

Luisa Fernanda Tabares Giraldo & Laura Gutiérrez Úsuga.

**TEACHING COGNATES AS A STRATEGY TO IMPROVE ENGLISH
VOCABULARY IN A FIFTH GRADE EFL CLASS IN PEREIRA.**

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TECNOLÓGICA DE PEREIRA**

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Table of Content

Acknowledgments	¡Error! Marcador no definido.
Resumen	¡Error! Marcador no definido.
Abstract.....	¡Error! Marcador no definido.
Justification.....	¡Error! Marcador no definido.
Objectives	¡Error! Marcador no definido.1
Conceptual Framework	¡Error! Marcador no definido.2
Vocabulary	¡Error! Marcador no definido.2
Cognates	13
Types of cognates	14
False Cognates	14
True Cognates	¡Error! Marcador no definido.4
Cognates Awareness.....	¡Error! Marcador no definido.5
Teaching Cognates	¡Error! Marcador no definido.6
Development of Authentic Materials as a Teaching Strategy	¡Error! Marcador no definido.7
Grouping Techniques	¡Error! Marcador no definido.8
Teaching Cognates to Children	¡Error! Marcador no definido.9
Purpose of Teaching Cognates	20
Literature Review	22
Methodology.....	¡Error! Marcador no definido.5
Context.....	25
Participants.....	¡Error! Marcador no definido.6
Students	¡Error! Marcador no definido.6
Pre-Service teachers	26
Instructional Design.....	¡Error! Marcador no definido.7

Implementation	¡Error! Marcador no definido.	7
Assessment	¡Error! Marcador no definido.	8
Reflection		30
Professional Growth		31
Students Response		32
Linguistic Outcomes		32
Material or Facilities for Registering the Experience		33
Results		34
Professional Development		34
Strengths	¡Error! Marcador no definido.	4
Challenges		35
Material Design.....	¡Error! Marcador no definido.	6
Strengths	¡Error! Marcador no definido.	7
Challenges	¡Error! Marcador no definido.	7
Linguistic Outcomes	¡Error! Marcador no definido.	8
Strengths	¡Error! Marcador no definido.	8
Challenges		39
Most and Least Noticeable Develop Skills		40
Conclusions		41
Appendices		42
Appendix 1.....		42
Appendix 2.....		43
Appendix 3.....		44
Appendix 4.....		45
Appendix 5.....		50
Appendix 6.....		53
Appendix 7.....		56
References		59

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Resumen

En las páginas siguientes se expondrán el proceso, desarrollo e implementación de un proyecto de aula enfocado en una estrategia para enseñanza del inglés, en el cual se podrán evidenciar los resultados obtenidos. Este proyecto es acerca de la enseñanza de vocabulario en inglés a través de cognados (palabras con similitudes en dos lenguas) a estudiantes de quinto grado de primaria en una escuela pública ubicada en la ciudad de Pereira. Se implementó con 48 estudiantes de edades entre 8 y 10 años. El proyecto de aula fue desarrollado por dos estudiantes de Licenciatura en Lengua Inglesa. Y su objetivo principal fue implementar cognados como estrategia para fomentar el aprendizaje del inglés, principalmente vocabulario, en niños de quinto de primaria, mediante seis sesiones, enfocándose cada una de estas en un tema diferente; y utilizando habilidades como el habla, escucha, lectura y escritura para un mejor aprendizaje del inglés. Con el objetivo de recolectar datos sobre el proceso realizado, se tomaron en cuenta reflexiones y observaciones de cada sesión de acuerdo a lo que se evidencio en transcurso de la implementación.

En una conclusión general sobre los resultados obtenidos durante la implementación del proyecto, se observó que los cognados son una estrategia viable para la enseñanza de vocabulario en ingles ya que los estudiantes entendían y aprendían más fácilmente el significado de las palabras. Por otro lado, es importante mencionar que fue un proceso complicado debido a circunstancias que influyeron en el proceso de enseñanza-aprendizaje, como lo fueron la cantidad de estudiantes, el espacio y algunos factores culturales. En otras palabras, podemos concluir que a pesar de los factores negativos evidenciados, el proyecto de aula sobre la enseñanza de vocabulario en ingles a través de cognados ayuda al mejor desarrollo cognitivo y de habilidades de la segunda lengua. Esto nos permite deducir que es

necesario hacer más investigaciones en nuestro país, sobre la enseñanza de vocabulario en inglés a través de cognados en estudiantes de primaria.

Abstract

The following pages will be about the process, development and implementation of a classroom project conducted as a strategy for teaching English, in which the results obtained can be evidenced. This project is about teaching vocabulary in English through cognates (words with similarities in two languages) to students of fifth grade of primary in a public school located in Pereira. It was implemented with 48 students with ages among 8 and 10 years. This classroom project was developed by two students from an English teaching program. And its main objective was to implement cognates as a strategy to promote the English learning, mainly vocabulary, in children from fifth grade of primary school, through six sessions, focusing each one on a different topic; and using skills such as speaking, listening, reading and writing for a better English learning. In order to collect data about the process executed, reflections and observations of each session were taken into account according to what was evidenced during of the implementation.

In a general conclusion about the results obtained during the implementation of the project, it was observed that cognates are a useful strategy to teach English vocabulary inasmuch as the students understood and learned very easily the meaning of the words. On the other hand, it is important to mention that it was a complicated process due to circumstances that influenced the teaching-learning process, for example the amount of students, space and some cultural factors. In other words, we can conclude that in spite of the negative factors evidenced, the classroom project about teaching English vocabulary through cognates helps the best cognitive development and second language skills. This allows us to assume that it is necessary to do more research in our country, about teaching English vocabulary through cognates in primary students.

Justification

In this century knowledge has the purpose of being accessible for all the population around the world; (UNESCO, 2005) has stated that awareness of English features have become an important strategy to transmit information in every part of the world. Through communication language has established some opportunities to exchange ideas and knowledge between people from different countries; language and cognitive skills explore the developing of the skills that children have to develop in terms of subjects (Math, language, arts & crafts, music, civics, social studies) these skills must be acquired during the early childhood; otherwise, there is a risk of having these skills affected (P. 66).

Méndez, Peña and Bedore (2010) conducted a study in which kindergartens and first graders with possible threat of language deficiency were exposed to cognates in order to figure out if children were capable to distinguish cognates to facilitate their understanding in a test. In their study they discover that identification of cognate's increases children progress academically, they proposed the Cognate Awareness Test (CAT) to identify children cognates' awareness in order to identify their sensitivity with cognates (Malabonga, Kenyon, Carlo, August, Louguit, 2008.). In fact, Ware (2011) conducted a study, with the purpose of investigating the effects of cognate words and how cognates influence the development of the second language in children's learning process, the use of Spanish-English cognates was evident along the development of the study, which was planned in order to identify if the use of Spanish cognates were suitable to understand the meaning of new English cognate words.

The purpose of this project, determining the effectiveness of using cognates words as a strategy to teach English by implementing it in all stages of the lesson and to improve vocabulary development in young learners. Walseth (2013) in her study Friend or foe: metacognitive

awareness of false friends and cognates” states that the amount of cognate words between English and Spanish is a positive aspect for learners use their first language knowledge to an easier and faster learning or comprehension in second language. The author proposes the implementation of tales with colorful and images.

In Colombia students have a huge deficiency in their English language proficiency. According to recent investigations carried out by the Colombian Government, the 54% of Colombian students have the English level as low as people who have never been exposed to the language. Besides, the ICFES results of 2010 – 2013 reported that only the 6% of 11 grade students achieve an English proficiency of B1, the 1 % achieves A1 and the 3% achieve A-. These results show that the students in Colombia must improve their English languages proficiency; under this situation the government has designed the Colombia Bilingüe, it is a Bilingual Program which pretends to improve the English proficiency levels in Colombian students as this ability represents a relevant component in education in order to provide more opportunities for them to access to a wider cultural knowledge and becoming more competitive.

Unfortunately despite of all the evolution process that the bilingual education in Colombia has been through teachers still work with archaic methods that are not functional nowadays. This was shown in a study carry out by Arias, Cardenas and Ramos, (2014) in which the evidences manifested that even when listening was the kind of input that received more attention the focus was limited to the linguistic field leaving behind the pragmatic view of language, this study demonstrated that students need to be exposed to real content and not just merely comprehend the general idea of a message. In comparison to this bilingual program, the way that English as a foreign language has been taught in Colombia does not allow learners to engage in the communicative aspect of this language.

In the Resumen Ejecutivo de Risaralda (2013) the authors report that one of the factors affecting English learning is the student’s motivation, who expressed that they do not feel interested towards learning English as the schools do not have didactic material which could provide them a way to interact with the language and also the teacher’s knowledge. Concerning

this issue we intend to follow the findings reported by Harmer (2011) when teachers are caring and helpful, students stay motivated and self-esteem is likely to be nurtured, students need to be confident in the teacher's abilities, further, the motivation of the students is more to remain healthy if they receive tasks they enjoy doing. On the other hand, Ware (2011) highlights that teaching cognates through vocabulary will increment students positive effects in learning a foreign languages as an strategy when reading a text and at the same time show them pictures, this contribute an awareness on students the student's perception using vocabulary as a key point to find words that are relating to both languages.

Objectives

Teaching Objectives

General

- To implement the use of cognates to teach English to young learners in public schools.

Specifics

- To select the appropriate vocabulary for each class.
- To teach students how to use cognates to give and follow directions.

Learning Objectives

General

- To evaluate the use of cognates in the development of English vocabulary among 5th graders.

Specifics

- Students will be able to identify cognates that can be used to give and follow directions.
- Students will be able to use cognates to comprehend new words in productive and receptive activities.

Conceptual Framework

Introduction

The purpose of this chapter is to illustrate the effectiveness of using cognates to increase vocabulary and listening comprehension among 5th graders. The first part includes an introduction about cognates' definition and its role in vocabulary development in EFL classes. Then, there are descriptions and some details about types of cognates such as false cognates and true cognates and how cognates could be a strategy in the learning cognitive process in particular in vocabulary development. Finally, it explains the purpose for teaching cognates becomes relevant for student's development who are learning English as foreign language.

Vocabulary

Cognates arise naturally in vocabulary lessons, for that reason, the use of cognates as an instructional strategy to teach English should be a key component in EFL learning process of children. (Kroll & de Groot, 1997; Kroll & Tokowicz, 2005).

This method can be perfectly applied to children, at the moment in which they hear a word similar to their native language and they can predict what the word is in English and vice versa. This model is called "Mediation Model" that represent when students create a bridge with their native language to move to target language. In this study Kroll and Stewart (1994) consider that bilingual people can develop that skill just with the translating word without move a word in L1 or L2, in other words, learners do not need to use their

first language in order to know the meaning of the words in English, but they develop the ability of knowing the meaning of the words in English without translate them.

Students can use cognates to identify and predict, this allows them to use the vocabulary that they already develop in English (Calderon et al., 2005); both languages have a lot of similar words connected with Latin roots and there exist many pair cognates and give the opportunity to use them as a language learning transfer. In the last years of elementary school, kids can implement the use of cognates in the development of vocabulary strategies (Bravo, Hiebert & Pearson 2009). Children are induced to cognates through indications and they learn searching for words similarities, these investigations proved that young learners ranged their vocabulary and use this tool related to reading comprehension.

Thus, the use of cognates optimizes the learning of vocabulary and accuracy since students understand the correct meaning of words and in context.

Cognates

Cognates which are the words in L1 that share similarities in the meaning, spelling and pronunciation with the target language in this case English. Cognates are words that share similarities in two languages, many of them have the same meaning in both languages and others just have the same spelling and pronunciation and differs in their meaning.

O'Neill & Casanovas Catalá, (1997) point out that English has Germanic roots and those were words borrowed over the time from other language. Thus, Kelley & Kohnert, (2012) stated that cognates share the form and meaning in two or more languages that have a mutual origin or are identical. In other words, this is the reason that cognates exist between languages and the meaning between each language. Each word meaning belongs to an original language. On the other hand, although Spanish comes from Latin roots, it has a significant influence over English through centuries (Walseth 2013), however, Ümlaut (2013) exposes that borrowed cognates have to be treated as borrowings since cognates

cannot be part of a historical reconstruction in the same way that words inherited from the parent language. This means, that cognates have been changing over the time as same as some of their meanings. As a result, this influence has involved a considerable number of words with similar origin in terms of orthographic and phonological relation, nonetheless, some of their meanings nowadays are different. To illustrate this, different types of cognates will be explained.

Types of Cognates

The purpose of this section is to introduce types of cognates and their characteristics. False cognates, chance false cognates and partial false cognates. Finally, it will be explained the true cognates.

- **False Cognates**

False cognates or false friends may have the same etymology and orthographic expression. However, the intended meaning or expression of word will change the authentic purpose of the message of the word. Language evolves over time; words that were previously real cognates with identical meanings sometimes change, creating a total or partial change in meaning from the original. These false friends may still have the same origin and spelling word, but now express different meanings Walseth (2013). In addition, Alonso, Beltrán, Varela (2010) state that false cognates can be apparently cognates that can surprise students to be real cognates. Walseth (2013), in her own study, exposes two types of cognates; partial false cognates and chance false cognates.

Partial false cognates are the words that still share some similarities semantically, etymologically, orthographically and phonetically. Some of these words can share some resemblances in their meaning but not completely. For instance “*vase*” and “*vaso*”, these words are connected in some way with their meanings and are very similar in their writing form. On the other hand, chance false cognates are the words that are almost equal in their spelling and semantic. However, they used to share the same significance but this significance

has been changing to become totally different unlike true cognates such as “once” in English it makes reference at specific time but in Spanish it is a number.

- **True Cognates**

In order to describe true cognates it is important to establish the different perspectives presented by several authors regarding. Studies reports show that acquire a second language towards the cognates clarify that L1 and L2 (Spanish and English) have a similarity and do not change in terms of the words and meaning. For instance, the word ‘construction’ and ‘construcción’ are similar, therefore, this cognate helps better comprehension from L1 and L2 language which helps learners to have an easy comprehension towards both languages.

However, the pronunciation differs in the intonation of words as the words are written in a similar way such as Radio, Hospital, Bus and others. According to Villalon (2007), children can be taught to use cognates as early as preschool. As students move up the grade levels, they can be introduced to more sophisticated cognates, and to cognates that have multiple meanings in both languages, although some of those meanings may not have the same interpretation of the word between L1 and L2. One example of a cognate with multiple meanings is *asistir*, which means to *assist* (same meaning) but also to *attend* (different meaning).

In other words, cognates work as a bridge to provide a clear understanding towards the first and second language especially in a primary school where kids are just starting to learn the target language. However, using cognates can be confusing sometimes if the learners are not aware about the meaning of the word.

Cognate Awareness

Cognate awareness is the capacity of using cognates properly. Several studies illustrate that cognates are easy to identify in a text and this gives a great advantage on students to learn a target language (Burgo, 2008). In almost all cases, students were able to successfully find all of the words on the text from L2 related to L1. However, in order to

make students to be aware of cognates, researchers such as Nagy WE, Garcia GB, Durgunoglu A, Hancin-Bhatt B, (1992), specify that cognate recognition is a useful technique to promote students learning a foreign language, but it only occurs if participants are aware of the cognate connection before any task assigned it is to say students could understand the meaning of a word or a task context if it was previously explained and also they recognize that a cognate can have the same meaning in both languages or not.

On the other hand, there are many ways to make recognition of cognates or know which are cognates in a task, such as academic ability, language learning experience and grammatical knowledge, background knowledge and proficiency level (Holmes & Guerra Ramos, 1993; Kelley & Kohnert, 2012). Based on previous explanation, it is clear that not just the text and the words will help learners to understand how to find cognates in second language relating them by their similarities in the first language but it all depends on each participant previous knowledge in order to identify cognates. For this reason it is important the use of authentic material, to teach English through cognates, such as images drawn by the teacher, clothes that can be used depending on the topic an example of this is using helmets in a class about planets and students imagine that they are in space.

Teaching Cognates

Some authors have stressed the importance of strategies, techniques and methods in teaching English, how these approaches affect learning process and which is their contribution in teaching focused in the using of cognates as a tool in the development of learner's knowledge in the study of a second language. Ware (2011) evidenced that teachers can use cognates to give instructions. Carlo M. S, August D, McLaughlin B, Snow CE, Dressler C, Lippman DN, et al. (2004) point out the importance of incorporating cognate instruction to teach students about Spanish and English cognates.

This strategy can be implemented by teachers in a practical and simple way and learners are continuously exposed to and they are highly recommended in the developing of vocabulary in children that are learning a second language (August, et al. 2005; Diamond & Gutlohn 2006; Colorincolorado, 2007). This means that cognates make easier the learning of English inasmuch as students can connect their native language with the target language.

Cognitive strategies are those strategies in where learners have direct contact with the material mentally or physically or using some technique to develop a language task. In contrast, metacognitive strategies are those strategies that allow to think about learning process, learning planation, learning monitoring and evaluation Chamot, A.U., & O' Malley, J.M (1994). Using cognates is like a shield for learners since they can use their language to understand a second language Krashen, (1981). Students are conscious about cognates in English and Spanish and this allows them to work better on vocabulary tasks (Nagy, Garcia, Durgunolgu & HancinBhatt, 1993). It means that words from Spanish transfer automatically from English when students use their previous knowledge in cognates. In the study of Jiménez, Garcia and Pearson (1996) discovered that cognates help students when they do not know the word and it is easier for them predict the word, its meaning and understand the context at the moment of read.

To conclude, these strategies are closely connected with the use of cognates to teach English, how cognates can be a useful tool for students to develop their skills and how they make it easier for children to understand and remember words and know their correct meaning.

Development of Authentic Materials as a Teaching Strategy

In this session the design of authentic materials as an instructional strategy will be presented. Since the beginning of the implementation it became apparent that students responded better to materials that they could relate to their experiences.

Stanglova (1994) points out that students learn faster through the use of strategies that promote self-discovery; and this could be achieved more effectively through the use of authentic material. Furthermore, Yang (1995) stated that is important to direct students in situations where they can develop such strategies and make an interactive work searching forms that fit with their necessities. In this particular project given the students' age, materials were develop to match their interests, such as animated cartoons, animals, the Universe, etc. In this perspective, teachers must have strategies to make learning easier and to maximize the development of student's capacities. As a matter of fact, Peacock (1997) observed that designing materials that are related to students' background and linguistic needs increase learners' motivation.

In relation with learners, they prefer books and readings that are in their level in grammar, vocabulary and previous knowledge in reading (Kitao 1990). Chavez (1994) discovered that students prefer authentic material depending on how effective it is: feelings about the reading, student interests and culture. Regarding writing, teachers must recognize its importance since students have more time and better opportunities to identify and use cognates in their compositions. Therefore, teachers must focus in the student's necessities in reading to create better strategies and to foster more creativity (Hirvela and Boyle 1988; Abu-Rabia 1996). In conclusion, these strategies can be effective to teach cognates to children, teachers should be creative in the planning of a class, this encourage students to learn in order to improve their skills.

Grouping Techniques

Students should learn to work in teams, for that in this part is important know the definition of team work. A teamwork or group work is a concept that covers a number of techniques in which two or more students participate and collaborate each other to achieve an academic goal (Brown, 2001). This is an interesting point of view however, an authentic

collaboration in a group happen when each member is aware and responsible for her or his performance trying to get the aim (Ramírez 2014).

Kagan (1994) calls interdependency: “the success of every team member depends on the success of each member (if one fails, all do), then a very strong form of positive interdependence is created and team members are very motivated to make sure each student does well” (p. 7). In other words, students that are in a work team have to be aware about their own duty and not be focus just in teacher’s instructions. Another important aspect of group work is the interaction and how learners share their knowledge with others, Brown (2001) affirms that groups have to be preferably small inasmuch in very big groups of students can talk a lot or be very quiet.

Nunan (1999) shared this point of view suggesting that shy students tend to participate actively in an oral activity or debate in small groups.

Students can use these techniques to interact not just with other students or learners rather interact with language, thoughts and culture. This can expand their knowledge about the environment in which they are exposed, developing their communicative competences and skills collaborated each other.

Teaching Cognates to Children

This section is focused on the facilitation of cognates to teach English to children and its effects; all of this is based on some researchers such as Schelletter (2002) and Walseth (2013) and their studies. Many studies and psycholinguistic investigations are focused on bilingual adults, but studies about teaching cognates to children in English are more important.

Schelletter (2002), explains that Spanish and English language share a considerable amount of cognate words, L1 children may know some similar words in English and Spanish that are useful in the classroom. She considers that the use of the similar words in both languages like cognates words, in this case English vocabulary input, could be more

comprehensible and easier to learn for Spanish children because cognates have a facilitating effects in the learning process, furthermore, the author found that cognate words bring about in the first language (Spanish) a translation faster and easier in the other language (English) than words that are not cognate words. To conclude we can say that the use of the cognates in teaching English is a successful and effective way of facilitation, as well as it is a quick and easy way for the learning process of children.

Thereby, these strategies can be effective to teach cognates to children, teachers should be creative planning of a class to engage students in their own learning process and is effective in the improvement of their capacities in the development of a second language. Another important aspect to highlight is that children should learn how to work in teams and how this can be effective in their learning process.

Purpose of Teaching Cognates

The reason of the study is to implement cognate and false friend's awareness on participants in the context, to discover learner's ability when reading a text which it has false and true cognates (Walseth 2013). A clear example of this is when learners are reading a text in English and according to the context; students have to infer cognates relating Spanish which is the native language into English. Also, Ware (2011), highlights that teaching cognates through vocabulary will increment student's positive effects in learning a foreign language as a strategy when reading a text. In addition, this will contribute awareness on students towards the student's perception in terms of analyzing its context of the text using vocabulary as key point to find words that are relating to both languages (L1 and L2).

Conclusion

The bases of this study is to teach cognates to children for vocabulary development. Walseth, (2013), points out that teaching cognates to participants through context and

vocabulary will increase student's awareness in a sense of relating L2 through L1 in terms of learning with flexibility the target language. However, some cognates may be false friends as student will infer wrong the context of a word, in other words for students can be difficult understand false cognates because their differences in meaning in both languages, likewise, in the study of Méndez, et al (2010) the authors found that cognates are a suitable tool for bilingual language acquisition as the similarity between words and that these words make easier when students are presenting a test since they can understand better the information presented and their sensibility in the recognition with cognates.

Literature Review

In order to develop the project, it is necessary to take into account what has been reported by studies related to this topic, in our case the effect of cognates in foreign language learners. In that sense, two qualitative studies will be analyzed and described along this section, Ware (2011) conducted one of the studies and Méndez et al (2010) conducted the other one.

Ware (2011) conducted a study, with the purpose of investigating the effects of cognate words and how cognates influence the development of 21 bilingual kindergarten students, in average age between 4 years, 11 months to 5 years, 10 months, in Northeast United States; seven of these children were girls and 14 were boys. It is important take into account that the use of Spanish-English cognates was evident along the development of the study, which was planned in order to identify if the use of Spanish cognates were suitable to understand the meaning of new English cognate words. The author of the study collected the data through testing sessions of 15 minutes, in which half of students received Spanish cognate words and the other half received English cognate words. As well, she used a set of 24 vocabulary units, each one with five lessons. In the first lesson facilitator reads a story or poem and then introduces vocabulary words including activities and questions, in the final lesson includes an assessment of words learning, the vocabulary use is unknown by most of children each unit introduces students to five new words. According to data collected and analyzed from the study, it was found that for students in kindergarten or young children a good factor in learning a second language is teaching cognates inasmuch as, cognates in Spanish and cognates in English are phonologically similar therefore, it is easier to develop a second language for young children. Also, she found that in the first language words were

of great help to enhance the interest in young children to learning words in English since cognate words did not need to be explained.

Cognates are important to consider in the development of the language in people of early ages, due to the fact that cognates words show a similarity between languages and are effective in terms of vocabulary. Méndez et al (2010) conducted a study to define if bilingual kindergartens and first grade children were capable to distinguish Spanish cognates in order to increase student's vocabulary range. Therefore, 124 participants were tested while this analysis was taking place, only 89 cases were involved. This analysis was made in children with possible threat of language deficiency, Latino children physically apt and with a normal developing in the language were the center of this investigation. Children were exposed to a test (Universal Nonverbal Intelligence Test Bracken & McCallum, 1998) which showed that the participants had an IQ among the typical range, thereby, according to the cases that were included, 28 of cases were not incorporated due to the results shown on the Bilingual English Spanish Assessment test (Peña, Gutierrez-Clellen, Iglesias, Goldstein, & Bedore, in preparation) this demonstrate possible language impairment, 7 cases more had unfinished data for the aim of the study. Furthermore, for the analysis 41 were kindergarteners (*M* age = 67.39 months) and 48 were from first grade (*M* age = 83.27 months), children's parents were also interviewed to define exposure in both languages, parents stated children's hour by hour input and output in English and Spanish.

Researchers used tables that exposed the scores in terms of input/output in English and Spanish for respectively set and grade. The TOLD-P: 3 Picture Vocabulary Subtest was the procedure carried out in this research, 30 item subtest in which children were needed to answer selecting which of the 4 pictures link to the target language, moreover, item level statistics was documented in Excel with the objective to identify cognates in the TOLD P: 3 as words that have similarities phonologically and semantically associated, it exhibits the list of cognates and their frequencies in Spanish and English. Thus, the first question was

centered on whether kindergarten and first graders were compatible with cognates that had similarities phonologically and semantically, researchers discovered if student's level of contact to both languages was connected correctly identified with cognate items. At the end, the study concluded a transfer of vocabulary from the student's first language to receptive vocabulary in English given the fact that children received the strategy of using cognates to develop the target language, results demonstrated the sensitivity that children experimented at the moment to be exposed to cognates, the implications to understand bilingual students when they have to respond with an exam and implement vocabulary strategies to engage them. Finally, these studies showed how cognates works as an strategic tool to children learn English and vocabulary, therefore, it can be considered that cognates works in all cases to know that it's necessary do a deeply investigation of why cognates are suitable to children learn English and how. However, one of these studies had no the conditions to prove that cognates work as a facilitator in the developing of the language and the other one needs further investigation.

Methodology

Regarding the importance of vocabulary in the learning of another language in this case English, this classroom project will be conducted with the idea to promote the learning of words using cognates to teach children. With the purpose of collect information about the impact that cognates have in the learning process of a foreign language in elementary school, the data will be collected in the sessions of the practicum in the school that has an agreement with the university. In this section of the project, all the aspect concerning the context, participant, design, reflection and resources evidenced in this project are described by specifying all the elements that were implied to conduct this classroom project. In that sense, this comes to be the base the main focus for the procedures that will be followed by the practitioners during the execution of the project.

Context

This project was carried out in one of the institution that has a partnership with the Licenciatura program, these institutions are; Sur Oriental, Instituto Técnico Superior and Instituto Jorge Eliecer Gaitàn, which are public institutions located in Pereira, Risaralda. The project was conduct in the Instituto Técnico Superior. The social strata of these students range between low and middle class. The institution is located close to the university Antonio Nariño, it has six grades, that vary from Kindergarten to fifth grade, each class has one professor that is in charge of all the subjects belong to each grade according to the National Ministry of Education, one playground, six classrooms each with their Television and the average of students per classroom vary among thirty and forty students. Children have one break of thirty minutes and their journey is from twelve thirty to five-thirty in the afternoon. The grade selected for the Project was a group of 5th graders.

They received two hours of English per week. The practitioners were in charge of teaching these two hours. There was no textbook to be used for the lessons

The amount of practitioners that conducted the project were two. The material used by the teachers were markers, board, video beam, computer, speakers, dictionaries, workbooks, photocopies and the guidelines provided by the National Ministry of Education. In terms of foreign language teaching was covered by the guidelines based on the standards established in the document “estándares básicos de competencia en lenguas extranjeras, (guía 22)”.

Participants

The participants section of the study is divided in two parts, students and pre-service teachers, here it is described the learning academic profile, the age and preferences, the roles of the pre-service teachers are analyzed as well.

- **Students**

Learners are children in fifth grade whose ages oscillate between nine and eleven, the amount of students are thirty-three and it divides into between twelve girls and twenty one boys, Learner's social strata is low-middle class which might mean that they have different cultural backgrounds and interest. Furthermore, there are not children with physical disabilities or medicated; only one of them have learning problems. The institution does not count with neither technological aids nor study plan for the subject of English. Piaget (1920) stated that children need an appropriate environment due to they start to construct their knowledge through the world that is around them between the things that children already know and the things that they are discovering. This means that, children between six and ten years old are capable of acquiring their knowledge through the things that they are experimenting.

- **Pre- Service Teachers**

During this process, the data collection stage was carried out by the practitioners in which were implementing the project and analyze the effects evidenced during the lessons.

Participants consist on two students from the Licenciatura en Lengua Inglesa in eight or nine semester; teacher's proficiency level range between B2 and C1 according with CEFRL. Pre- service teachers are in charge of the design of the lessons, the conduction of the classes and the reflection on the effectiveness of this project in a lesson. One practitioner of classroom project group is the responsible of directing the lessons as the teacher in terms of academic support; whereas the other practitioner will observe and analyze the content established in the designs of the lessons to reflect on what is observe during the class and writing the observations in a paper. Marshall (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). Participant observation is used to gather data in a variety of disciplines and studies in qualitative research, this provide researchers with nonverbal ways to check feelings, recognize the interaction between participants and discover how much time is inverted in each activity. The observer has to take notes to get as much information as possible and to show that the observations has research purposes. The observations will be useful in order to obtain better results at the end of the project.

The participants of the group will be selecting and adapting the materials that will be use during the lesson and the design of the lesson plans.

Instructional Design

In this segment some aspects of the project's design and methodology will be described in the design of the methodology. These aspects are divided into three main parts; implementation, assessment and reflection. The implementation presents the teaching model which was used to conduct the execution of the project. Assessment when and how students were assessed with supporting theory. Finally, a brief description of what reflection is and which characteristics must be taking into consideration. Children will be exposed to the use of cognates to determine their effect related with the purpose and the objectives of this study.

Implementation

This classroom project is focus on the use of cognates to teach English to children in a group of fifth graders whose ages range from nine to eleven. The implementation of the classes was performed with the corresponding group, this implementation took place in 6 different sections, and each class must to be prepare with the stipulated lesson plan format and the information.

This is a constant process in which teachers support their planning in practice; besides that, educators become aware of the effectiveness of the strategies and techniques consider in the moment of planning. For the implementation of the use of cognates in the EFL classroom, Harmer's ESA method (Engage, Study, and Activate) was used in the implementation of this project, it is the model more suitable to conduct it. Harmer (1998) stated that in order to get students attention, increase their motivation and attitude towards the class, it is necessary the use of activities and exercises to keep them focus in the lesson. Then, the learner's attention is directed by the facilitator in the construction of the language, their knowledge can be tested. Finally, the students start practicing the knowledge already acquired. Through this model, children can be easily involved in the class. According to this, cognates can be applied in the first stage in order to give instructions due to the similarity that words have in Spanish; in the second stage prove if the use of cognates and the material is effective in order to know if the students are acquiring the new vocabulary, and in the last stage prepare an activity to evidence if the students really learnt.

The lessons will be prepare depending on the lesson plans and the material will have to be consistent with its content. The practitioner may use, material such as: Flash-card, posters, video beam, board, the elements of the classroom or the institution, sheets, objects, songs, texts, games, big books etc. This material will be used in order to support the teaching through cognates.

Assessment

Assessment is the process in which students are tested in order to develop what students know deeply and what they can do with their educational experiences Huba and Freed (2000). According to this, in the following section the way that facilitators assessed students will be explained.

Through the implementation of this classroom project about cognates, the pre in-service teachers assessed the learners in three different stages, initial, medium and final. In the initial stage the contents covered during the first and second sessions were assessed with a test about the greetings and some feelings using verb to be, this test counted with some images related to the greetings (good morning, good afternoon, good evening and good night) students had to write the correct one to each image, on the other hand, in the last point, they had to discover how the monkey was feeling (hungry, angry, good and ok) and write it next to the corresponding image. Although, students seemed confused with the correct spelling of the words, they understand the concept and the vocabulary (See Appendix 1). During the middle stage the contents covered during the third and fourth sessions were assessed. In this stage, students were exposed to a test based on animals vocabulary, in the first point, they had to organize some animal`s words that was in disorder and in the second one they had to match the habitat with the corresponding animal and some animal`s characteristics that were in a box. This test were easier for them since they like the images of the animals and they could recognize better the names that are very similar to the Spanish ones, however, teachers found some difficulties in the first part, was very challenging for them organize the vocabulary properly (See Appendix 2) Finally, the final stage the contents covered during the five sessions were assessed. The last stage, students were exposed to the solar system, this test consisted in recognize the order of the planets and write the correct name, students react very good to this test, they know the vocabulary without any problem in the spelling, the design of the exam was catching and they could paint it. Furthermore, students understand the vocabulary just with the

pronunciation and teachers decided to use some cognates in the instructions. (See Appendix 3).

Besides, the students were evaluated based on two types of evaluation proposed by Baxter (1997). One of them is the formative evaluation that took place in the initial and medium stages, it has as aim to form the students evaluating their language abilities and giving them the opportunity to improve their weakness in those abilities. The other one is the summative evaluation which has as aim to evaluate the results of all the students' learning process and it took place in the final stage.

In order to develop the assessment successfully, a diagnostic test was implemented at the beginning of the initial stage, this test consisted in exposed students to some greetings and some adjectives. All of this, in order to identify student's proficiency in English listening comprehension of cognates. Then, in the middle stage students were exposed again to other diagnostic test, but this time with a different purpose. Learners were evaluated by writing tests, where they had to fill gaps, complete missing information, identify context and answer multiple choice questions and match activities that allowed to the teacher to know the students' progress about cognates. At the end of the implementation of our classroom project learners were exposed a final test in which students took an achievement test that allowed practitioners to identify if they achieved successfully the goals expected.

Reflection

It is a method that teachers use to collect information about what happens in the classroom, it is carried out by evaluating and analyzing the information; moreover, the educator needs to consider what they do in the classroom, thinking about how they do it, and if it works. Richard & Lockhart (1996) argued in their study that reflective teaching is when teachers and learners gather information about teaching processes; that information, is used to get a basis for critical reflection; thus, the data collected comes from student's

beliefs, assumptions and the teacher practices. Additionally, Mohammed (2014) stated that reflective teaching is a method in which teachers analyze their performance in the classroom to extract specific information necessary for doing changes to improve their actions during the process of teaching. It is worth to highlight that teacher's self-evaluation and self-observation are important aspects to reflect effectively. Those aspects should go on a cyclical manner to certify teachers understanding. In order to achieve a successfully reflection, these are some aspects that will be taken into consideration during the implementation.

In this section, it is explained the important aspects to consider at the time to reflect, each one supported with theory and how this will be implemented.

Professional Growth

It is directly related to the classroom management issues and personal goals in which educators will be focus on by using some instruments to collect the data such as the lesson plan and the journal. In this case, practitioner will have a diary in which she will write the details related with; self-observation, means of professional development.

- **Observe:** Everything you are doing in the class.
- **Think:** Why do you decided to do it in that way and reflect on it.
- **Find Out:** Whether it worked or not, if the material is suitable and the content is relevant.

It is important to take into account the reflection after each class. Furthermore, consider to analyze: lesson plan objectives, activities, material, student's reactions and classroom management.

During this implementation, practitioners grew professionally in many aspects such as lesson planning, classroom management and material design. Regarding students, they learnt to identify student's needs and implemented the classes using the observations and feedback that they receive during the process. In terms of lesson planning, they improve

their writing and preparation of the classes, the reflections and comments help them to enhance each class, on the other hand, classroom management was important in the implementation of different strategies to control the disrupting behavior and the use of body language and total physical response. Finally, the feedback and the observation was crucial in the development of future classes and the improvement of activities and topics.

Students Response

It is directly related to student's reactions, this will be reach through teacher's observations on their performance and attitude during the lesson.

In order to analyze students' responses the following questions were used:

- ❖ Do students understand the topic shown in the class?
- ❖ It is easy or challenging?
- ❖ What are the problems that appeared?
- ❖ Did it have a good impact?
- ❖ Do they really learn something?
- ❖ Was the lesson useful?
- ❖ Is the material or the activities useful and reachable?

The practitioner had to be careful with the selection of the activities and the material. Use different material that will be striking to activate their interest to discover their reactions, ensure that these integrate the four skills and prepare activities in which they could share with the others. Furthermore, the format in which the reflection stage will be based contained these questions; what went well? What did not go so well? And what would you do different next time? This work as a strategy to analyze deeply the important aspects through the implementation, such as the effectiveness of cognates in the learning of new words, the recognition of the meanings and the identification of false cognates.

Linguistic Outcomes

This section is related to the materials, strategies, etc. used by students during the lessons, and if they were effective in the implementation. The expected outcomes from our project are focused in the improvement of the four skills; writing, reading, speaking and listening, the reflections are centered in the development of student's awareness regarding this learning process.

Material or Facilities for Registering the Experience

The implementation of the project will be documented through the use of several instruments intending to gather the data that will allow us to measure and identify the impact of our project in the implementation such instruments will be divided into two components: visual data collection as videos and photos. The second component will be the writing instruments as journals portfolios and observation reports (appraisals).

Results

Professional Development

In this section, aspects related to professional growth are taken into consideration. First, it is necessary to state that during the implementation of the project, writing has a significant relevance on the grounds that facilitates the analysis of the evolution of the students and the experience of the practitioners during the participation of this process. In this segment, the practitioners reflect upon their implementation and the observations done during the practice related to the use of cognates to teach vocabulary, in this case to fifth graders from a public school in Pereira, considering the linguistic outcomes and student's responses. Also, elements such as what went well and what needs to be improved in terms of challenges and strengths lean on the teacher's diary or comments, material design, observations, lesson planning and classroom management.

Strengths

Practitioners solved the discipline problem applying images related to students' interests, the use of the display rise student's attention. The teachers applied a lot of strategies to keep discipline in the classroom like talking at the bottom of the class, total physical response, body language, praising and games. Nonetheless, students just responded to scolding and teachers had to keep them busy as possible. Also, it is important to mention that the lack of experience was an important aspect in terms of discipline, the practitioners applied the strategies that they knew to keep discipline in the classroom. According to Little and Akin-Little (2009) teacher's awareness about poor classroom

management is an important factor related to disruptive behavior, since this is an issue really connected with the poor classroom organization and planning. However, supplying teachers with clear guidelines and strategies is key for effective teaching; positive attitude at the moment to give a lesson helps students to get better in their behavior. (DiGennaro, Martens & Kleinmann, 2007)

The Agreement: The agreement between the teacher and the student, rules and duties of both.

1. **The Troublemakers at the back:** Move at the bottom of the class and keep those students as close as possible.
2. **The Helper:** Make the troublemakers your executive assistants.
3. **Rules- Class YES:** Whenever the teachers say “class” students have to respond “YES”
4. **“Clap, Clap, Clap”:** When the teacher claps, students clap in response. If teacher decided to do more claps, students have to do it as well.

These strategies were implemented during the whole process, coming out with really positive results differing from scolding and helping them with the concentration and organization.

Challenges

Throughout the implementation of teaching English through cognates, there were different challenges that teacher had to handle in the classes. Despite student’s motivation in each class increased in a considerable way, the lack of discipline represented an obstacle to conduct the activities as expected, since the amount of the students was represented as a considerable difficulty to apply strategies. Besides, students were not used to the methodology and the different strategies that the practitioners applied in each class. However, as students were participating in the class, the strategies had better outcomes

since they started to use them due to their repetition in each class, this have positive effects in their behavior and their disposition to receive the class.

The class was conducted to forty-eight students whose ages ranged from eight to ten and one of them evidenced deficit attention problems. Classroom management is one of the most common issues that a novice teacher's face during their experience Pineda & Frodden, (2008, p. 148). Moreover, Prada and Zuleta (2005, p. 168) point out that classroom management that novice teachers show concerns the control of students discipline during the class, this means that teachers have to analyze for identifying how classes develop every day to confront some incidents as the lack of attention or students hyperactive problems Kyriacou, (2000, p. 25). On the other hand, Yang (1995) stated that it is important to direct students in situations where they can develop some strategies making an interactive work and searching forms that fit with their necessities.

During this process, teachers discovered that the control of disrupting behavior is important since nothing can work if students are not organized and focused in each topic that is being presented in the class. In addition, the size of the classroom characterized a problem considering the fact that the increasing of classroom temperature made them more hyperactive. According to Contreras and Quintero (2011) most Colombian schools are open to do research and find strategies to help teachers to solve these kind of issues, nonetheless, teachers are limited by some aspects such as lack of stimulation and content based curriculum. Furthermore, Brinton, Snow, & Wesche (1989) stated that content based curriculum is designed to provide second-language learners instruction in content and language, teachers in Colombia do not count with good content based curriculum at the moment to give a class; crowded classroom and the insufficiency of didactic material are other problems that they have to face.

Material Design

As well as the discovering of some challenges during this process, teachers considered that one of the strengths was the material design, they found during the process that students were more encouraged with the material that teachers prepared by their own than the material that they printed or got from magazines or books. Furthermore, Allwright (1990) argues that materials must teach learners to learn, that books should be a resource for ideas and activities for instruction and should provide teachers with ideas for what they do.

The materials selected for the implementation and development of these classes were carefully designed taking into account students likes and perspectives, in order to engage them with the lesson and rise their motivation at the moment to learn.

Strengths

O'Neill (1990) stated that materials might be designed base on students' needs, even if they are not designed precisely for them, textbooks make possible for students to review and prepare their lessons. In this case, during the development of the classes, the designed material was more suitable in terms of learning. One of the cases that teachers could evidence regarding material design was the vocabulary related to animals and their habitats, teachers brought to the class some flashcards with some animals (Lion, zebra, crocodile, giraffe, tiger, elephant, rhino, and monkey) teachers noticed that students were engaged by the drawings in the flashcards that led to make an activity in which students had to perform an explorer searching for animals in the jungle, students had to pretend with their hands a pair of binoculars to choose a partner who had to perform the animal that the explorer said. Finally, teachers selected some sounds of the jungle to make more realistic the atmosphere and give the opportunity for them to use their imagination. (See Appendix 4)

Challenges

Therefore, the challenges that practitioners face in terms of material design were connected with the fact that, the institution did not count with any material or resources

provided by the government for the English subject, teachers discovered that students responded better to the materials that their needs, we had to ask to the in-service teacher the crucial information to start with the classes and do some observations to analyze student`s level. Clarke (1989) stated that, communicative methodology should be based on authenticity, realism, context and is considered an important part the learner. Furthermore, Littlejohn and Windeatt (1989) argued that material have hidden approaches that includes attitudes towards knowledge, attitudes towards teaching and learning; the close relationship of teacher and student as well as the values and attitudes connected with gender, society, linguistic and cultural information. One of the issues to have into consideration in this part, was the spending on the resources to make the material for each class, this was due to the inexperience of the practitioners at moment to prepare the material. However, that material engage students to focus in each topic presented in the class. (See appendix 5)

Linguistic Outcomes

In the following segment, students` performance factors will be considered such as vocabulary, pronunciation, word`s meaning and how cognates can help students to understand and follow instructions.

Strengths

Cognates arise naturally through vocabulary, for that reason, the use of cognates as vocabulary to teach English is one of the most important characteristics in the learning process of children. (Kroll & de Groot, 1997; Kroll & Tokowicz, 2005).

This method can be perfectly applied to children, at the moment in which they hear a word similar to their native language and they can predict what the word is in English and vice versa. This model call mediation model that represent when students create a bridge with their native language to move to target language. One of the most representative cases that practitioners evidenced was the vocabulary related to the solar system, teachers

presented an animated video in which the planets sing a solar system song in which each planet sing their names and some information, after that, teachers present the vocabulary explicitly supported by animated images, students repeat the pronunciation and identify the planets and their order. Moreover, Hope Speak (2014) stated that pronunciation is the most important and difficult problem that non-native English speakers have to face when studying English. Improper pronunciation can lead to negative impression, misunderstanding and ineffective communication. Teachers could identify that students pronunciation was easier and better with the vocabulary presented in classes since the similarity of the words in Spanish help them with the pronunciation in English. (See Appendix 6)

Challenges

One of the issues that teachers have to face during this process was the student attention at the moment to follow instructions; Ware (2011) evidenced that teachers can use cognates in order to give instructions since students understand better some words and can connect the rest of the information. Although students understand the words, presented some confusions at the moment to understand the rest of the instruction and direct their perceptions in a different way, teachers solve this problem supported on the material, body languages and using the objects of the classroom of each class to make easier their understanding of the topics and exercises. Furthermore, with the vocabulary selected they sometimes were confusing with the meaning of the words, one of the cases in which practitioners evidenced that was in a vocabulary game in which some false cognates were selected in order to identify if students recognize some meaning, one of these words was "Carpet" learners have to guess if the words have the same meaning or the same translation in Spanish, if not they have to search the correct meaning in their dictionaries, another issue related to this is that the institution did not count with any resource that support them in this activities, teachers decided let them use technological devices to participate of the different activities and exercises. Ramey (2014) claims that:

``The use of internet technology has enabled teachers to reach students across borders and also students from developing countries have used internet technology to subscribe for advanced educational courses``

In other words, the use of technology is necessary now days not just leisure but for academic purposes that assist students and teachers in the searching of modern methods and resources to make classes more interested and motivational for students. (See Appendix 7)

Most and Least Noticeable Developed Skills

The most noticeable skills that practitioners could evidence during this project, were speaking and listening, since an important goal regarding the use of cognates as an strategy, was teaching vocabulary, learners showed improvement in the recognition of words and their meaning as well as their pronunciation or when they read them, nonetheless, students were confused with the spelling of the vocabulary and reading, because of their short knowledge in writing. Besides, the in-service teacher did not have strategies with which she could develop and improve those skills. According to Roath and Paul (2006) stated that children start the language learning in the moment that they born, since they experiment the necessity to express their feelings, thoughts and ideas.

During the early speech, they start to develop their literacy skill since children have contact all the time with magazines and books. In other words, children have the necessity to learn to read and write, teachers sometimes do not know that these skills are connected and make easier their learning process. Moreover, children combine what they know about listening and speaking with what they recognize in books, it makes them ready to learn how to read and write.

It is important to take into consideration that the in-service teacher does not have so much knowledge about English, however, she presented in her previous English classes some vocabulary that was relevant in the development of this process.

Conclusions

To conclude, it is relevant to say that using cognates as a strategy to teach vocabulary is effective in the moment that students are exposed to the words in the right context and they feel the need to communicate. It is fundamental to mention the importance of a learning environment with proper conditions. Classroom management, in particular discipline, were difficult issues during the implementation of our project. The practitioners learnt to modify their lesson plans in order to engage all the students in all the activities. Furthermore, the use of high- interest, teacher -made materials was quite effective in keeping students attentive. Finally, the results evidenced a transfer of vocabulary knowledge from the students' first language (Spanish) to vocabulary in English. During this process, it could be seen that children are sensitive to cognates as they could recognize them and that allow them to detect easily their meaning.

Appendices

Appendix 1

Example of the diagnostic test (Stage one)

How are you? Spaghetti Worksheets! 

1. Copy the correct greeting for the image. Look the example!

Good Night. _____ _____



2. How the baby monkey is feeling? Copy the correct response, select the words in the box. Some words are not correct, be careful!

 I am _____

 Baby Monkey is _____

 He is _____

 _____ Happy!

***Tired
*Sad
*Hungry
*Good
*Angry
*Happy
*Relax
*Cold
*Great
*Stress
*OK!**

Extracted and adapted: TheGenkiEnglish.com

Appendix 2:

Example of the second test (Medium Stage)

¡ANIMAL TEST!

1. Organize the words correctly. Write the correct response next to the letters.

*inol	_____
*roocollid	_____
*ebzra	_____
*olftv	_____
*peordai	_____
*xfo	_____
*onkyam	_____

2. Match these animals with their habitats and some characteristics in the box.



*Spots, fur, claws, mane,
horn, fangs, trunk.

Appendix 3:

Example of the last stage (Third Stage)

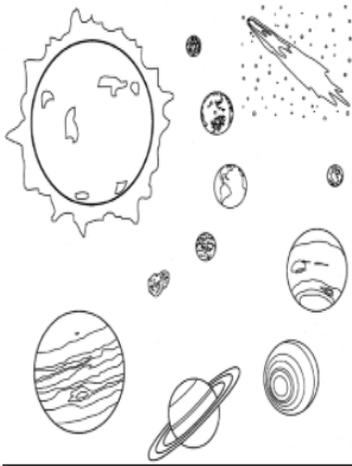
Name:



The Solar System.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

1. Copy the name of the planets in order. Add other things that you consider are part of the space.



Appendix 4

Lesson Plan

Date of the class: April 15 th , 2016. Laura Gutierrez Usuga		Class Number: 8 5 TH Grade.	
AIM: At the end of the lesson the learners will be able to recognize some wild animals and their respective habitats (Lion, zebra, bear, crocodile, giraffe, tiger, elephant, rhino, and monkey). Students will be able to pronounce them and write words correctly.			
Estándares Básicos de Competencias (MEN): Estándares Básicos de Competencias en Lenguas Extranjeras: inglés / Guías 22. Estándar General: *Mi vocabulario se limita a temas y referentes cercanos y conocidos. *Además de lo que logré en el nivel anterior, en este nivel. Estándares Específicos: * Participo en juegos y actividades siguiendo instrucciones simples. * Asocio un dibujo con su descripción escrita. * Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones. * Mantengo una conversación simple en inglés con un compañero cuando desarrollo una actividad de aula. Indicadores de logro: *Students are able to identify some animals whose way of writing is similar to Spanish as same as the pronunciation and the recognition of some characteristics.			
Assumed Knowledge: Learners may know some of the real meaning of the words, some of them are easier to identify since this is a simple vocabulary.			
Materials: Flashcards with animals, sheets, markers, board, tape, laptop, speakers, cap explorer and binoculars.			
DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS

<p>Wild Animals!! (3:00 – 3:20) (Engage)</p>	<p>Teacher plays a record in which students hear some sounds that are characteristic of an animal and the pronunciation of the word. After that, teacher shows flashcards with the animals. Then, she asks to the students if they recognize the animal that produces that sound and they have to discover what animal is and how is pronounce it in English, the flashcards are stick on the board to support them with the spelling of the word.</p>	<p>Students can be distracted in this activity and miss the information that teacher expose. Teacher has to be careful monitoring the group, this can be a great opportunity for disrupting behavior. The best form to avoid this is keeping them as busy as possible</p>	<p>In this activity, I had problems with the speakers, the sound was really low and students did not listen so well, and I lost some time since they decide to brought other speaker to them listen better. In general, the activity was good, they understand the audio and related the sounds with the words.</p>
<p>Animals and Habitats. (Study) (3:20-3:40)</p>	<p>Students must to discover what the habitat of each animal is, teacher gives them the words of the habitats and they have to find if the animal belong to that place and if the words are correctly linked with the habitats. Then, they have to share answers with their partners and after all together.</p>	<p>Students must to be busy, they can start to do different things out from the lesson. Teacher may ask them to help her to with something that she needs and monitoring that they really are working and paying attention.</p>	<p>Students did a really good job in this activity, they were really attentive to my instructions and they discover the habitats and the animals that belongs to each one by themselves, they understand the pronunciation and which was the animal.</p>
<p>We are in the jungle!!! (Activate) (3:40-4:00)</p>	<p>Teacher has a cap explorer and a pair of binoculars, a student volunteer or the student that she decides should to wear the cap and use the binoculars, he/she has to see somebody of the class with the binoculars and that person has to perform some of the animals already showed in class and do the sounds, teacher plays a record with sounds of the jungle to be more realistic. Finally, if some time is left, teacher will present to them a song call "The Mighty Jungle" that was known by "The King Lion" movie.</p>	<p>Everybody will want to participate and this could</p>	<p>Students really enjoy this activity, the recognize the animal and how to pronounce the</p>

		<p>be a great opportunity for indiscipline in the class.</p> <p>Teacher should create strategies for everybody participates in this activity.</p>	<p>words in English, they loved the song, but I had to work motivated them to get out of the comfort zone and give them more strategies for learning the song; they were dancing following the music, was really fun.</p>
<p>EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:</p> <p>Students will have to draw 5 animals already showed in class and they have to search for physical details of each one and search for other 5 animals to share in class with their characteristics too. (Mane, spots, horn, fang, etc.)</p>			

Reflection#1

Friday, April 16th, 2016

This was a successful implementation session despite of the teacher`s inexperience in the previous classes, disrupting behavior was one of the representative issues that have the group, there were many factors as the size of the classroom, the heat and the noise that make students keep doing indiscipline. It is important to highlight that teacher used different strategies to direct the class. For instance, teacher started the class with some total physical response exercises as jump, clap, spin, stand up and sit down to keep them awake, students showed that they enjoyed this exercises. When teacher started showing some flashcards with some animals, students showed really enthusiastic for the material, they enjoy the drawings and the topic about animals. Although, the flashcards got their attention the speakers did not work at the moment to play the audio, however, when the audio finally worked students were listening carefully each animal sound, they had to guess which sound belongs to the animal that was in each flashcard.

This activity was interesting because when the students heard the animals they immediately said their names all together, teacher took advantage of this and started to use the body to perform each animal in order to students recognized them easily. Moreover, in the next activity, students had already shown knowledge about the animal's habitat, teacher showed some pictures (The Savannah, rain forest, river and forest) and they had to identify each habitat and the animal that belongs to. Something interesting about this part, was the strategy that teacher applied in the moment of indiscipline, she presented the topic from the bottom of the class and was easier to conduct the rest of the class.

At the end of the class, teacher presented an activity in which students looked really motivated since everyone wanted to participate, however, learners began to become indiscipline again for their enthusiasm, teacher controlled the situation telling them that the activity would be canceled if they did not organized, one important thing to mention is that students sometimes just responded to the scolding eventhought it was not the method that

teacher had, it was the only way to keep them focus on. Finally, students participated actively of this activity, they enjoyed the fact to use the cap and the binoculars to search animals, teacher decided to play some sounds from the jungle, they used their imagination and they felt like real explorers; in this activity students showed that they learnt the vocabulary.

Appendix 5

Lesson Plan

Date of the class: March 15 th , 2016 Laura Gutiérrez Usuga.		Class Number: 3 5 th Grade.	
AIM: At the end of the lesson the learners will be able to recognize some words in English that are similar with Spanish words (Cognates) through a tail with cartoons that they already know.			
Estándares Básicos de Competencias (MEN): Estándares Básicos de Competencias en Lenguas Extranjeras: inglés / Guías 22.			
Estándar General: *Mi vocabulario se limita a temas y referentes cercanos y conocidos.			
Estándares Específicos: * Identifico los nombres de los personajes y los eventos principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual. * Comprendo descripciones cortas sobre personas, lugares y acciones conocidas. * Escribo pequeñas historias que me imagino. * Mantengo una conversación simple en inglés con un compañero cuando desarrollo una actividad de aula.			
Indicadores de logro: * Students are able to identify some words in English that are similar in Spanish in a text of their interest.			
Assumed Knowledge: Learners may know some of the real meaning of the words that are exposed in the text related to the images that the teacher will show.			
Materials: Flashcards, sheets, markers, board, tape.			
DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY		ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS
			COMMENTS

<p>Warm up activity. What do you want to bring to the party?</p> <p>(3:00-3:15)</p> <p>What time is it? ADVENTURE TIME! (3:15-3:25)</p> <p>(Engage)</p> <p>Welcome to the Ooo. Reading (3:25- 3:45)</p> <p>(Study)</p> <p>Welcome to Ooo. Activity (3:45-4:00)</p> <p>(Activate)</p>	<p>Teacher asks to the students their name, they have to say their names and say something "to bring to the party" with the first letter of his/her name start. Afterwards, learners have to remember the teacher what they want to bring to the party and what their partners want to bring to the party including their names.</p> <p>Teacher shows some flashcards with some characters of the cartoon "Adventure time" from cartoon network, she shows them very fast to give them the chance to guess what is the character. After that, teacher asks to the students which is his/ her favorite character of the cartoon and stick the flashcards on the board.</p> <p>Teacher reads aloud and students have to follow her in their papers. Then, learners have to discover which words are similar in Spanish and stick the in the board under the letter to which it belongs, teacher asks for their meanings and if they are cognates or not.</p> <p>Students have to immerse in the story and write their own story." If you were Kennedy or kiwi, what would you do with Finn and Jake? "</p> <p>After they write the story they have to choose one story to perform. (Students can choose whatever they want to do)</p>	<p>The discipline and the students can be confused for the instructions.</p> <p>Teacher has to give clear instruction and control them keeping them busy in the activity.</p> <p>Students could be really enthusiastic about this topic; this can provoke disrupting behavior.</p> <p>Teacher could control the activity being sure that everybody participates appropriately.</p> <p>Teacher has to be clear with the instructions on the other hand, students can start with indiscipline. Teacher has to monitor that everybody is doing their own work.</p>	<p>I expected this activity something more positive, this activity was difficult to carry out, since the kids were a little bit lost and confused, I had tried to do it outside again, but they could not move of the chairs definitely. At the end, in the classroom the activity prospered better.</p> <p>At first, the activity had a great impact in them since they recognize the characters of "Adventure Time" and looked very enthusiastic guessing which was the character, they decided to write their names and do the drawings.</p> <p>This activity did not carry out for time, due to the confusion and that the students did not understand the activity. I discovered that the text was pretty extended so I decided to prepare an easier activity for them to develop.</p>
<p>EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:</p> <p>If the students do not end with the activity, they can finish in their homes and prepare something for the next class to perform it.</p>			

Reflexion#2

Tuesday, March 15th, 2016.

The implementation of this lessons was more difficult to carried out that teacher expected, when she started to prepare the class, she thought that the activity would be successful but it was the contrary, it was very difficult tried to control all of them at the same time, another factor was their level of hyperactivity since they just have the English class after the break, teacher decided to do the activity in the backyard but it did not worked, students were doing a lot of noise and they were running everywhere, in this part she discovered that students could not move from their chairs. Nevertheless, in the classroom was the same story, they were screaming and throwing papers, teacher used another strategy to keep them under control, she started to clap while she said ‘‘One clap, two claps, three claps’’ and students began to doing the same and they calm down, teacher chose a different activity in which learners had to say their names without moving from the chair as fast as possible, it was like a competence for them and they were really concentrated.

Students stick their names in the chair in order to the teacher remember them. Eventhough pacing sometimes was one of the difficulties, all the activities were carried out. Finally, teacher showed some images with the characters of ‘‘Adventure Time’’ students recognized immediatly the characters and they said their names in English, teacher gave them a text, this exercise was worked really well but the problem was that the text was very extensive and learners did not understand completely what it was about, teacher solved this problem guided them to find the words, this was effective in the sense that they started to understand the text.

Appendix 6

Lesson Plan

Date of the class: May 06 th , 2016. Laura Gutiérrez Úsuga		Class Number: 13 5 th Grade		
AIM: At the end of the lesson the learners will be able to identify and recognize other things that belongs to the space (Planet, moon, telescope, spaceship, alien, astronaut, star, constellation, satellite, rocket)				
Estándares Básicos de Competencias (MEN): Estándares Básicos de Competencias en Lenguas Extranjeras: inglés / Guías 22.				
Estándar General: * Mi vocabulario se limita a temas referentes, cercanos y conocidos.				
Estándares Específicos: * Identifico los nombres de los personajes y los eventos principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual. * Asocio un dibujo con su descripción escrita. * Uso adecuadamente estructuras y patrones gramaticales de uso frecuente. * Respondo preguntas sobre mis gustos y preferencias.				
Indicadores de logro: * Students are able to recognize the solar system and how the planets are organized. When is correct use "this" and "that"				
Assumed Knowledge: Learners may know some of the real meaning of the words and know about the solar system.				
Materials: Laptop, speakers, markers, board, video beam or television.				
DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY		ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS

<p>Warm up: Activity to the Infinity and beyond!</p> <p>(3:00 – 3:20)</p> <p>(Engage)</p>	<p>Students are exposed to a four minutes' video of "The Adventures of Buzz Lightyear" to give them the idea of the space and planets. Then, teacher asks about the details of the video (what they see, where is Buzz from, if they see planet of stars), they have to do a short description of what they see in the video. New vocabulary could come from the video (comets, asteroids, meteors. Etc.)</p>	<p>Students can be confused with the instructions and miss the information that teacher expose. Teacher has to be careful monitoring the group and checking if they have doubts.</p>	<p>Starting the class, students were scolded by the in-service teacher due to their disorder and disrupting behavior, she told me: "Teacher, lo siento mucho, pero los compañeritos se están portando muy mal, si cualquiera está portandose mal me lo manda con el cuaderno agenda". After that, they were in silent for a minute, I needed the television to show the video and the song from the last class and I had the cable to connect the laptop in the television. The idea of this class was to show a different vocabulary from the same topic the space, since I discovered in the last class, that they were a little bit lost with the new vocabulary. Students were really attentive to the video and the song, they understand better the order of the planets. "Profe, mire mi Sistema solar en Plastilina" they were really committed with the solar system with play dough that they forget the other part of the class, they were really disperse, were not paying attention and were talking.</p>
<p>Reviewing the solar system With story bots. (Study)</p> <p>(3:20- 3:40)</p>	<p>Teacher presents another video from a song by story bots in which the planets are in more detail, students watch the complete video at first. Then, while the video is running, teacher stops the video in each planet to check pronunciation and asks about the planet, whereas she do this, is writing the correct spelling on the board. After this, teacher checks if they are pronouncing the words in the correct form.</p>	<p>Students in this activity, have to be busy discovering the words and analyzing the pronunciation, they could be really excited and this can be a good opportunity for disrupting behavior. Teacher has to apply the discipline strategies that always implement in class.</p>	<p>Students were really excited and this can be a good opportunity for disrupting behavior. Teacher has to apply the discipline strategies that always implement in class.</p>
<p>What more is in the space!</p> <p>(Activate)</p> <p>(3:40- 4:00)</p>	<p>After students do the review of the planets that conform the milky way, teacher presents a new vocabulary related with the space, (Planet, moon, telescope, spaceship, alien, astronaut, star, constellation, satellite, rocket), she show an image with the correct spelling of the words, students have to draw the pictures according with their imagination and write the correct names of the words. At the end of the class, the pronunciation will be check by the teacher.</p>	<p>Students in this activity could be distracted, teacher has to be monitoring and checking that each one will be busy doing their own work.</p>	<p>Students were really committed with the solar system with play dough that they forget the other part of the class, they were really disperse, were not paying attention and were talking.</p>

Reflexion#3

Monday, May 16th, 2016.

In this implementation, teacher arrived to the classroom and all the students came to her to say hi and hug her, immediately the in-service teacher scolded them as they were behaving really bad, they sit down again and the in-service teacher said: ``Teacher, lo siento mucho pero los compañeritos se están portando muy mal, si cualquiera está portándose mal me lo manda con el cuaderno agenda´´. The students were in silent for a moment until the teacher started with the class, it started with a video. At first, in the activity, students were really focus in the video of Buzz Light-year, was entertained for them since in our session the technological aids were not accessible so for them this activity was new.

Students enjoyed the planet song by Story Bots, this was better for them in order to understand how the planets are located in the space due to the fact that the explanation in the last class was not clear enough, teacher could evidence this inasmuch as they recognize the location of the planets, this allow them to understand and try to follow the lyric of the song without any help. Nonetheless, students were talking and moving around, also they took advantage of the teacher was busy to keep behaving badly, I had to scold them, and again teacher had to talk to them in the last ten minutes of the class, students were focus at first and they were proud about their work with the play dough, but their indiscipline do not allow them to improve their learning skills, they do not internalize the content completely, teacher talked to them, nevertheless, students finished successfully this class, they were more concentrated in the last planet`s exercise and understood better the words and the order of the planets.

It is relevant to take into account, that the disrupting behavior was one of the biggest issues to confront during the whole process.

Appendix 7

Lesson Plan

Date of the class: April 8 th , 2016. Laura Gutiérrez Usuga.		Class Number: 6 5 th Grade.	
AIM: At the end of the lesson the learners will be able to recognize some words in English that are similar with Spanish words (Cognates) and their meanings.			
Estándares Básicos de Competencias (MEN): Estándares Básicos de Competencias en Lenguas Extranjeras: inglés / Guías 22. Estándar General: *Mi vocabulario se limita a temas y referentes cercanos y conocidos. *Además de lo que logré en el nivel anterior, en este nivel. Estándares Específicos: * Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad. * Comprendo descripciones cortas sobre personas, lugares y acciones conocidas. *Utilizo el diccionario como apoyo a la comprensión de textos. * Mantengo una conversación simple en inglés con un compañero cuando desarrollo una actividad de aula. Indicadores de logro: *Students are able to identify some words in English that are similar in Spanish in a text of their interest and their descriptions in English.			
Assumed Knowledge: Learners may know some of the real meaning of the words that are exposed in the text similar in Spanish.			
Materials: Flashcards, sheets, markers, board, tape, colors, scissors.			
DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS

<p>Presenting Letters. (3:00 – 3:15) (Engage)</p>	<p>Students in groups do in a creative way the letters of the alphabet, they have to present them in English. At the end the most creative letters are selected for the next activity,</p>	<p>Students can be distracted in this activity and miss the information that teacher expose.</p>	<p>At first in this activity the things started in a good way, I picked up two representatives for each group to stick the letters in the classroom, they were organized and supported of their teams.</p>
<p>Let's find the words with the dice. (Study) (3:15- 3:35)</p>	<p>Some hide words of the text are stick around the classroom, these words have a number, students have to roll the dice to discover what the word that they have to pick was, they have to discover if the words exist in English and if the meaning is the same in Spanish. After that, they have to stick the word under the letter that correspond to the first letter of the word and they have to discuss about the meaning of the word if they exist or not in Spanish. Dictionaries and technological devices are allow for this activity.</p>	<p>Teacher has to be careful monitoring the group, this can be a great opportunity for disrupting behavior. Students must to be busy, they can start to do different things out from the lesson. Teacher may ask them to help her to with something that she needs.</p>	<p>In this activity, students were really indiscipline since everybody wants to participate but they were doing a lot of noise and they did not listen to the instructions or paying attention; the ones that want to participate were really frustrated for their student's behavior, I needed to handle the things better but in a moment I really felt frustrated since I did not what to do to control them. Students did not allow me to do this activity, they were resolving the problems with their groups.</p>
<p>Let's check the meaning. Dictionary game.</p>	<p>In the same group, students have a limit of time to search for the description in English (Meanings) of the words already mention, if they chose an incorrect word, they have to search for the real meaning and the real spelling. Finally, they have to share the real meaning and create a sentence in Spanish with the word and the teacher can provide the rea structure in English if they guess correctly.</p>	<p>Students can be confused with the meaning of the words. Teacher can clarify the words meaning in English without translated into L1.</p>	
<p>EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER: Students will be asking about the words and their significance.</p>			

Reflection#4

Friday, April 8th, 2016

The implementation of this class was difficult to carried out, the teacher wanted to teach students how to work in groups, but, this become in a difficulty given the fact that they were not used to work together, teacher created a game with a dice which consisted in find some cognates, she wanted to do the game more challenging telling them that some words were false cognates after the explanation, students were prepared to play except for the ones who have doubts to clarify.

However, those who have doubts started to interrupted the class and again was a challenge tried to control their behavior, everybody wanted to participate but students did not raise their hand to take the turn, they were screaming and feeling really frustrated.

In that moment, teacher found out that was very confused for them discovering false cognates, she decided to let them use their technological devices to finishing the activity, after that, it was easier for the learners keep playing and they already recognized some of the false and true cognates. The use of technological devices was a good strategy to keep them motivated. Finally, in this session students improved their discipline and concentrate better in the activity, teacher continue applied the strategies, one interesting thing about the strategies was that learners began to use the strategies and were more effective to control the discipline of the class.

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