result of experience. This can be physical, or it may involve complex intellectual or attitudinal changes which affect behavior in more subtle ways. There are many different learning types and approaches to learning. To learn effectively it is important to tailor your study habits to your own needs and approach, this often means, choosing techniques that work for you and evaluating them from time to time to determine if you need to try something new. To learn is to acquire knowledge or skill. Learning also may involve a change in attitude or behavior.

2.4.2. Learning Theory

A Learning theory may be described as a body of principles advocated by psychologists and educators to explain how people acquire skills, knowledge, and attitudes. Various branches of learning theory are used in formal training programs to improve and accelerate the learning process. Over the years, many theories have attempted to explain how people learn. Even though psychologists and educators are not in complete agreement, most do agree that learning may be explained by a combination of two basic approaches: behaviorism and the cognitive theories.

2.4.2.1. Behaviorism

Behaviorism stresses the importance of having a particular form of behavior reinforced by someone, other than the student, to shape or control what is learned. Frequent, positive fortification and rewards accelerate learning. This theory provides the instructor with ways to manipulate students with stimuli, induce the desired behavior or response, and reinforce the behavior with appropriate rewards. In general, the behaviorist theory emphasizes positive reinforcement rather than no

reinforcement or punishment. Other features of behaviorism are considerably more complex than this simple explanation. Instructors who need more details should refer to psychology texts for a better understanding of behaviorism.

As an instructor, it is important to keep in mind that behaviorism is still widely used today, because controlling learning experiences helps direct students toward specific learning outcomes.

We can say that the Behaviorism is an approach to psychology that has its roots within positivism and which has had a profound influence on language teaching. Dulay, stated that: the behaviorist is defined as a “transfer”, technically, used it to refer to a process described as the automatic, uncontrolled, and subconscious use of past learned behaviors in the attempt to produce new responses. (Heidy Dulay, Marina Burt and Stephen Krashen, 1982)

2.4.2.2. Cognitive Theory

Unlike behaviorism, the cognitive theory focuses on what is going on inside the student's mind. Learning is not just a change in behavior; it is a change in the way a student thinks, understands, or feels. There are several branches of cognitive theory. Two of the major theories may broadly be classified as: information processing model and social interaction model. Information processing model says that the student's brain has internal structures which select and process incoming material, store and retrieve it, use it to produce behavior, and receive and process advice on the results. This involves a number of cognitive processes, including executive functions of recognizing expectancies, planning and monitoring performance, encoding and chunking information, and producing internal and external responses. On the other hand, the social interaction model gained importance in the 1980s by stressing that learning and subsequent changes in behavior take place as a result of interaction between the student and the environment. Behavior is modeled either by people or symbolically. The cognitive processes include attention, retention, motor responses, and motivation. Techniques for learning include direct modeling and verbal

instruction. Behavior, personal factors, and environmental events all work together to produce learning.

Both models of the cognitive theory have common principles. For example, they both acknowledge the importance of reinforcing behavior and measuring changes. Positive reinforcement is important, particularly with cognitive concepts such as knowledge and understanding. The need to evaluate and measure behavior remains because it is the only way to get a sign about what the student understands.

We can say, about the cognitive theory that is concerned with the way in which the human mind thinks and learns, it is interested in the mental process that are involved in learning. Dulay said that: This approach is based on the presupposition that competence must precede performance. (The cognitive code use of these terms does not correspond to Chomsky's original use of them). (Heidy Dulay, Marina Burt and Stephen Krashen, 1982)

2.4.3. The Constructivism

In constructivism, Jean Piaget is the dominant figure in the term which is a nature of the learning process, the main underlying assumptions of constructivism is that individuals are actively involved right from birth in constructing their own personal meaning and personal understanding. Constructivism is a view of learning based on the belief that knowledge is not a thing that can be simply given by the teacher at the front of the room to students in their desks. Constructivism draws on the developmental work of Piaget and Kelly. (Williams, 2004).

Piaget asserts that learning occurs by an active construction of meaning, rather than by passive percipience. (Williams, 2004)He explains that when we, as learners, encounter an experience or a situation that conflicts with our current way of thinking, a state of disequilibrium or imbalance is created. According to Williams and Burden. Erans von Glaserfeld is a father of constructivism and argues that education is essentially a "political" enterprise with two main purposes to empower learners to think for themselves, and to perpetuate in the next generation ways of acting and

thinking that are judged the best by the present generation. In von Glasersfeld's view, a constructivist approach to education is best put into practice by presenting issues, concepts and tasks in the form of problems to be explored in dialogue rather than as information to be ingested and reproduced. This is the best performed by what he terms the teacher's orienting functions. (Marion Williams and Robert L. Burden, 1997)

2.4.3.1. Constructivist Teaching and Learning

Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction rather than passively receiving information.

Constructivist teaching is based on the idea that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Learners are the makers of meaning and knowledge. Constructivist teaching fosters critical thinking, and creates motivated and independent learners.

Constructivist teaching and learning by looking at the distinctive features of a constructivist program, the qualities of a constructivist teacher, and the organization of a constructivist classroom. A constructivist teacher and a constructivist classroom are distinguished from a traditional teacher and classroom by a number of identifiable qualities; the learners are actively involved, the environment is democratic, the activities are interactive, and the teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous.

2.5. Learning styles

2.5.1. Definition

Learning style is a concept that can play an important role in improving instruction and student success. It is concerned with student preferences and orientation at several levels.

The key point is that all students are different, and training programs should be sensitive to the differences. Some students are fast learners and others have difficulties; and, as already mentioned, motivation, experience, and previous training affect learning style.

Some common examples include:

- ❖ Right/left brain
- ❖ Holistic/serialism
- ❖ Dependent/independent
- ❖ Reflective/impulsive

Theories abound concerning right or left brain dominance. In general, they are characterized as being spatially oriented, creative, intuitive, and emotional. Those with left-brain dominance are more verbal, analytical, and objective.

Learning style differences certainly depend on how students process information. Some rely heavily on visual references while others depend more on auditory presentations. For example, visual students learn readily through reading and graphic displays, and auditory students have more success if they hear the subject matter described. Another difference is that some learn more easily when an idea is presented in a mathematical equation, while others may prefer a verbal explanation of the same idea. In addition, where hands on activities are involved, students also learn by feel. This is sometimes called kinesthetic learning.

2.5.2. Learning is a Result of Experience

Since learning is an individual process, the instructor can not do it for the student. The students can learn only from personal experiences; therefore, learning and knowledge can not exist apart from a person. A person's knowledge is a result of experience, and no two people have had identical experiences. Even when observing the same event, two people react differently; they learn different things from it, according to the manner in which the situation affects their individual needs.

All learning is done by experience, but learning takes place in different forms and in varying degrees of richness and depth. For instance, some experiences involve the whole person while others may be based only on hearing and memory. It seems clear enough that the learning of a physical skill requires actual experience in performing that skill. Mental habits are also learned through practice. If students are to use sound judgment and develop decision making skills, they need learning experiences that involve knowledge of general principles and require the use of judgment in solving realistic problems.

2.5.3. Learning is Multifaceted

Students may learn much more than expected if they fully exercise their minds and feelings. Psychologists sometimes classify learning by types, such as verbal, conceptual, perceptual, motor, problem solving, and emotional. Other classifications refer to intellectual skills, cognitive strategies, and attitudinal changes, along with descriptive terms like surface or deep learning. Each student approaches the task with preconceived ideas and feelings, and for many students, these ideas change as a result of experience. Therefore, the learning process may include verbal elements, conceptual elements, perceptual elements, emotional elements, and problem solving elements all taking place at once.

2.5.4. Learning is an Active Process

The active process is when the teacher or instructor reinforces the prior class and presents the material. The instructor can not assume that the students can apply what they know because they can quote the correct answer verbatim. For students to learn, they need to react and respond, perhaps outwardly, perhaps only inwardly, emotionally, or intellectually. But if learning is a process of changing behavior, clearly that process must be an active one.

2.5.5. Learning is Purposeful

Each student sees a learning situation from a different view point and is a unique individual whose past experiences affect readiness to learn and understanding of the requirements involved.

2.6. Domains of Learning

In domains of learning we can find the following strategies:

2.6.1. Readiness

Getting students ready to learn is usually the instructor's responsibility. If students have a strong purpose, a clear objective, and a definite reason for learning something, they make more progress than if they lack motivation. Readiness implies a degree of single-mindedness and eagerness.

To this domain of learning it states of preparedness of persons, systems, or organizations to meet a situation and carry out a planned sequence of actions. Readiness is based on thoroughness of the planning, adequacy and training of the personnel, and supply and reserve of support services or systems.

2.6.2. Exercise

It is the basis of drill and practice. The human memory is fallible. Students do not learn to weld during one shop period or to perform crosswise landings during one instructional flight. They learn by applying what they have been told and shown. Every time practice occurs, learning continues. The instructor must provide opportunities for students to practice and, at the same time; make sure that this process is directed toward a goal.

2.6.3. Effect

This principle is based on the emotional reaction of the student. It states that learning is strengthened when accompanied by a pleasant or satisfying feeling, and that learning is weakened when associated with an unpleasant feeling. Experiences that produce feelings of defeat, frustration, anger, confusion, or futility are unpleasant for the student.

Usually it is better to tell students that a problem or maneuver, although difficult, is within their capability to understand or perform. Whatever the learning situation, it

should contain elements that affect the students positively and give them a feeling of satisfaction.

2.6.4. Intensity

The principle of intensity implies that a student will learn more from the real thing than from a substitute. In contrast to flight instruction and shop instruction, the classroom imposes limitations on the amount of realism that can be brought into teaching.

2.6.5. Perceptions

The meanings which are derived from perceptions are influenced not only by the individual's experience, but also by many other factors. Knowledge of the factors which affect the perceptual process is very important to the aviation instructor because perceptions are the basis of all learning.

2.7. Psychology of Learning

2.7.1. Motivation

About motivation we can say that it is more helpfully used to refer of prolonged goal oriented to behavior which individuals actively choose to engage in. Motivation may be negative or positive, tangible or intangible, subtle and difficult to identify, or it may be obvious.

The negative motivation may engender fear, and be perceived by the student as a threat. While this may be useful in certain situations, characteristically it is not as effective in promoting efficient learning as positive motivation.

Positive motivation is provided by the promise or achievement of rewards. It is which can be used to advantage by the instructor includes the desire for personal gain, the desire for personal comfort or security, the desire for group approval, and the achievement of a favorable self-image. The desire for personal gain, either the acquisition of possessions or status, is a basic motivational factor for all human

activities. For motivation to be effective, students must believe that their efforts will be suitably rewarded. These rewards must be constantly apparent to the student during instruction, whether they are to be financial, self-esteem, or public recognition. The attractive features of the activity to be learned also can be a strong motivational factor. Students are anxious to learn skills which may be used to their advantage. If they understand that each task will be useful in preparing for future activities, they will be more willing to pursue it.

Positive motivation is essential to true learning. Negative motivation in the form of reproofs or threats should be avoided with all but the most overconfident and impulsive students. Slumps in learning are often due to declining motivation. Motivation does not remain at a uniformly high level. It may be affected by outside influences, such as physical or mental disturbances or inadequate instruction. The instructor should strive to maintain motivation at the highest possible level. Williams and Burden suggested that the concept of motivation has passed through a number of different interpretations as theories of psychology have changed, and the term has come to be used in different ways by people. It is sometimes used as a blanket term to signify that someone has a general disposition to learn, such as when we say “he is motivated or she has a lot of motivation”. Thus any discussion of motivation is inevitably complicated. Because the multifaceted nature of the concept of motivation we shall begin by identifying what we consider to be certain key questions. (Marion Williams and Robert L. Burden, 1997)

2.7.2. Cognitive Domain

The cognitive domain is one of the best known educational domains. It contains additional levels of knowledge and understanding and is commonly referred to as educational objectives.

The highest educational objective level in this domain may also be illustrated by learning to correctly evaluate a flight maneuver, repair an airplane engine, or review a training syllabus for depth and completeness of training. About the cognitive

domain we can say that it is concerned with the way in which the human mind thinks and learns, it is a mental process which involves learning.

2.7.3. Affective domain

The affective domain may be the least understood, and in many ways, the most important of the learning domains. Since the affective domain is concerned with a student's attitudes, personal beliefs, and values, measuring educational objectives in this domain is not easy. According to the web site: (College, 14)

“As science faculty, we naturally emphasize the cognitive domain in our teaching. After all, students think and learn with their brains (we hope!). Yet the affective domain can significantly enhance, inhibit or even prevent student learning. The affective domain includes factors such as student motivation, attitudes, perceptions and values. Teachers can increase their effectiveness by considering the affective domain in planning courses, delivering lectures and activities, and assessing student learning”.

2.7.4. Psychomotor Domain

It focuses on performing sequences of motor activities to a specified level of accuracy, smoothness, rapidity, or force. The psychomotor domain is best assessed in a face to face situation. There are several sciences or some techniques with the psychomotor domain or physical skills which have been important in learning

2.8. Learning Techniques

2.8.1. Memorizing

This is a great process, this is a deliberate mental process undertaken in order to store in memory for later recall items such as experiences, names, appointments, addresses, telephone numbers, lists, stories, poems, songs or other visual, auditory, or tactical information. Memorization may also refer to the process of storing particular data into the memory of a device.

Another useful way to improve memorization is to use chunking, a method in which a person categorizes the information they are trying to memorize into groups. For example, a person wishing to memorize a long sequence of numbers can break the sequence up into chunks of three, allowing them to remember more of the numbers. Similarly, this is how we often memorize telephone numbers, by breaking them up into the three sections: an area code, followed by a three-digit number and then a four-digit number. If a list of words is to be memorized, using chunking, the words could be broken up into groups based on their starting letter or based on their category.

Hear you can find some tips to help you memorize:

- ❖ Decide to remember.
- ❖ Take regular breaks.
- ❖ Review notes regularly: after an hour, after a day, after a week, after a month and after six months.
- ❖ Generate visual images that involve moving, interaction, and color.
- ❖ Use the same background music to review as when you learned, and perhaps associate particular music with particular topics.
- ❖ Look briefly at a mind map, then put it away and try to recreate it. Repeat until you can reproduce it perfectly.
- ❖ Use flash cards with the key content on them.

2.8.2. Showing you know

Demonstrating to yourself that you really do understand and remember can increase your confidence that your learning is really working. Teaching someone else, or writing or practice assignments and tests, can be useful here. We can say in the learning process is important know more with own bases.

2.8.3. Reviewing and reflecting on the process

After every learning session, review the process you followed. What worked, what did not what you would do differently next time?. Do the same thing at the end

of each week, after each assignment, and after each tests. Make notes of what you have learned about learning, and use them to improve your next learning session.

2.9. Classroom strategies for teaching cognates

2.9.1. Read aloud

When you read aloud to your students, ask the Spanish speakers to raise their hand when they think they hear a cognate. Stop reading and discuss that cognate. Point out the subtle differences you hear between the Spanish and English words.

2.9.2. Student reading

As English Language Learning read their texts, ask them to find three or four cognates and write them on sticky pads. Collect those notes and put them on a cognates laminated chart. Before the class ends, read or have students read them to the class. Discuss spellings or sounds that are the same and different between the cognates.

2.9.3 Word Sort

Pair students and give each pair a set of cognate cards: one card has the English cognate and the other has the Spanish cognate.

For example:

Table 6. Word sort

English word	Spanish word
Center	Centro
Family	Familia
Responsible	Responsable
Simulation	Simulación
Situation	Situación
Taxi	Taxi

Source: The Authors

2.9.2.1. Hypothesis Formulation

We have established the following hypothesis for this research:

2.9.2.1.1. Working Hypothesis

The use of the English Cognates and lexical network will improve the English learning process for English Proficiency students at Universidad de las Fuerzas Armadas - ESPE (Distance Mode) in the supporting center 45 (Otavalo)", from September 2011 to February 2012.

2.9.2.1.2. Null Hypothesis

The use of the English Cognates and lexical network will not improve the English learning process for English Proficiency students at Universidad de las Fuerzas Armadas - ESPE on (Distance Program) at the supporting center 45 (Otavalo)", from September 2011 to February 2012.

PART THREE

3. Methodological Design

3.1. Research type and Design

This research is Descriptive and at field, because it serves to obtain the information about how the problem is settled, it describes the situation and behavior of the phenomena or facts in the working context and, it applies the techniques such as the survey for collecting information.

The study is, quantitative and transversal, because we use an instrument like a questionnaire to calculate and prove the required data.

3.2. Methods of research

The type of research is descriptive, it is used to analyze the information about the cognates in the English learning process. This type of research also includes many particular methodologies and procedures, such as survey which is analyzed with a quantitative method we had used graphics to see the information with percentages. The results show that the working hypothesis is accepted.

3.3. Population and sample

Due to the number of the population, the research was done with the whole population, that is to say, with 20 students from Universidad de las Fuerzas Armadas - ESPE (Distance Mode), in the support center 45 "Otavalo".

3.4. Instruments for data collection

The instrument used in this research, was the survey based on a questionnaire with ten questions and each one of them contain three options. It is in annex section.

3.5. Data processing and analysis

The processing and analysis of the data we choose to work with X², to calculate if the hypothesis is accepted or rejected.

To process oral analyze data process was the questionnaire, it is necessary to review the research objectives, which helps people organize the information in a correct way.

Data was organized into tables to facilitate the organization and the tabulation of the information.

PART FOUR

4. TESTING THE HYPOTHESIS

4.1. Statistical Results

Data were analyzed by means of descriptive statistics. A measurement of central tendency and dispersion has been used to see the results. Moreover, we had used the graphics to see the information and percentages easily and clearly.

Then, we had made an analysis and established conclusions in order to know the real situation of the institution therefore we can make the recommendations according each one of them.

4.2. Graphical exposition of results

As we mentioned before we applied some instruments in order to obtain information from different points of view and to get real data. The results will be detailed as it follows.

4.3. Analysis and interpretation of results of students' survey

Question N°. 1. Do you understand what a cognate is?

Table 7. Understand cognate meaning?

OPTIONS	FREQUENCY	PERCENTAGE
ALWAYS	4	20%
SOMETIMES	12	60%
NEVER	4	20%
TOTAL	20	100%

Source: The Authors

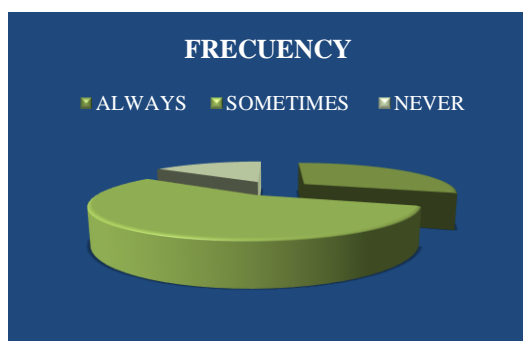


Figure 2. Understand cognate meaning?

Source: The Authors

Analysis and Interpretation: The 60% of students sometimes understand cognates, 20% of students always know about cognates and the last 20% never seen cognates. It means that, the majority of students have not have idea of cognates in the teaching and learning process.

Question N°. 2. Can you identify an English Cognate in a sentence?

Table 8. Identify cognates in sentences.

OPTIONS	FREQUENCY	PERCENTAGE
ALWAYS	4	20%
SOMETIMES	12	60%
NEVER	4	20%
TOTAL	20	100%

Source: The Authors

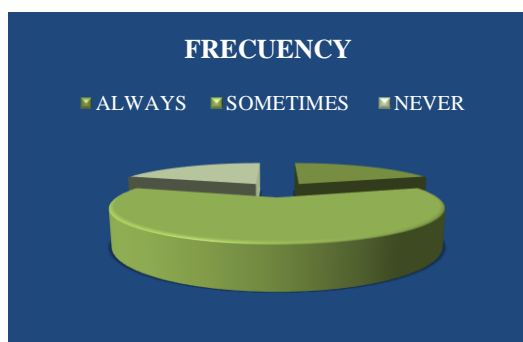


Figure 3. Identify cognates in sentences.

Source: The Authors

Analysis and Interpretation: As it is observed the 60% sometimes identifies a cognate, the 20% does not, while the other 20% said always identifies a cognate in a sentence. It means the majority of students can identify cognates in sentences.

Question N°. 3. Do cognates help students learn similar English and Spanish words?

Table 9. Cognates help learn similar English and Spanish words.

OPTIONS	FREQUENCY	PERCENTAGE
ALWAYS	3	15%
SOMETIMES	15	75%
NEVER	2	10%
TOTAL	20	100%

Source: The Authors

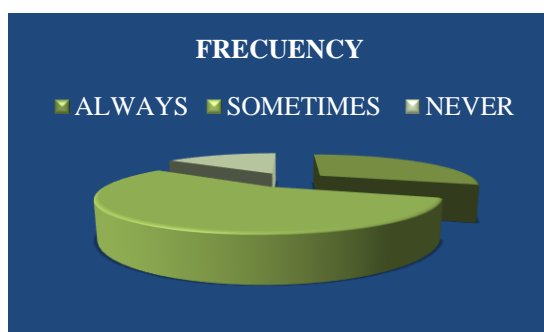


Figure 4. Cognates help learn similar English and Spanish words.

Source: The Authors

Analysis and Interpretation: The results of this question show that the 75% of students sometimes help learn similar English and Spanish words, the 15% always help, and the last 10% never helps. That is to say, for the majority of students a cognate helps them to learn similar English and Spanish words in the teaching and learning process.

Question N°. 4. Do you think that cognates help students learn a new language quickly?

Table 10. Cognates can help people learn vocabulary.

OPTIONS	FREQUENCY	PERCENTAGE
ALWAYS	3	15%
SOMETIMES	15	75%
NEVER	2	10%
TOTAL	20	100%

Source: The Authors

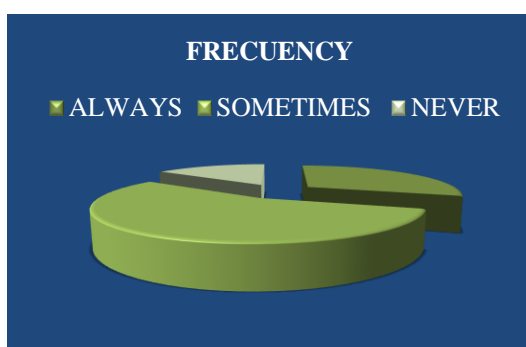


Figure 5. Cognates can help people learn vocabulary.

Source: The Authors

Analysis and Interpretation: The higher percentage 75% of students said sometimes cognates help learn a new language quickly; on the other hand, the 15% of the students said always, and the rest, 10% of students said never. It shows that, for the mayor number of student's cognates help them to learn a new language quickly.

Question N°. 5. Do the cognates help students remember English words or phrases efficiently?

Table 11. Cognates help students improve their vocabulary.

OPTIONS	FREQUENCY	PERCENTAGE
ALWAYS	7	35%
SOMETIMES	11	55%
NEVER	2	15%
TOTAL	20	100%

Source: The Authors

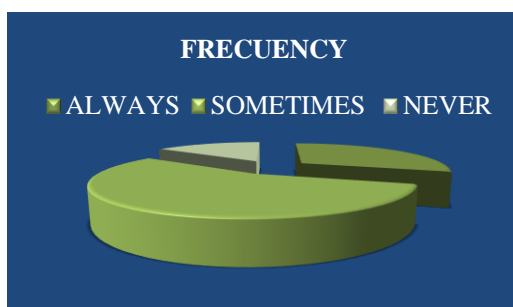


Figure 6. Cognates help students improve their vocabulary.

Source: The Authors

Analysis and Interpretation: The 55% of the students said that sometimes cognates help them to remember English words or phrases efficiently, the 35% think that always and the last 10% said never helps. This means, that cognates help the majority of students help remember efficiently English words or phrases.

Question N°. 6. Do you use cognates as a guide to elaborate any text?

Table 12. Use cognates to elaborate text

OPTIONS	FREQUENCY	PERCENTAGE
ALWAYS	6	30%
SOMETIMES	11	55%
NEVER	3	15%
TOTAL	20	100%

Source: The Authors

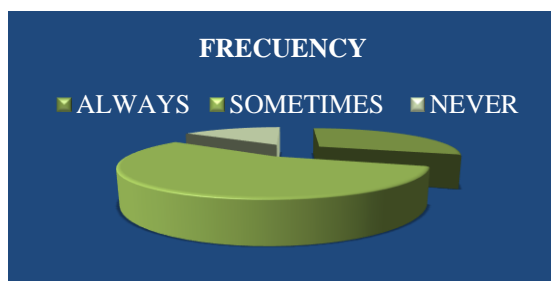


Figure 7. Use cognates to elaborate text

Source: The Authors

Analysis and Interpretation: In this question the 55% of students said sometimes use cognates as a guide to elaborate any text, the 30% said always, and the 15% never. It means; the majority of students use cognates as a guide to elaborate any text.

Question N°. 7. When you have difficult to remember a word in English or Spanish, do you associate it with a cognate?

Table 13. Cognates help students to remember words.

OPTIONS	FREQUENCY	PERCENTAGE
ALWAYS	5	25%
SOMETIMES	11	55%
NEVER	4	20%
TOTAL	20	100%

Source: The Authors

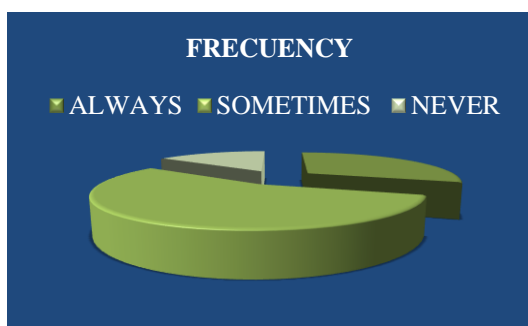


Figure 8. Cognates help students to remember words.

Source: The Authors

Analysis and Interpretation: The result is the following: 55% of students said that sometimes is difficult to remember a word in English or Spanish associate it with a cognate, the other 25% said always, and the last 20% said never. That is to say, the majority of students do not have any problem to associate English and Spanish words.

Question N°. 8. Do you associate English cognate with a Spanish word?

Table 14. Students assimilate English and Spanish words.

OPTIONS	FREQUENCY	PERCENTAGE
ALWAYS	4	20%
SOMETIMES	10	50%
NEVER	6	30%
TOTAL	20	100%

Source: The Authors

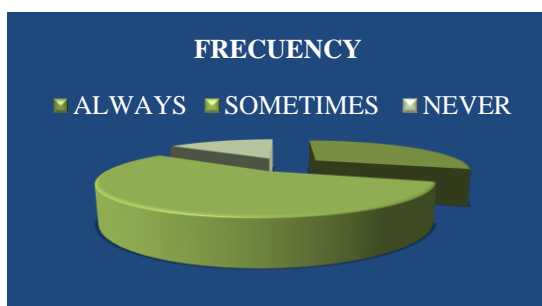


Figure 9. Students assimilate English and Spanish words.

Source: The Authors

Analysis and Interpretation: The results of this question show that the 50% of students sometimes associate English cognate with a Spanish word, the 20% said that do it always and 30% of students said never do it. It shows that for the majority of students it is easy to associate English cognate with Spanish word.

Question N°. 9. Do you think that cognates strengthen the learning process?

Table 15. Cognates strengthen Learning process.

OPTIONS	FREQUENCY	PERCENTAGE
ALWAYS	4	20%
SOMETIMES	14	70%
NEVER	2	10%
TOTAL	20	100%

Source: The Authors

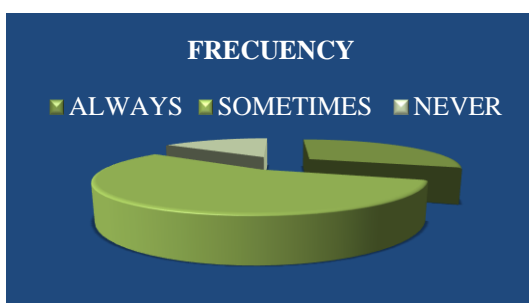


Figure 10. Cognates strengthen Learning process.

Source: The Authors

Analysis and Interpretation: The 70% thinks that cognates sometimes strengthen the learning process; on the other hand, 20% thinks always, and the last 10% thinks never. This means, the majority of students think that cognates strengthen the learning process.

Question N°. 10. Does your professor plan the learning activities by using cognates?

Table 16. Lesson plan using learning activities by cognates.

OPTIONS	FREQUENCY	PERCENTAGE
ALWAYS	5	25%
SOMETIMES	14	70%
NEVER	1	5%
TOTAL	20	100%

Source: The Authors

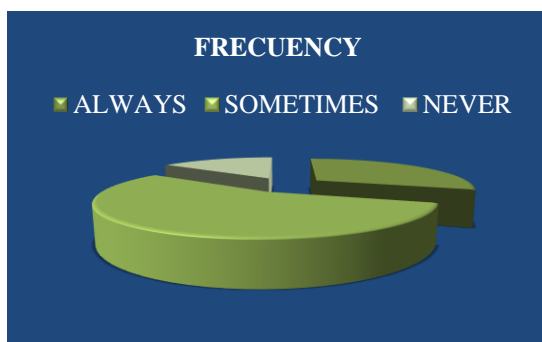


Figure 11. Lesson plan using learning activities by cognates.

Source: The Authors

Analysis and Interpretation: In the last question, 70% of students think that sometimes their professor plans the learning activities based on using cognates; 25% said always and the last 5% of students said never. In short, for the majority of students professor plan learning activities are using cognates.

4.4. Summary of the students' survey results

Questionnaire for students

The following charts are representing the result of the whole questions of the questionnaire for students.

Table 17. Survey summary

Question number	Options			Total
	Always	Sometimes	Never	
1	4	12	4	20
2	4	12	4	20
3	3	15	2	20
4	3	15	2	20
5	7	11	2	20
6	6	11	3	20
7	5	11	4	20
8	4	10	6	20
9	4	14	2	20
10	5	14	1	20
Σ	45	125	30	
%	4.5 = 22.5%	12.5 = 62.5%	3 = 15%	

Source: The Authors

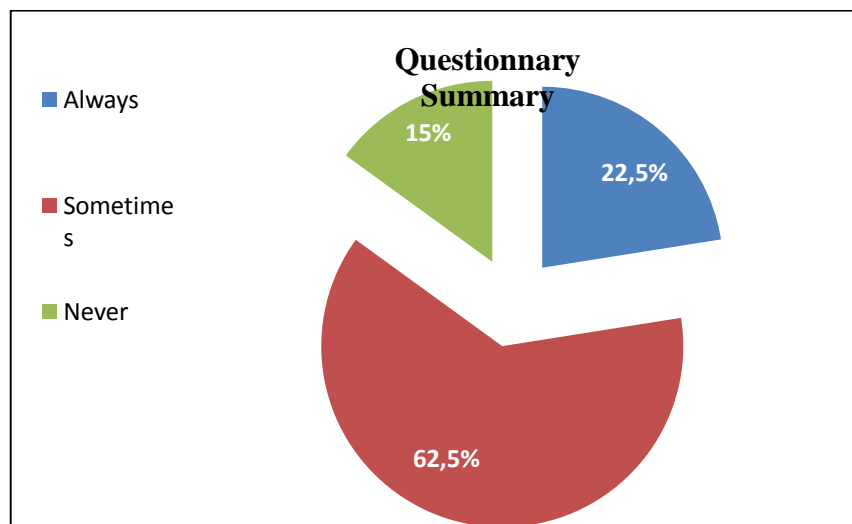


Figure 12. Questionnaire Summary

Source: The Authors

4.5. Statistic analysis

Hypothesis Testing

H₁: Improve the English learning Process.

H₀: Will not improve the English Learning process.

Degrees of freedom

$$fd = N - 2$$

$$fd = 30 - 2 = 28$$

Level of confidence: 95

Significance level: 0.05

Critical value: 16.928 taken of distribution table. (See in the annex section)

Calculate table of accepted value

Table 18. Calculate table

O	E	O - E	(O - E) ²	(O - E) ² /E
4	6,7	-2,7	7,29	1,09
12	6,7	5,3	28,09	4,19
4	6,7	-2,7	7,29	1,09
4	6,7	-2,7	7,29	1,09
12	6,7	5,3	28,09	4,19
4	6,7	-2,7	7,29	1,09
3	6,7	-3,7	13,69	2,04
3	6,7	-3,7	13,69	2,04
15	6,7	8,3	68,89	10,28
2	6,7	-4,7	22,09	3,30
15	6,7	8,3	68,89	10,28
2	6,7	-4,7	22,09	3,30
7	6,7	0,3	0,09	0,01
11	6,7	4,3	18,49	2,76
2	6,7	-4,7	22,09	3,30
6	6,7	-0,7	0,49	0,07
11	6,7	4,3	18,49	2,76

CONTINUE 

3	6,7	-3,7	13,69	2,04
5	6,7	-1,7	2,89	0,43
11	6,7	4,3	18,49	2,76
4	6,7	-2,7	7,29	1,09
4	6,7	-2,7	7,29	1,09
10	6,7	3,3	10,89	1,63
6	6,7	-0,7	0,49	0,07
4	6,7	-2,7	7,29	1,09
14	6,7	7,3	53,29	7,95
2	6,7	-4,7	22,09	3,30
5	6,7	-1,7	2,89	0,43
14	6,7	7,3	53,29	7,95
1	6,7	-5,7	32,49	4,85
200			Σ	87,57

Source: The Authors

Critical Value = 16.928

$X^2 = 87.57$

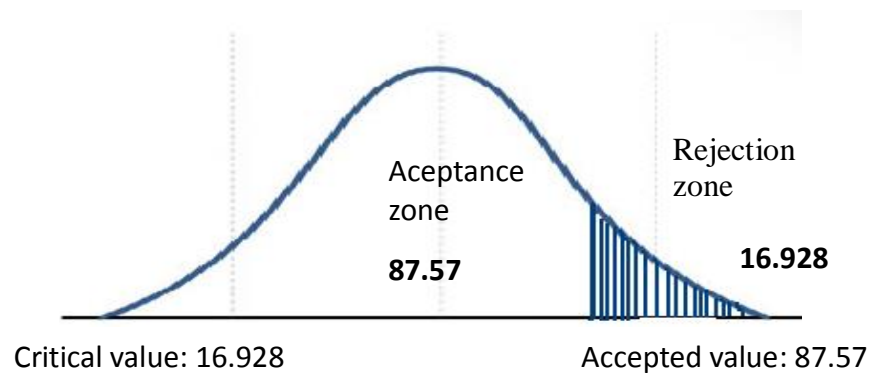


Figure 13. Distribution graphic

Source: The Authors

4.6. Conclusions and Recommendations

Conclusions

- ❖ Once chi square was calculated, it is clear to see that the null hypothesis is rejected because the calculated chi square value is higher 87.57 than the

critical value, 16,928; therefore, the working hypothesis is accepted and the null is rejected.

- ❖ While students learn a second language, it is important that they know about cognates because they can use it to remember vocabulary and reinforce their knowledge.
- ❖ It is evident that students are missing to deep their learning of Language Learning Two, by knowing their advantages and disadvantages, students can have opportunities that offers them a better way to learn by using cognates.
- ❖ Cognates can help students learn quickly new words in a second language; teaching by means of cognates can use as a strategy to improve the learning process.

Recommendations

- ❖ Teachers should work interactively English and Spanish vocabulary by using cognates in this way students can remember words from different languages and equal meaning.
- ❖ It is recommended that cognates can be used as tool of English learning because they are a good support words to remember vocabulary easily.
- ❖ It is necessary to implement a new technique where the students do not use a translator in similar words in both English and Spanish, so that they can assimilate them and have an idea of their meaning.
- ❖ Students have to know about cognates and non-cognates for being successful in their learning with important information about the false English-Spanish cognates.

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PART FIVE

5. PROPOSAL

5.1. How to use the English cognates in the learning process

The proposal of this project can be applied to the ESPE institution and in other institutions that teach English and it can be a helpful guide for people to be able to remember easily the foreign vocabulary, to assimilating the English words to Spanish words. With this proposal, we want to give some information about of cognates in the learning a second language. The guide can be used as an example, which can be considered as a base in order to elaborate another one that focus on students.

The proposal will also make that the teachers can take some references that can help students have full understanding about cognates and to know that it is important to remember vocabulary in the learning a second language.

5.2. OBJECTIVES

5.2.1. General Objective

- ❖ To use cognates as a type of strategy for learning of a new language.

5.2.2. Specific Objectives

- ❖ To motivate students to know the cognate effect on their own language learning.
- ❖ To use word-lists made of different kinds of cognates in order to learn new Language entries.
- ❖ To develop a good vocabulary strategy through the use of cognates and to identify the false ones.

5.3. JUSTIFICATION

When learning a second language, students can find Second Language words which look like very similar to another one of their native language, in this case,

Spanish. Those words have equal or same meaning are called cognates, but if those words differ in meaning, they are known as false friends or false cognates. This means that many words will share the same frame, and it will not always be apparent that the selection in natural production of a given frame for a new Second Language form is influenced by a particular word from the first Language or Second Language.

5.4. FEASIBILITY

This proposal is feasible to be applied by teachers as a teaching strategy when they are teaching a Second Language. Because cognates are important in English learning for a better comprehension and assimilation of words, teachers will see the result in their teaching process.

5.5. IMPACT

This proposal will have a great impact in the English learning process in students of Universidad de las Fuerzas Armadas - ESPE in the supporting center 45 Otavalo; because it will help students remember better vocabulary. Also, teachers will improve their teaching strategies and they will motivate students to teach new words.

5.6. DEVELOPMENT

5.6.1. Cognates

Cognates are words that are similar in English and another language, in this case, the Spanish one. The cognates are known as the words that have a similar spelling, pronunciation, and meaning across languages. The ability to use cognates is a particularly powerful strategy for helping Spanish speakers learn the English language by accessing information in text in order to have English fluency.

5.6.2. False Cognates

There are literally thousands of words that are the same or similar in appearance in the English and the Spanish languages, and have the same meaning in both languages. However, many instances where appearances are deceiving and words

that look alike are quite different in meaning, they can be called as “false cognates”. Here we can find a list of some words:

Table 19. False Cognates

<i>English word</i>	<i>Meaning</i>	<i>Spanish confuse word</i>	<i>English translation</i>
Avocado	Aguacate	Abogado	Lawyer
Exit	Salida	Exito	Success
Firm	Empresa	Firma	Signature
Large	Grande	Largo	Long
Lecture	Conferencia	Lectura	Reading
Signature	Firma	Subject	asignatura
Umpire	Arbitro	Empire	Imperio
Arm	Brazo	Arma	Gun
Carpet	Alfombra	Carpeta	Folder
Dinner	Cena	dinero	Money
Cartoon	Dibujos	Cartón	Cardboard
Salad	Ensalada	Salado	Salty
Date	Fecha	Dato	Data
Ballon	Globo	Balón	Ball

Source: The Authors

5.6.3. TEACHING THE COGNATES STRATEGY

The following guidelines can be used to teach the cognates strategy:

- ❖ Select a text and identify a small set of cognates. If necessary, have a bilingual colleague help students compile a list of these words. If students have too many words, select those that are most related to the main ideas in the text.
- ❖ Before reading, introduce cognates to students. Explain that cognates are words that have a similar spelling, pronunciation, and meaning in two or more languages. Tell students that recognizing cognates can help them understand English words.

- ❖ Practice identifying cognates in any texts that you have selected.
- ❖ Once students are familiar with the cognates strategy, address false cognate word that sound and look the same, but do not share a similar meaning; for example in Spanish *carpet* means *folder*, not *carpet*; *once* means *eleven*, not *one time*. Invite English language learners to create sentences in both languages in which each of these false cognates are used in context.

5.6.3.1. Teaching nouns:

- ❖ English and Spanish nouns ending in 'or' are very often identical.

Table 20. Nouns

ENGLISH	SPANISH
actor	Actor
color	Color
doctor	Doctor

Source: The Authors

- ❖ English and Spanish nouns ending in “al” are very common identical.

Table 21. Ending “al” words

ENGLISH	SPANISH
animal	animal
general	general
hospital	hospital

Source: The Authors

- ❖ English nouns ending with “its” can be converted into Spanish nouns by changing to “ista”.

Table 22. Ending “ist” words

<i>ENGLISH</i>	<i>SPANISH</i>
artist	artista
egoist	egoista
list	lista

Source: The Authors

- ❖ Changing “ism” in English by “ismo” in Spanish.

Table 20. Changing “ism” by “ismo”

<i>ENGLISH</i>	<i>SPANISH</i>
idealism	idealismo
despotism	despotismo
mechanism	mecanismo

Source: The Authors

- ❖ Changing “nce” in English by “ncia” in Spanish.

Table 21. Changing “nce” by “ncia”

<i>ENGLISH</i>	<i>SPANISH</i>
abundance	abundancia
arrogance	arrogancia
experience	experiencia

Source: The Authors

- ❖ Changing “ty” in English by “dad” in Spanish.

Table 22. Changing “ty” by “dad”

<i>ENGLISH</i>	<i>SPANISH</i>
activity	actividad
curiosity	curiosidad
electricity	electricidad

Source: The Authors

- ❖ Changing “**tion**” in English by “**ción**” in Spanish.

Table 23. Changing “tion” by “ción”

<i>ENGLISH</i>	<i>SPANISH</i>
association	asociación
combination	combinación
instruction	instrucción

Source: The Authors

- ❖ Changing “**y**” in English by “**ía', 'ia', or '-i**” in Spanish.

Table 24. Changing “y” by “ía, ia, i”

<i>ENGLISH</i>	<i>SPANISH</i>
agency	Agencia
battery	Batería
testimony	testimonio
dictionary	diccionario

Source: The Authors

5.6.3.2. Teaching Adjectives:

It can be converted into Spanish simply by changing the word ending. Here are some useful rules.

- ❖ Changing “**ive**” in English by “**ivo**” in Spanish.

Table 25. Changing “ive” by “ivo”

ENGLISH	SPANISH
active	Active
decisive	Decisive
festive	Festive
effective	Efectivo
indicative	Inductivo

Source: The Authors

❖ Words with termination “**a**”

Table 26. Termination “a”

ENGLISH	SPANISH
brutal	Brutal
local	Local
criminal	Criminal
natural	Natural

Source: The Authors

❖ Changing “ous” in English by “oso” in Spanish.

Table 27. Changing “ous” by “oso”

ENGLISH	SPANISH
ambitious	ambicioso
gracious	Gracioso
generous	generoso

Source: The Authors

❖ Words changing “ic” in English by “ico” in Spanish.

Table 28. Changing “ic” by “ico”

ENGLISH	SPANISH
magnetic	magnetico
automatic	automático
fantastic	fantástico

Source: The Authors

❖ Words with termination “ble”

Table 29. Termination “ble”

ENGLISH	SPANISH
admirable	admirable
favorable	favorable
notable	Notable

Source: The Authors

❖ Changing “nt” by “nte”

Table 30. “nt” by “nte”

ENGLISH	SPANISH
convenient	conveniente
ignorant	ignorante
important	Importante

Source: The Authors

❖ Changing “id” by “ido”

Table 31. “id” by “ido”

ENGLISH	SPANISH
candid	Cantidad
stupid	Estúpido
Solid	Sólido

Source: The Authors

❖ Changing “ile” by “il”

Table 32. “ile” by “il”

ENGLISH	SPANISH
agile	Ágil
automobile	Automóvil
juvenile	Juvenile

Source: The Authors

❖ Changing “ary” by “ario”

Table 33. “ary” by “ario”

ENGLISH	SPANISH
arbitrary	Arbitrario
imaginary	imaginario
ordinary	ordinario

Source: The Authors

5.6.3.3. Teaching Verbs:

English VERBS can be converted into Spanish, usually by changing the ending of the English verb and adding the Spanish verb suffices '**ar**', '**er**' or '**ir**'. Almost every English verb ending in '**ate**' can be converted into a Spanish infinitive by replacing the final '**ate**' with '**ar**'; for example:

Table 34. Verbs “ate” ending

ENGLISH	SPANISH
accelerate	acelerar
accentuate	acentuar
aggregate	agregar
associate	asociar
participate	participar
terminate	terminar

Source: The Authors

Many English verbs ending in **VOWEL + CONSONANT + T** can be converted into SPANISH VERBS by adding '**ar**' or '**ir**' to the end of the English verb, for example:

Table 35. Verbs “t” ending

ENGLISH	SPANISH
insult	insultar
comport	comportar
insert	insertar
support	soportar
export	exportar
convert	convertir

Source: The Authors

Many English infinitive verbs ending **VOWEL + CONSONANT + E** can be converted into SPANISH INFINITIVE VERBS by **dropping the final E** and adding '**ar**', for example:

Table 36. Verbs “e” ending

ENGLISH	SPANISH
abuse	abusar
accuse	acusa

Source: The Authors

Almost every English infinitive verb ending with **'ify'** can be converted into a SPANISH VERB by replacing the final 'ify' with **'ificar'**, like in the next words:

Table 37. Changing “ify” by “ificar”

ENGLISH	SPANISH
unify	Unificar
simplify	Simplificar
solidify	Solidificar
gratify	Verificar
verify	

Source: The Authors

5.6.3.4. Teaching Adverbs:

In English, **"ly"** combines with many adjectives to form adverbs but in Spanish, **"mente"** combines with (feminine) adjectives to form Spanish adverbs, for example:

Table 38. Changing adjectives by Spanish adverbs

ENGLISH	SPANISH
absolutely	absolutamente
normally	normalmente
naturally	naturalmente
finally	finalmente
difficultly	difícilmente

Source: The Authors

5.7. PROPOSAL'S DEMONSTRATION

Text

Dreams



His actual name was Pedro Aguilar, but everyone knew him as Pete. He had come to the states from Mexico when he was just 5 years old. He barely remembered life in Mexico, but knew there was always a chance he could get sent back. He and his family lived in fear that they would return to a life of destitution in Juarez city, where life was dangerous. His family lived their lives feeling anxious in that in any moment they could get deported.

Now after 13 years in Minnesota, Peter was filling out his application for college, but he was aggravated and dismayed because despite his good grades, he probably couldn't attend the 4 years college, he wanted to since he couldn't afford it.

However, Pete recently heard from one of his other Hispanic friends that his dream of attending a university could come to fruition. The Obama administration had finally passed the Dream Act. Now, Pete had met with a lawyer who has helping him begin the paperwork to participate. He hoped he could complete everything in an expedient manner so he could go to university in the fall. He was happy to hear his lawyer exclaim that it was plausible and he could begin his schooling because he had been sensible during high school and gotten good grades and stayed out trouble.

After months of waiting and inconvenient meetings after work, Pete found out had been accepted as a participant of the Dream Act. He yelled out in jubilation when he found out. His friends actually came over to see what was wrong. He was happy to tell them that he finally had not been ignored and that the government was actually doing something to help immigrants like him. He was so excited to depart for the University of Minnesota in September. Most people would never understand the gratification he would feel of getting the education that he never thought he could

achieve. Now he would not have to pretend anymore. He was on the road to becoming a citizen.

The steps detailed below, describe a typical class using cognates for developing English proficiency in ESPE students. Cognates allow students to use Spanish a resource to learn English.

INFORMATIVE DATA:

Topic: Dreams **Teachers:** Natalia Montalvo
Level: Pre-Intermediate José Cacuangó

WARM-UP (introduce reading)

1. Pre-reading activity: Brainstorm about dreams
2. Students read a text that contains several cognates and false cognates. (See the text at the annex section)
3. Students list the words they underline and complete the following grid:

Table 39. Cognates list

WORD	I know the word, and I can use it in a sentence	I think I know meaning, but I do not know how to use it.	I do not know the meaning and I do not know how to use it.
Actual		X	
Family	X		
...etc			

Source: The Authors

4. The teacher and students discuss about the meaning of those words.

DEVELOPMENT ACTIVITIES

Direct teaching

The teacher asks students to compare the underlined words with Spanish similar words: family = familia, actual = actual. The teacher explains that words that can be

interchangeable in Spanish and in English are called cognates and words that have the same structure but different meaning in both languages are called false cognates.

Guided Practice:

Students discuss about the possible cognates and false cognates in the reading. The teacher supervises student's work helping them to categorize the words in a chart:

Table 40. Work table

ENGLISH WORD	SPANISH WORD	TRUE OR FALSE COGNATE
Exit	Salida	False
Family	Familia	True
...etc		

Source: The Authors

Independent Task

- ❖ The teacher asks to the students more English cognates names and write in the board.
- ❖ Students write one English sentence and one in Spanish with each cognate.

Assessment and Follow-up

- ❖ The teacher does a list of true cognates and the students in their notebooks write the cognate and paste a picture about it.
- ❖ For the next class students will bring more false cognates examples.

5.8. Teaching vocabulary

Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. English have a related word in Spanish. For Spanish-speaking cognates are an obvious bridge to the English language learning.

For teaching true cognates of a second language we can use flash cards with pictures to better understanding; teachers can work with the following examples:

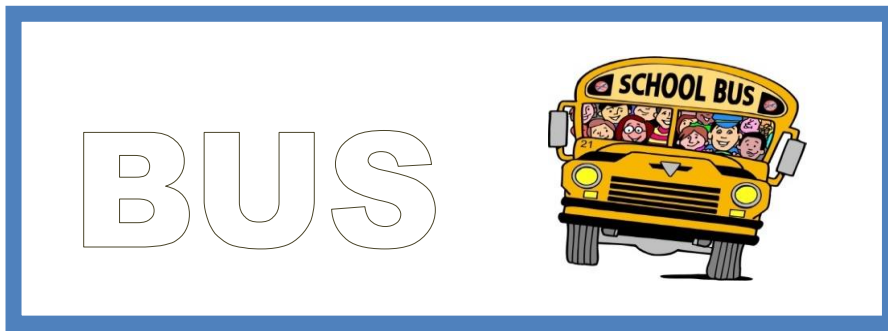


Figure 14.Cognate flash card 1

Source: The Authors



Figure 15.Cognate flash card 2

Source: The Authors



Figure 16.Cognate flash card 3

Source: The Authors

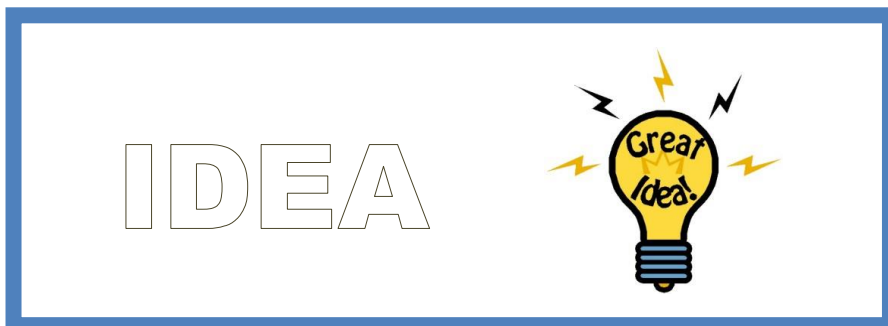


Figure 17.Cognate flash card 4

Source: The Authors

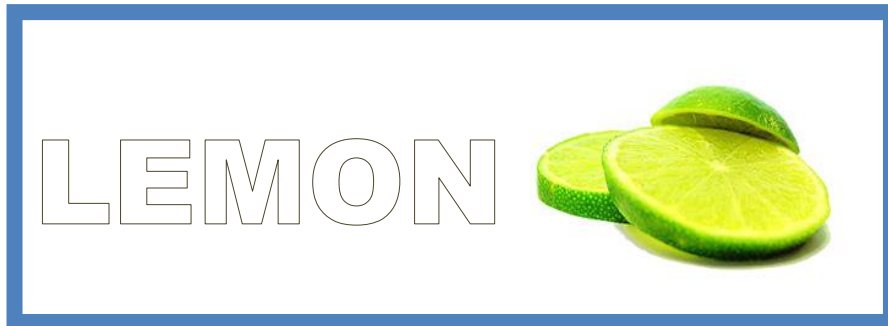


Figure 18. Cognate flash card 5

Source: The Authors



Figure 19. Cognate flash card 6

Source: The Authors



Figure 20. Cognate flash card 7

Source: The Authors

The visuals cards can help the teachers in cognate's class. A picture of a student raising his or her hand can help your class remember that meaning, with clip art and magazine cut outs will be just as helpful as drawings. Students can also create these pictures. Assign one word to each student and then ask the students to present their illustrations to the class, like the following:

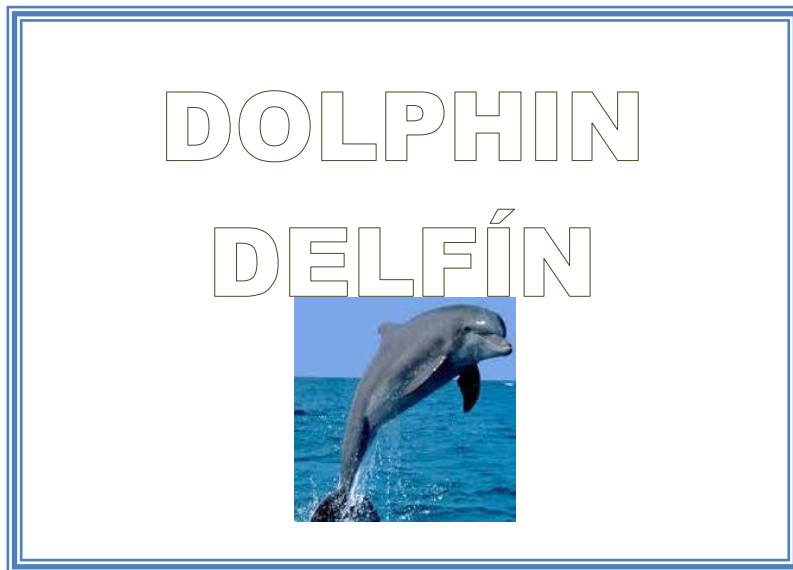


Figure 21. Cognate flash card 8

Source: The Authors

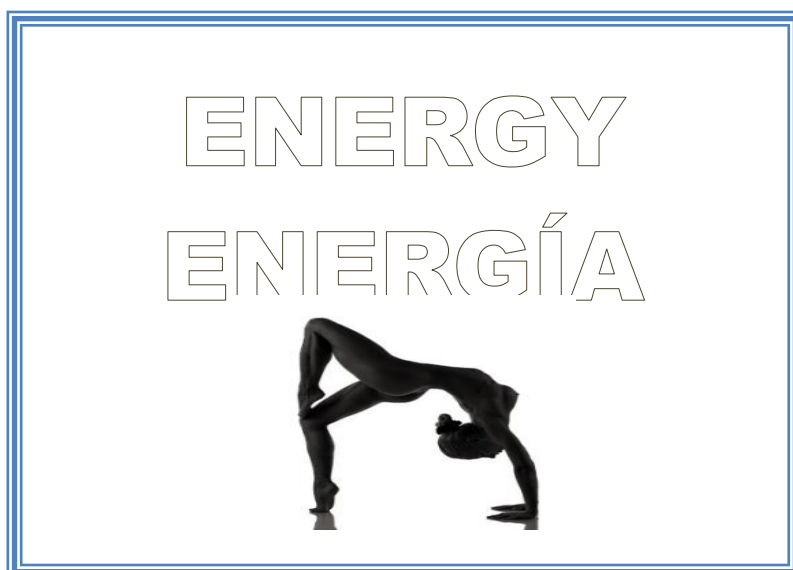


Figure 22. Cognate flash card 9

Source: The Authors

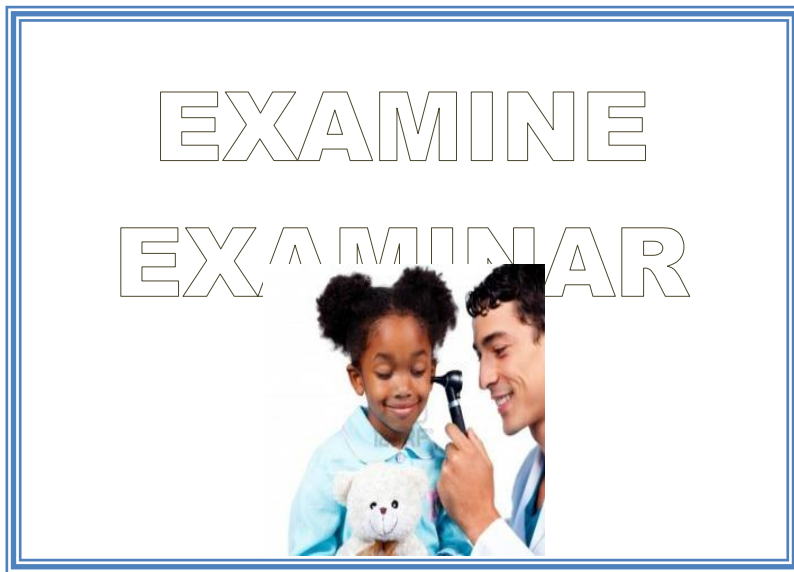


Figure 23. Cognate flash card 10

Source: The Authors



Figure 24. Cognate flash card 11

Source: The Authors

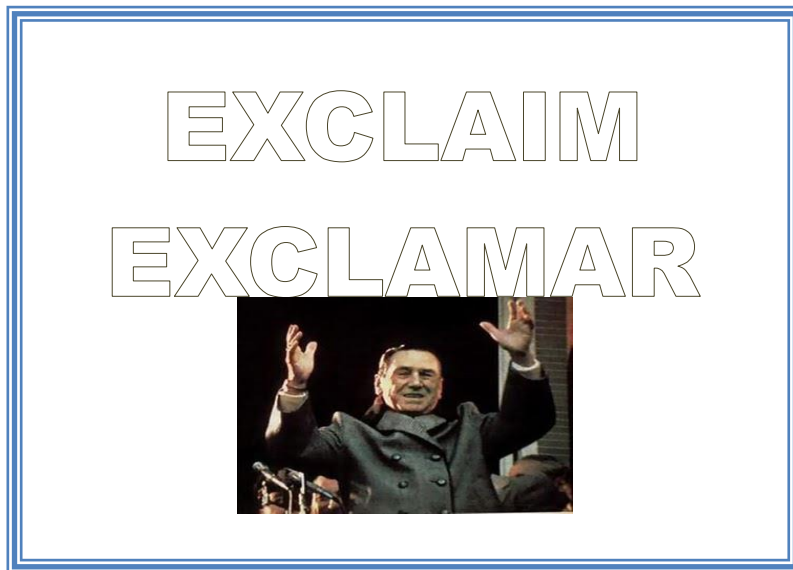


Figure Cognate flash card 12

Source: The Authors

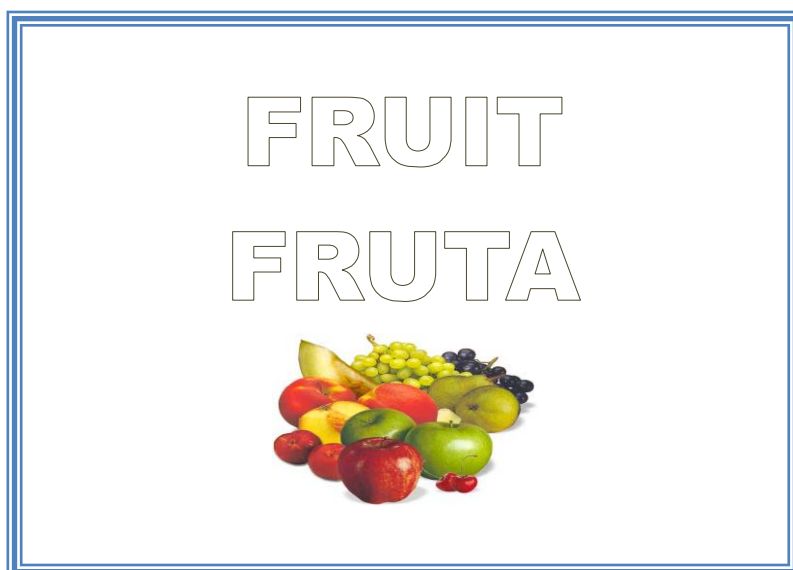


Figure Cognate flash card 13

Source: The Authors



Figure Cognate flash card 14

Source: The Authors

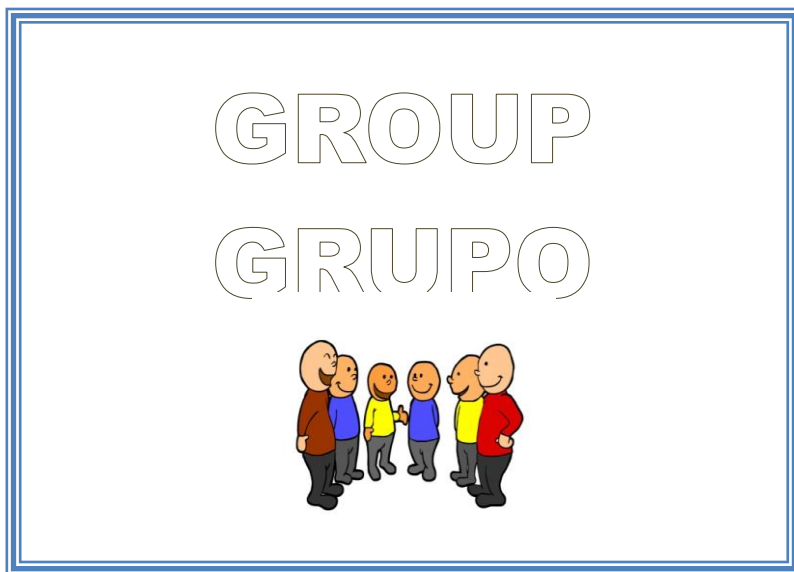


Figure Cognate flash card 15

Source: The Authors

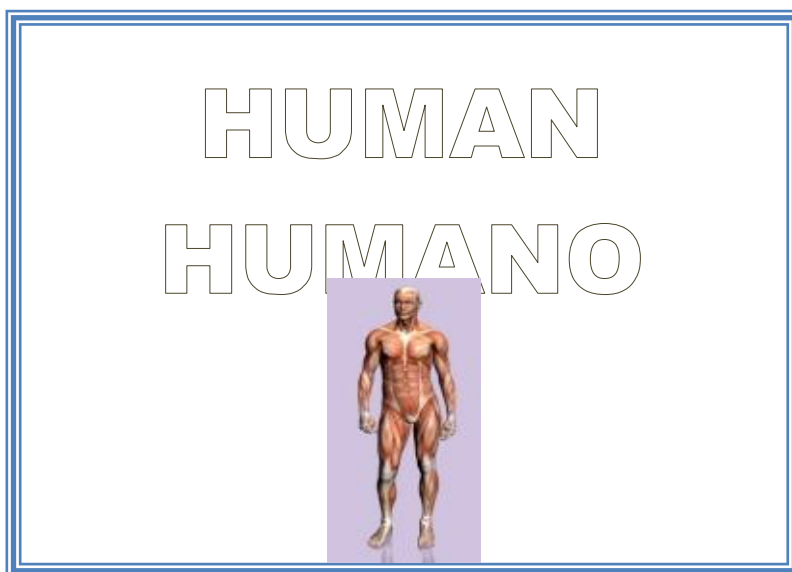


Figure Cognate flash card 16

Source: The Authors



Figure 25. Cognate flash card 17

Source: The Authors

False cognates are pairs of words in the same or different languages that are similar in form and meaning but have different roots. To identify a false cognates is necessary to know the meaning.

To identify a false cognate easily, the teachers can use some flash cards with the words and graphics, for example:



Figure 26. False cognate flash card 1

Source: The Authors



Figure 27. False cognate flash card 2

Source: The Authors

5.8.1. Cognates exercises

Now, here we can find some class exercises for students:

Identify and write in the line the Cognate word in each sentence:

1. The **doctor** told me that she is fine.

2. This is an important hospital

3. The Imperial Hotel is good.

4. The travel was perfect.

5. Music is the best invention of the world.

6. Jupiter is the biggest planet of the Universe.

7. My friend is very popular in the school.

8. Miss Universe is so beautiful.

9. I do not like this restaurant.

10. Ecuador is a great Nation.

Identify the correct cognate in each sentence, then write in the line.

1. I was only living with my parents _____ (**eventually**/temporarily)
2. The governments have _____ (**inverted**/invested) a lot of money in the new scheme.
3. Do not _____ (**invert**/invest) this package.
4. The Doctor wearing navy blue socks with sandals is a bit of a _____ (**stereotype**/topic) in Spain.
5. He never stops moving some part of his body. He finds it _____ (**interesting**/boring).
6. We didn't enjoy the wedding _____ (**absolutely**/at all).
7. English is very _____ (**important**/interesting) for my job.
8. All my friends love go out by a _____ (transportation/**car**) and drive in the city.
9. My working day is from 8 am to 5 pm, but it only take me 20 minutes to get to the _____ (**office**/house)

Find cognates words and write in the lines:

1. The Red Crosses are _____ (controlling/**monitoring**) the situation in the north very closely.
2. The rebels are _____ (**controlling**/monitoring) the entire north of the country.
3. _____ (**Eventually**/Temporarily), we decided to go on holiday rather than buy a home cinema kit.
4. I need _____ (**vacations**/constipation). I am not feel so good.
5. My friend bought a new _____ (**computer**/carpet).
6. Now is raining and I need a _____ (**tax/taxi**).
7. My boss is looking for a new _____ (**secretary**/lawyer)
8. My sister is going to travel to the capital by a _____ (**bus**/ship)
9. In the circus the most beautiful animal was a _____ (monkey/**lion**)
10. This book _____ (**contains**/helps) good reflexions.

Identify the true cognate in each sentence and then write it in the line.

1. The _____ (signature/**subject**) I hate most is math.
2. Germania is a very _____ (kind /**sympathetic**) person.
3. Keep _____ (**removing**/stirring) the soup the whole time?
4. Criss bought many _____(balloons/balls) to decorate the birthday's party.
5. Sometimes I _____(record/**remember**) my childhood.
6. I need new _____(rope/**clothes**) to the party.
7. My teacher wishes me _____ (exit/**success**) in the lesson.
8. Laura is going to buy a _____(soap/soup) for take a shower.
9. I love the _____(**salad**/salty) food.
10. Solange and her husband want to travel by _____(bark/**ship**).

Look up in your dictionary the meaning of the following words. False cognates meaning.

exit _____

figures _____

actually _____

success _____

apply _____

attend _____

realize _____

economical _____

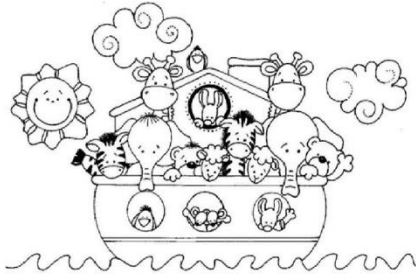
succeed _____

invest _____

Think and write T (true) F (false) for them:

Carpet	<u> F </u>
Exit	<u> F </u>
Pan	<u> F </u>
Metal	<u> T </u>
Floor	<u> F </u>
Bus	<u> T </u>
Car	<u> T </u>
Dinner	<u> F </u>
Zealous	<u> F </u>
Elephant	<u> T </u>
Champion	<u> T </u>
Honesty	<u> T </u>
Body	<u> F </u>
Energy	<u> T </u>
Describe	<u> T </u>
Doctor	<u> T </u>
Dragon	<u> T </u>
Plural	<u> T </u>
Sane	<u> F </u>

Write the name of cognate according to the graphic.



animals



elephant



lemon



melon



bus



lion



secretary



idea

5.9. Planning Workshop

5.9.1. Didactic Unit Plan

UNIVERSIDAD DE LAS FUERZAS ARMADAS - ESPE – APPLIED LINGUISTIC IN ENGLISH PROGRAM

DIDACTIC UNIT PLAN

Teacher: Natalia Montalvo / José Cacuango		Courses: 1º. “A”, 1º “B”		Time: 8 hours	
Unit title: Cognates		Integrative Curriculum Axis: To know the importance of cognates in the English learning		Learning Axis: To know cognates words.	
Transversal Axis: To improve the vocabulary with cognates.					
UNIT OBJECTIVE: To know how cognates help to improve vocabulary in English learning.					
CONTENT	RESOURCES	ACTIVITIES	METHODOLOGY	EVALUATION	ASSESSMENT INDICATORS
Cognates How to recognize easily a	<ul style="list-style-type: none"> ❖ Computer ❖ Internet ❖ Paper ❖ Pencil ❖ Flash cards 	To watch different flash cards in English and Spanish and compare the differences.	Kolb cycle	Objective test	Interpretate the different meanings about cognates.
	<ul style="list-style-type: none"> ❖ Flash cards ❖ Internet 	Practical demonstration of cognate words.	Kolb cycle	Students have to be able to	Students know about the advantages that

CONTINUE 

<p>cognate word?</p> <p>What important are in the learning?</p> <p>Identify the true and false cognates</p> <p>Create flash cards with</p>	<ul style="list-style-type: none"> ❖ Paper ❖ Pencil ❖ Flash cards ❖ Flash cards ❖ Colors carton ❖ Markers ❖ Magazines 	<p>To know how cognates can help to improve vocabulary in English learning process.</p> <p>To show some flash cars with cognates meaning and students classify them in true or false.</p> <p>Students demonstrate their ability to do support material.</p>	<p>Kolb cycle</p> <p>Kolb cycle</p> <p>Group work</p>	<p>recognize in any text the cognates.</p> <p>Write according the graphics the correct cognate.</p> <p>Write some of false cognates.</p> <p>Exposition of the students with the</p>	<p>cognates offer.</p> <p>Students express their own criteria about of meaning cognates.</p> <p>Students identify easily the true and false cognates.</p> <p>Students do learning material with cognates words.</p>
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CONTINUE 

<p>cognates words</p> <p>Cognates are words with similar spelling and meaning</p>	<ul style="list-style-type: none"> ❖ Pictures ❖ Internet ❖ Computer ❖ Chart with cognates list 	<p>Students compare words in another language.</p>	<p>Oral approach</p>	<p>material that they made.</p> <p>Students identify cognate words.</p>	<p>Students determine words that it has the same meaning.</p>
<p>Remarks:</p>					
<p style="text-align: center;">Teacher</p>			<p style="text-align: center;">Revised By: Academic Director</p>		

UNIVERSIDAD DE LAS FUERZAS ARMADAS - ESPE – APPLIED LINGUISTICS IN ENGLISH PROGRAM

LESSON PLAN N° 1

Teacher: Natalia Montalvo/ José Cacuango		COURSE: 1º. A	DATE: 13/11/2012	TIME: 2 Hours
OBJECTIVE:	To identify true and false cognates			
SPECIFIC CONTENT	METHODOLOGY	STRATEGIES	RESOURCES	ASSESSMENT INDICATORS
<p>Text with true and false cognates.</p> <p>Reading a text and identify cognates.</p> <p>Classification in a chart with true and false cognates.</p>	Kolb cycle	<p>EXPERIENCE: Students recognize the cognates and present several cognates in a chart, with the meaning of each one.</p> <p>REFLEXION: Having the knowledge of cognates which improve the vocabulary of students and increase their foreign language learning.</p> <p>CONCEPTUALIZATION: Students remember with more easily the meaning of words and increase their vocabulary.</p> <p>APPLICATION: In a reading underline the cognates.</p>	<ul style="list-style-type: none"> ❖ Text ❖ Board ❖ Pencil ❖ Notebook 	<p>Students work in their notebooks with a teacher's cognates list.</p> <p>Students can identify in any text true and false cognates words.</p>
REMARKS:				
TEACHER:		REVISED BY Academic Director		

UNIVERSIDAD DE LAS FUERZAS ARMADAS - ESPE – APPLIED LINGUISTICS IN ENGLISH PROGRAM

LESSON PLAN N° 2

Teacher: Natalia Montalvo/ José Cacuango		COURSE: 1° A	DATE: 13/11/2012	TIME: 2 Hours
OBJECTIVE:	To know about English cognates in the English learning process.			
SPECIFIC CONTENT	METHODOLOGY	STRATEGIES	RESOURCES	ASSESSMENT INDICATORS
<p>Cognates definition</p> <p>How to recognize easily a cognate word?</p> <p>What important are in the learning?</p>	<p>Kolb cycle</p>	<p>EXPERIENCE: Students learn more easily a vocabulary and they can recognize an English Spanish cognate with easily and they can remember the meaning of each word.</p> <p>REFLEXION: Having the knowledge of cognates which improve the vocabulary of students and increase their foreign language learning.</p> <p>CONCEPTUALIZATION: Students remember with more easily the meaning of words and increase their vocabulary.</p> <p>APPLICATION: Practical demonstration and the students participate.</p>	<ul style="list-style-type: none"> ❖ Computer ❖ Internet ❖ Paper ❖ Pencil ❖ Flash cards 	<p>Students express their own criteria about meaning of cognates and the importance that they have. Moreover they will be able to the advantages that cognates offer.</p>
REMARKS:				
TEACHER:			REVISED BY Academic Director	

UNIVERSIDAD DE LAS FUERZAS ARMADAS - ESPE – APPLIED LINGUISTICS IN ENGLISH PROGRAM

LESSON PLAN N° 3

Teacher: José Cacuango		COURSE: 1° B		DATE: 14/11/2012		TIME: 2 Hours			
OBJECTIVE:		To recognize the two types of cognates.							
SPECIFIC CONTENT		METHODOLOGY		STRATEGIES		RESOURCES		ASSESMENT INDICATORS	
Identify the true cognates and false cognates		Oral Approach Group work		<p>EXPERIENCE: Students can recognize in their learning what cognates are and what are false cognates.</p> <p>REFLEXION: Having the knowledge of the meaning of false cognates and cognates.</p> <p>CONCEPTUALIZATION: Ability to recognize false cognates.</p> <p>APPLICATION: Realize a test where the students need recognize false cognates.</p>		<ul style="list-style-type: none"> ❖ Computer ❖ Board ❖ Markers ❖ Papers ❖ Posters 		Students identify easily the true cognates and false cognates, they can improve their vocabulary with cognates and it can be apply in any text.	
REMARKS:									
TEACHER:					REVISED BY Academic Director				

UNIVERSIDAD DE LAS FUERZAS ARMADAS - ESPE – APPLIED LINGUISTICS IN ENGLISH PROGRAM

LESSON PLAN N° 4

Teacher: Natalia Montalvo		COURSE: 1°. A	DATE: 15/11/2012	TIME: 2 Hours
OBJECTIVE:	To elaborate learning material with students work			
SPECIFIC CONTENT	METHODOLOGY	STRATEGIES	RESOURCES	ASSESSMENT INDICATORS
Create flash cards with cognates words	Group work	<p>EXPERIENCE: Students have the ability to elaborate flash cards as learning material to improve their vocabulary.</p> <p>REFLEXION: They are practice with vocabulary, grammar writing and reading comprehension, and the students improve their vocabulary.</p> <p>CONCEPTUALIZATION: Getting familiar with new cognates words.</p> <p>APPLICATION: Exposition of some students with flash cards and show what easy is improving their vocabulary.</p>	<ul style="list-style-type: none"> • Colors carton • Markers • Magazines • Pictures • Internet • Computer 	Students demonstrate their ability to do learning material and a methodology of learning words, with cognates help.
REMARKS:				
TEACHER:			REVISED BY Academic Director	

ANNEX

ANNEX I

Distribution table

v	0,005	0,01	0,025	0,05	0,95	0,975	0,99	0,995
1	0,00003935	0,000157	0,000982	0,00393	3,841	5,024	6,635	7,879
2	0,010	0,020	0,051	0,103	5,991	7,378	9,210	10,597
3	0,072	0,115	0,216	0,352	7,815	9,348	11,345	12,838
4	0,207	0,297	0,484	0,711	9,488	11,143	13,277	14,860
5	0,412	0,554	0,831	1,145	11,070	12,832	15,086	16,750
6	0,676	0,872	1,237	1,635	12,592	14,449	16,812	18,548
7	0,989	1,239	1,690	2,167	14,067	16,013	18,475	20,278
8	1,344	1,647	2,180	2,733	15,507	17,535	20,090	21,955
9	1,735	2,088	2,700	3,325	16,919	19,023	21,666	23,589
10	2,156	2,558	3,247	3,940	18,307	20,483	23,209	25,188
11	2,603	3,053	3,816	4,575	19,675	21,920	24,725	26,757
12	3,074	3,571	4,404	5,226	21,026	23,337	26,217	28,300
13	3,565	4,107	5,009	5,892	22,362	24,736	27,688	29,819
14	4,075	4,660	5,629	6,571	23,685	26,119	29,141	31,319
15	4,601	5,229	6,262	7,261	24,996	27,488	30,578	32,801
16	5,142	5,812	6,908	7,962	26,296	28,845	32,000	34,267
17	5,697	6,408	7,564	8,672	27,587	30,191	33,409	35,718
18	6,265	7,015	8,231	9,390	28,869	31,526	34,805	37,156
19	6,844	7,633	8,907	10,117	30,144	32,852	36,191	38,582
20	7,434	8,260	9,591	10,851	31,410	34,170	37,566	39,997
21	8,034	8,897	10,283	11,591	32,671	35,479	38,932	41,401
22	8,643	9,542	10,982	12,338	33,924	36,781	40,289	42,796
23	9,260	10,196	11,689	13,091	35,172	38,076	41,638	44,181
24	9,886	10,856	12,401	13,848	36,415	39,364	42,980	45,558
25	10,520	11,524	13,120	14,611	37,652	40,646	44,314	46,928
26	11,160	12,198	13,844	15,379	38,885	41,923	45,642	48,290
27	11,808	12,878	14,573	16,151	40,113	43,195	46,963	49,645
28	12,461	13,565	15,308	16,928	41,337	44,461	48,278	50,994
29	13,121	14,256	16,047	17,708	42,557	45,722	49,588	52,335
30	13,787	14,953	16,791	18,493	43,773	46,979	50,892	53,672

ANNEX II**SURVEY****Instructions:**

Dear students: read the questions carefully and select only one alternative you consider the best option to carry out the teaching and learning process efficiently. Marks the answer using (x)

1. Do you understand what a cognate is?

Always ()

Sometimes ()

Never ()

2. Can you identify an English cognate in a sentence?

Always ()

Sometimes ()

Never ()

3. Do cognates help students remember similar English and Spanish words?

Always ()

Sometimes ()

Never ()

4. Do you think that cognates help learn a new language quickly?

Always ()

Sometimes ()

Never ()

5. Do the cognates help students remember English words or phrases efficiently?

Always ()

Sometimes ()

Never ()

6. Do you use a cognate as a guide to elaborate some texts?

Always ()

Sometimes ()

Never ()

7. When you have difficult to remember a word in English or Spanish, do you associate it with a cognate?

Always ()

Sometimes ()

Never ()

8. Do you associate English Cognate with a Spanish Word?

Always ()

Sometimes ()

Never ()

9. Do you think that cognates strengthen the teaching and learning process?

Always ()

Sometimes ()

Never ()

10. Does you professor plan the learning activities by using cognates?

Always ()

Sometimes ()

Never ()

ANNEX III

LIST OF FALSE COGNATES

Spanish Word	English Translation	Confused With	Spanish Translation
actual	Current	actual	verdadero
advertencia	a warning	advertisement	anuncio
agonía	Dyingmoments	agony	dolor fuerte
aguacate	Avocado	lawyer	abogado
base militar	Camp	field	campo en general
biblioteca	Library	bookshop	librería
cacerola	pan	bread	pan
calumniar	to traduce	totranslate	traducir
Carpeta	file folder	carpet	alfombra
Ceder	to compromise	commitment	compromiso
Cena	dinner	money	dinero
Cortés	gracious	funny	gracioso
Cuerda	rope	clothes	ropa
Cuerdo	sane	healthy	sano
Cuerno	horn	oven	horno
Cuerpo	body	wedding	boda
desviación	diversion	Fun	diversión
Dibujosanimados	cartoon	cardboard	cartón
diferenciado	discrete	discreet	discreto
discusión	argument	plot	argumento de un libro
disgusto	displeasure	disgust	asco orepugnancia
Ebrio	intoxicated	Foodpoisoning	intoxicado
emocionante	emotionally	emotional	emocional
entusiasta	zealous	jealous	celoso
Éxito	success	event	suceso
ensalada	salad	salty	salado
economía	economics	cheap	económicos

ejército	army	navy	marina
evaluación	assessment	consultancy	asesoría
eventual	incidental	eventual	definitivo
Fábrica	factory	cloth	tejidoytela
facultad	college	school	colegio
habitante	inhabitant	uninhabited	inhabitado
impuesto	tax	taxi	taxi
Ingenio	ingenuity	naivety	ingenuidad
involucrar	involve	wrap	envolver
Jabón	soap	soup	sopa
LadRAR	bark	boat, ship	barco
Lograr	toattain	totie	atar
Lugar	place	square	plaza
Lujo	luxury	lust	lujuria
maldición	curse	course	curso
maleducado	rude	rough	rudo
padres	parents	relatives	parientes
Pala	spade	sword	espada
pecado	sin	without	sin
quejarse	to complain	to please	complacer
salida	exit	success	éxito
traducir	totranslate	tomove	trasladarse
vapor	fume	smoke	fumar
Vaso	drinkingglass	base	Jarrón

ANNEX IV

Cognates list:

ENGLISH	SPANISH
Abandon	Abandonar
Accuse	Acusar
Abolish	Abolir
Acquire	Adquirir
Adult (adj.) (n.)	Adulto
Abolition	Abolición
Acquisition	Adquisición
Advance (n.)	Avance
Abominable	Abominable
Adverb	Adverbio
Absolutely	Absolutamente
Active	Activo
Adversary	Adversario
Absorb	Absorber
Activity	Actividad
Adversity	Adversidad
Abstraction	Abstracción
Actress	Actriz
Aesthetic	Estético
Absurd	Absurdo
Actuality	Actualidad
Affable	Afable
Abundance	Abundancia
Adapt	Adaptar
Affect (v.)	Afectar
Abundant	Abundante
Addition	Adición
Affection	Afección
Abundantly	Abundantemente

ENGLISH	SPANISH
Academy	Academia
Administration	Administración
Agency	Agencia
Accelerate	Acelerar
Acceptance	Aceptación
Admirably	Admirablemente
Aggression	Agresión
Access	Acceso
Admiration	Admiración
Aggressive	Agresivo
Accessory	Accesorio
Admire	Admirar
Aggressor	Agresor
Agreeable	Agradable
Accusation	Acusación
Amber	Ámbar
Apostolic	Apostólico
Amplify	Amplificar
Appetite	Apetito
Bravo	Bravo
Brigade	Brigada
Brilliant	Brillante
Bronze	Bronce
Brutal	Brutal
Brutality	Brutalidad
Brutally	Brutalmente
Brute	Bruto
Cardinal	Cardinal
Career	Carrera
Carpenter	Carpintero
Carton	Cartón

ENGLISH	SPANISH
Cadaver	Cadáver
Castigate	Castigar
Case	Caso
Casual	Casual
Catholicism	Catolicismo
Circulation	Circulación
Camel	Camello
Cause (n.)	Causa
Circumstance	Circunstancia
Civilization	Civilización
Candidacy	Candidatura
Civilize	Civilizar
Candidate	Candidato
Character	Carácter
Characteristic	Característico
Champion	Campeón
Characterize	Caracterizar
Champagne	Champaña
Charity	Caridad
Center	Centro
Classic	Clásico
Central	Central
Ceremony	Ceremonia
Clemency	Clemencia
Clement	Clemente
Client	Cliente
Climate	Clima
Commissary	Comisario
Concept	Concepto
Commission	Comisión
Conciliate	Conciliar

ENGLISH	SPANISH
Conciliation	Conciliación
Company	Compañía
Concourse	Concurso
Colleague	Colega
Comparable	Comparable
Concrete	Concreto
Collection	Colección
Compare	Comparar
Compatriot	Compatriota
Condition	Condición
Color (n.)	Color
Confident (n.)	Confidente
Confine (v)	Confinar
Comedy	Comedia
Comprehend	Comprender
Confirm	Confirmar
Congress	Congreso
Contagious	Contagioso
Cooperative	Cooperativa
Conjure	Conjurar
Contain	Contener
Contaminate	Contaminar
Cordial	Cordial
Consent (n.)	Consentimiento
Contend	Contender
Corporation	Corporación
Consent (v.)	Consentir
Content	Contento
Correct (adj.)	Correcto
Consequence	Consecuencia
Continent	Continente

ENGLISH	SPANISH
Continuation	Continuación
Correspondence	Correspondencia
Consiterable	Consiterable
Continue	Continuar
Correspondent	Correspondiente
Consolation	Consolación
Contradiction	Contradicción
Count (v.)	Contar
Contrarily	Contrariamente
Course	Curso
Cupola	Cúpula
Curiosity	Curiosidad
Create	Crear
Creator	Creador
Creature	Criatura
Credit	Crédito
Crest	Cresta
Crime	Crimen
Criminal	Criminal
Crisis	Crisis
Cylinder	Cilindro
Cypress	Ciprés
Curious	Curioso
Descend	Descender
Defective	Defectuoso
Describe	Describir
Defend	Defender
Description	Descripción
Defense	Defensa
Desert (n.)	Desierto
Delicate	Delicado

ENGLISH	SPANISH
Delicious	Delicioso
Destiny	Destino
Delinquent	Delincuente
Destroy	Destrozar
Debate	Debate
Detail	Detalle
Debut	Debut
Democratic	Democrático
Determine	Determinar
Decade	Década
Demolish	Demoler
Detestable	Detestable
Devotion	Devoción
Decide	Decidir
Denote	Denotar
Denounce	Denunciar
Devout	Devoto
Decision	Decisión
Dialogue	Dialogo
Density	Densidad
Discussion	Discusión
Divulge	Divulgar
Dignity	Dignidad
Dispense	Dispensar
Diligence	Diligencia
Disperse	Dispersar
Dissolve	Disolver
Directly	Directamente
Distance	Distancia
Dimension	Dimensión
Disposition	Disposición

ENGLISH	SPANISH
Disciple	Discípulo
Discipline	Disciplina
Distribute	Distribuir
Disconcert	Desconcertar
Divine (v.)	Adivinar
Dragon	Dragón
Dissolution	Disolución
Duration	Duración
Dynasty	Dinastía
Ebullition	Ebullición
Eccentric	Excéntrico
Eccentricity	Excentricidad
Ecclesiastical	Eclesiástico
Evacuate	Evacuar
Efficacy	Eficacia
Energetically	Energéticamente
Evade	Evadir
Effusion	Efusión
Energy	Energía
Evaluate	Evaluar
Egoism	Egoísmo
Eventual	Eventual
Enter	Entrar
Evoke	Evocar
Elector	Elector
Element	Elemento
Episode	Episodio
Exaltation	Exaltación
Elevate	Elevar
Examination	Examen
Elevation	Elevación

ENGLISH	SPANISH
Excess	Exceso
Embark	Embarcar
Essence	Esencia
Excessive	Excesivo
Emblem	Emblema
Essential	Esencial
Excessively	Excesivamente
Emigrant	Emigrante
Essentially	Esencialmente
cuse (n.)	Excusa
Excuse (v.)	Excusar
Express (v.)	Expresar
Expression	Expresión
False	Falso
Fidelity	Fidelidad
Falsify	Falsificar
Falsity	Falsedad
Fame	Fama
Familiarity	Familiaridad
Fantastic	Fantástico
Fantasy	Fantasía
Fascinate	Fascinar
Fatality	Fatalidad
Felicitation	Felicitación
Fecund	Fecundo
Felicity	Felicidad
Firmament	Firmamento
Foment	Fomentar
Force (v.)	Forzar
Form (v.)	Formar
Formation	Formación

ENGLISH	SPANISH
Formality	Formalidad
Formula	Fórmula
Fresh	Fresco
Form (n.)	Forma
Generation	Generación
Generosity	Generosidad
Generous	Generoso
Genius	Genio
Genteel	Gentil
Gentility	Gentileza
Genuine	Genuino
Geometrical	Geométrico
Geranium	Geranio
Germ	Germen
Gracious	Gracioso
Grain	Grano
Grammar	Gramática
Grandeur	Grandeza
Gratis	Gratis
Guitar	guitarra
Gusto	Gusto
Fugitive	Fugitivo
Hemisphere	Hemisferio
Heretic	Herético
Hereditary	Hereditario
Hero	Héroe
Heroic	Heroico
Homogeneous	Homogéneo
Honest	Honesto
Honesty	Honestidad
Honor	Honor

ENGLISH**SPANISH**

Horizontal	Horizontal
Imitation	Imitación
Immediate	Inmediato
Immediately	Inmediatamente
Immense	Inmenso
Immensity	Inmensidad
Imminent	Inminente
Immobility	Inmovilidad
Imaginary	Imaginario
Impossibility	Imposibilidad
Imagination	Imaginación
Impossible	Imposible
Imaginative	Imaginativo
Ingratitude	Ingratitud
Inoffensive	Inofensivo
Incomplete	Incompleto
Incorporate	Incorporar
Infamous	Infame
Insist	Insistir
Incredible	Increíble
Infamy	Infamia
Insistence	Insistencia
Incurable	Incurable
Inspiration	Inspiración
Independent	Independiente
Inspire	Inspirar
Ironical	Irónico
Interrogate	Interrogar
Irony	Ironía
International	Internacional
Involuntary	Involuntario

ENGLISH	SPANISH
Intelligence	Inteligente
Invasion	Invasión
Intellectual	Intelectual
Invariable	Invariable
Intonation	Entonación
Insular	Insular
Intolerable	Intolerable
Insufficiency	Insuficiencia
Jar	Jarra
Jargon	Jerga
Jubilance	Júbilo
Judicial	Judicial
Lance	Lanza
Language	Lengua, lenguaje
Interpellation	Interpelación
Languid	Lánguido
Lassitude	Lasitud
Latitude	Latitud
Legal	Legal
Logical	Lógico
Longitude	Longitud
Locality	Localidad
Locomotive	Locomotora
alignant	Maligno
Map	Mapa
Methodic	Metódico
Meticulous	Meticuloso
Militarily	Militarmente
Million	Millón
Miner	Minero
Moderation	Moderación

ENGLISH**SPANISH**

Motor	Motor
Mountain	Montaña
Movable	Movible
Monopoly	Monopolio
Monster	Monstruo
Municipal	Municipal
Mysterious	Misterioso
Mystery	Misterio
Navigable	Navegable
Navigation	Navegación
Necessarily	Necesariamente
Negligence	Negligencia
Negligent	Negligente
Necessary	Necesario
Necessitate	Necesitar
Necessity	Necesidad
Note (n.)	Nota
Notorious	Notorio
Novel (n.)	Novela
Novelist	Novelista
Nucleus	Núcleo
Obstruct	Obstruir
Objective	Objetivo
Operation	Operación
Opportunity	Oportunidad
Opposition	Oposición
Ordinary	Ordinario
Occupation	Ocupación
Organic	Orgánico
Origin	Origen
Original	Original

ENGLISH	SPANISH
Palace	Palacio
Pallid	Pálido
Palm	Palma
Palpitate	Palpitar
Pavement	Pavimento
Personally	Personalmente
Perversity	Perversidad
Pedestal	Pedestal
Pendulum	Péndulo
Petal	Pétalo
Penetrate	Penetrar
Permanent	Permanente
Permission	Permiso
Perpetual	Perpetuo
Pine	Pino
Photograph	Fotografía
Photography	Fotografía
Physical	Físico
Poetical	Poético
Poetry	Poesía
Poet	Poeta
Polar	Polar
Pole	Polo
Polemic	Polémica
Police	Policía
Political	Político
Presentation	Presentación
Preserve	Preservar
Precursor	Precursor
Predecessor	Predecesor
Prologue	Prologo

ENGLISH	SPANISH
Propaganda	Propaganda
Prophet	Profeta
Propitious	Propicio
Prudence	Prudencia
Prudent	Prudente
Public	Público
Publicity	Publicidad
Publish	Publicar
Rationale	Racional
Recruit (v.)	Reclutar
Rectangle	Rectángulo
Rectify	Rectificar
Rectitude	Rectitud
Reality	Realidad
Refine	Refinar
Realization	Realización
Refinement	Refinamiento
Reason (n.)	Razón
Reflect	Reflejar
Reform (v.)	Reformar
Rebellion	Rebelión
Refractory	Refractario
Receive	Recibir
Refuge	Refugio
Recently	Recientemente
Regale	Regalar
Recommendation	Recomendación
Regularly	Regularmente
Romance	Romance
Romantic	Romántico
Rose	Rosa

ENGLISH	SPANISH
Rude	Rudo
Ruffian	Rufián
Ruin (n.)	Ruina
Security	Seguridad
Sentiment	Sentimiento
Secret (n.)	Secreto
Scandal	Escándalo
Space	Espacio
Special	Especial
Spiral	Espiral
Situate	Situar
Situation	Situación
Sign	Signo
Signification	Significación
Signify	Significar
Solidly	Solidamente
Solitary	Solitario
Soluble	Soluble
Solution	Solución
Somber	Sombrío
Sonorous	Sonoro
Superiority	Superioridad
Supernatural	Sobrenatural
Suave	Suave
Superstition	Superstición
Supplementary	Suplementario
Sublime	Sublime
Supposition	Suposición
Susceptible	Susceptible
Subject (n.)	Sujeto
Syndicate	Sindicato

ENGLISH	SPANISH
Tension	Tensión
Theoretically	Teóricamente
Theory	Teoría
Tribune	Tribuna
Tricolor	Tricolor
Triple	Triple
Tube	tubo
Turbulent	Turbulento
Tunnel	Túnel
Usury	Usura
Utility	Utilidad
Utilization	Utilización
Vacation	Vacaciones
Vacillate	Vacilar
Vacillation	Vacilación
Vagabond	Vagabundo
Veteran	Veterano
Violence	Violencia
Violent	Violento
Viscount	Vizconde
Visible	Visible
Visibility	Visiblemente
Vision	Visión
Visit (v.)	Visitar
Vital	Vital
Vicious	Vicioso
Victory	Victoria
Vocation	Vocación
Volt	Voltio
Volume	Volumen
Vomit	Vomitir

GLOSSARY

Accent

This can mean word stress - control has the accent on the second syllable but we use it to mean the pronunciation used by some speakers – a regional or class accent.

Acquisition

A term used to describe language being absorbed without conscious effort; i.e. the way children pick up their mother tongue. Language acquisition is often contrasted with language learning.

Active Vocabulary

The words and phrases which a learner is able to use in speech and writing. Contrasted with Passive Vocabulary.

Advanced

A level of attainment where the learner has mastered most of the structures and functions of the language and is able to move freely through several registers - there may be a working vocabulary of in excess of 3000 words.

Applied Linguistics

The study of the relationship between theory and practice. The main emphasis is usually on language teaching, but can also be applied to translation, lexicology etc.

Behaviorism

A psychological theory developed by B F Skinner; became the basis for the audio-lingual approach, which viewed language learning in terms of habit formation.

Bilingualism

Being able to communicate effectively in two or more languages, with more or less the same degree of proficiency.

Cognate

Cognates are words from different languages which are related historically.

Contents Words

Words with a full meaning of their own; nouns, main verbs (not auxiliary or modal verbs), adjectives and many adverbs. Contrasted with structure words.

Contextualization

Placing the target language in a realistic setting, so as to be meaningful to the student.

Dialect

The regional variety of a language, differing from the standard language, in grammar, vocabulary, pronunciation or idiomatic usage.

Direct Method

The most common approach in TEFL, where language is taught through listening and speaking. There may be little or no explicit explanation of grammatical rules, nor translation into the mother tongue of the student - inductive learning rather than deductive.

Discourse

A unit of language greater than a sentence.

ESOL

English to/for Speakers of Other Languages.

ESP

English for Special Purposes; eg for business, science and technology, medicine etc.

False Friends

Cognate words, or words accidentally similar in form, whose meaning is rather different in the two languages, eg English gentle - French gentil.

Function Words

See Structure Words

First Language

The mother tongue.

Second Language

A language other than the mother tongue.

Phoneme

The smallest unit of sound which causes a change of meaning: cattle - kettle
/kætɪ/ - /kɛtɪ/; sleep - sleeve, /sli:p/ - /sli:v/.

Phonemic sounds are written in sloping brackets / /. There are usually considered to be 24 consonant and 20 vowel phonemes in RP.

Phonetics

The study of sounds by the manner or place of articulation.

Phonology

The study of the sound system of a language, its phonemes, stress and intonation.

Semantics

The study of the meaning of words and the study of context, - how meaning is expressed through language and in individual languages.

Stress

Normally refers to word stress: English words have one syllable which is invariably stressed, the others being weak or unstressed: below, normally, photographer. Words of three or more syllables may have secondary stress on one of the remaining syllables: photograph, responsibility. It may also refer to the greater emphasis of some syllables or words over others in speech.

Structure

The complex set of rules underlying a language, generally the grammar of a structure language.

Structure Words

Words with no lexical contents, with a grammatical role in the phrase or sentence; eg 'articles, pronouns, prepositions, modal and auxiliary verbs'. These are sometimes called function words.

Syllabus

A plan of what is to be taught. Most syllabuses now attempt to combine structural and functional approaches. This is reflected in many modern course books.

Syntax

The branch of grammar concerned with word order as an element in a clause or sentence and the rules governing word order and sentence structure.

TOEFL

Test of English as a Foreign Language. An American examination to test language proficiency; usually necessary in order to gain entry to university in the United States. A related exam is TOEIC, Test of English for International Communication.

Transfer

The influence of a mother tongue habit on the language being learned; can be pronunciation, word order or use of tenses etc.

Utterance

A stretch of speech or written language, which may be a single word or a string of sentences. This is generally marked in speech by silence before and after. Also refers to a word or expression that conveys meaning.