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Running head: FALSE COGNATES/FRIENDS CORPUS AND CULTURAL AWARENESS  
TRAINING

The use of a False Cognates/Friends Corpus in A2 learners' Accurate Oral Production through  
the development of Cross Cultural Awareness training and Speaking Tasks.

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Research Report submitted  
in partial fulfillment of the requirements for the degree of  
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### Abstract

This qualitative research study carried out at Bilingual Jose Allamano School aimed at providing evidence of the influence that the use of a false cognates and friends corpus has on the oral production of a group of A2 English level in a bilingual environment.

The research design was based on certain core conceptualizations regarding the learners' cross cultural awareness development in the EFL classroom. Data collected during the needs analysis involved the application of a structured interview, an administered questionnaire, a face-to-face survey and a journal completed by the researcher.

The pedagogical intervention data was collected through the development of two tests related to the selected corpus, in addition to "Believe can do" and "Can do" self-assessment checklists, as well as a speaking tasks checklist. Results indicated that learners' had made improvements in the use of thirty-eight from the forty cognates proposed, which were incorporated accurately in their oral production (mainly via role-playing) in the scenarios proposed. Therefore, the corpus designed may be said to have influenced the learners' accurate oral production positively.

This study also reported findings on students' positive responses to goal setting, self-monitoring and self-assessment strategies that allowed the participants to monitor their progress, as well as to focus on specific areas for improvement.

Finally, the students became more culturally aware because the use of videos in the classroom and the preparation of role plays enabled the learners to become aware of how behaviors within other cultures may positively affect their language learning process.

*Keywords: Cross cultural awareness development, False cognates/false friends, Accuracy in oral production and speaking tasks.*

### Resumen

Este estudio cualitativo desarrollado en el Colegio Bilingüe José Allamano demostró la influencia que el uso de un corpus de falsos cognados y amigos tiene en la producción oral de un grupo de estudiantes en Nivel A2 en un colegio bilingüe.

El diseño de la investigación se basó en el concepto del desarrollo de la competencia y consciencia cultural en las aulas de enseñanza del inglés como lengua extranjera. La información recolectada al inicio del estudio se basó en la implementación de una entrevista, un cuestionario, una encuesta, y el diario de campo del investigador.

Los datos recogidos durante la intervención pedagógica se basaron en dos tests del corpus establecido, dos listas de autoevaluación “creo y puedo hacer” y una lista de criterios de evaluación sobre producción oral. Los resultados indicaron que los estudiantes demostraron mejoras en el uso de treinta y ocho de los cuarenta cognados, los cuales fueron usados correctamente en su producción oral (juegos de rol) y en los escenarios propuestos. Por lo tanto, el corpus diseñado influyó positivamente la producción oral de los estudiantes.

Este estudio también reportó resultados positivos en el uso de las estrategias de auto regulación y auto-evaluación las cuales permitieron que los participantes monitorearan su progreso y se enfocaran en ciertas áreas por mejorar.

Finalmente, los estudiantes llegaron a ser más conscientes a través de las cuatro semanas de implementación, ya que los videos (material) y el desarrollo de juego de roles permitieron que los estudiantes reconocieran que el conocimiento cultural afecta positivamente el proceso de aprendizaje de una lengua.

*Palabras clave: Desarrollo de actividades que promueven la conciencia intercultural en la clase de lenguaje, falsos cognados/falsos amigos, Precisión en la producción oral y actividades de habla.*

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## Chapter I: Introduction

### 1.1 Introduction to the study

When learning a foreign language, most Colombian students translate from Spanish, their first language, with a view to communicate in the target language, which in turn causes a potential lack of awareness and accuracy in their oral production. The influence of the first language when learning a foreign language has been an issue considered in several studies that attempted to explain this phenomenon, (Bonilla & Aldemar, 2009; El-Hussari, 2007; Garzón, 2010; López, 2011; Williams, 1992; Yunian, 2001).

Many EFL learners acquire the language with little or no sense of the depth of cultural norms and common patterns of English-speaking environments. Brown (2007) argued that this lack of awareness is one of the reasons why learners are not culturally aware due to the fact that sometimes English learning is focused on linguistic norms, rather than other language fields such as its relationship with cultural elements, which unfortunately is not commonly included within daily classroom procedures. This lack of awareness becomes a problem causing a negative effect when students translate inaccurately and then use a word or phrase that miscommunicates their meaning

The focus of this study was the interference that the phenomenon of false cognates and false friends has on the students' accurate oral production. According to Stamenov (2009) "False cognates refer to pairs of words in the same or different languages that are similar in form and meaning but have different roots, i.e., do not share a common origin" (p. 220) while false friends "are pairs of words in two languages that look and/or sound similar, but differ in meaning" (p. 221). Although false cognates are words that have different roots and false friends are words that may be etymologically connected, both words cause certain difficulties in the EFL learners.

The difficulties of false cognates and friends have been researched thoroughly. Amongst the most common is the learner mental association. According to (Horea, n.d.), who studied several false cognates causes, the first responsible cause is etymology because there are a number of cognates that have common roots or share particularities (false friends), as there are some other that do not (false cognates), so people assume they share etymological origins with their mother language; this is why Spanish-English speakers often become confused and after a period of time new meanings are developed without being conscious of the further implications they might have.

A second difficulty is the speaker's concern about communicating in a fluent way because words may share similarities with their mother tongue and mistakes come in an uncontrolled and natural way. These mistakes may be harmful if they are not corrected immediately.

Laziness is also another difficulty attributed to why false cognates and friends occur. Learners may be aware they are making mistakes, but often fail to correct them because they do not use learning resources such as dictionaries or vocabulary software. As far as the difficulties that false cognates/friends cause in English language learners is concerned, this researcher proposed to implement a corpus of false cognates/friends in order to verify the influence it had on the learners' accurate oral production. Additionally, the researcher incorporated into the project authentic videos from English-speaking countries to increase learners' awareness of cultural elements of the target language. This led to the development of certain speaking tasks as debates, discussion games and role plays in order to encourage the learners to practice and show progress in the phenomenon which this study was focused on.

## **1.2 Rationale of the study**

Learners use interlingual transfer to produce L2 ideas, resulting most of the times in negative transfer, which is a predominant factor in their oral production. Teaching English as a

foreign language implies not only learning and memorizing chunks of language, but also dealing with cultural knowledge. This research project strove to reveal how transfer causes negative effects on learners' oral production and how teaching English as a foreign language should involve not just language but cultural elements that support their learning process.

### **1.2.1 Needs analysis and problem statement**

This research project was carried out during 2012 – 2013 with a group of twenty-four eleventh grade students at the Jose Allamano Bilingual School in Bogotá, Colombia. During the data collection and analysis procedures, validated through the triangulation technique, it was found that the learners recognized the term culture as all the characteristics, customs and values that people in other countries have. Although only three of the twenty-four participants had travelled abroad, all affirmed that cultural elements (knowledge) would help them to improve their ability to communicate. One of the most relevant elements that the students who had travelled noticed was the way people live and express in different contexts. That is why the participants stated that culture is an important factor to learn because if they know the culture, when they travel again, they will be able to communicate and perform appropriately; consequently, the participants agreed that learning cultural elements provided a positive opportunity to improve their language level.

In addition, the learners mentioned that speaking skills and vocabulary were the major sources of mistakes when learning a language because when they wanted to communicate, they translated certain words to the L1 and became confused: therefore, the message transmitted was inaccurate. During the interviews, the participants claimed that they usually related the words with their Spanish equivalents; for example, when the words in both languages were similar, they often became confused. Thus, they concluded that translating involved more disadvantages than

positive effects, and they stated that if they were able to access a suitably large vocabulary, they would be able to express themselves properly.

The learners claimed that cultural knowledge might be implemented within their English language lessons because they had not worked on cultural elements before and also because it might complement their learning process and would help them to communicate accurately in any scenario. They argued that if they knew the culture of a country, they would be prepared for certain experiences they might face when travelling there; however, they see this lack of exposure to cultural information as a huge weakness in their learning process. They mentioned during the survey a number of the cultural elements they would like to explore including, historical events and people, arts and traditions, people customs and idiomatic expressions.

In addition, participants mentioned in the survey that they wanted to devote more class time to speaking, which they consider the most difficult skill to develop according to their answers in the three data-collection instruments.

Moreover, they suggested activities which they thought would provide both cultural and speaking instruction. They listed videos in order to create debates, speaking tasks, role plays and explanations which they hoped would clarify the inaccuracies they had. Regarding the students' suggestions, during the pedagogical intervention the participants were provided with a number of videos illustrating cultural knowledge needed when traveling abroad in order that these be discussed, debated and analyzed through the implementation of role playing and self-assessment strategies as a new component incorporated.

### **1.2.2 Justification of problem's significance**

The problem was based on data collected by the researcher who realized during the development of the English classes that errors involving false cognates and friends were common in students' oral production. It was also based on the need to develop cross cultural knowledge

and awareness in the English class procedures, since cultural knowledge was not a vital component at the school. In addition, the researcher strove to offer strategies through the use of speaking tasks to encourage learners to reflect and correct certain language difficulties such as false cognates and false friends.

### **1.2.3 Strategy proposed to address problem**

Regarding the data collected in the needs analysis, the researcher decided to offer the students a corpus of false cognates and friends with the words commonly confused for them in both languages Spanish and English; the corpus was built by the researcher with the participants collaboration and its intention was to encourage the learners to differentiate all the words and use them accurately in their oral production.

Additionally, the researcher determined to provide the learners with certain cross cultural training, which might help them to perform in any context they would be exposed. The four contexts stated for this project were also selected by the researcher and the students, and the object was to boost the participants to become aware of the importance of culture when learning a foreign language.

Finally, the researcher decided to focus on speaking skill for that reason certain speaking and cross-cultural tasks, mainly role plays, were selected in order to fulfill with the learners expectations and needs, and to encourage learners to reflect and self-monitor the improvement of false cognates and false friends. To self-monitor that improvement the researcher implemented a “Believe can do self-assessment checklist” and a “Can do self-assessment checklist” in which the learners compared the before and after during the entire intervention, and a “Speaking tasks checklist assessment” in which the researcher took notes and provide the learners with feedback in order to improve for the next role play.

### **1.3 Research question and objectives**

The needs analysis of this project included a structured interview, a questionnaire, a face to face survey and the researcher observations. This data provided a basis for the following research question and objectives:

- How might the use of a false cognates/friends corpus and cross cultural awareness training influence accuracy in A2 learners' oral production?

Research objectives

- To determine how the use of a false cognates/friends corpus influences accuracy in students' oral production
- To examine the influence that cross cultural awareness training, involving speaking tasks, might have on accuracy in students' oral production.

### **1.4 Conclusion**

Generally, this project reaffirms the effectiveness of the use of a language corpus to improve students' language learning process. Additionally, this research describes the importance of including cross cultural training in EFL lessons in order to support the language learning process.

Finally, this research project is a new opportunity to reflect about the effective strategies to be used to teach a foreign language in a globalized society like ours. This study also is useful for those teachers who want to enrich their pedagogical practices and make of the English language teaching process a valuable tool for successful communication.

## **Chapter 2: Theoretical Framework**

### **2.1 Introduction**

This chapter presents the theoretical framework underpinning this study. There are several main constructs, viewed through conceptual categories, including: (a) cross cultural awareness development; (b) false cognates and false friends, their phenomenon, origins and explanation, which includes the concept of transfer (both interlingual and intralingual), as a foundation; (c) accuracy in oral production; and d) speaking tasks. Finally, the chapter describes similar studies carried out in the language areas under focus.

### **2.2 Definitions**

#### **2.2.1 Cross cultural awareness development**

Culture is what surrounds us. It includes internal factors such as values and beliefs, and external factors as customs and traditions that determine certain group of people. This statement is supported by Matsumoto (2000), who defined culture and claimed that:

Culture is a dynamic system of rules, explicit and implicit, established by groups in order to ensure their survival, involving attitudes, values, beliefs, norms, and behaviors, shared by a group but harbored differently by each specific unit within the group, communicated across generations, relatively stable but with the potential to change across time. (p.24).

Additionally, Brown (2007) stated that “Culture is a way of life. It is the context within which we exist, think, feel, and relate to others. It is the glue that binds a group of people together. Culture also “is our continent, our collective identity” (p. 188). Thus, culture is not a set of rules that can be imposed. Brown (2007) argued that culture might be a set of behaviors and modes of perception that become important in learning a second language; therefore, according to Valdez (1986) “when learners accept these behaviors, they are more ready to consider others in a more favorable light”. ( p. 2); in other words, once the learner has some understanding of the

behaviors of L2 native speakers, regardless of the original motivation for study, the task of acquiring the language might well become easier.

In the history of language teaching, a dichotomy between language and culture has existed. In 1962, Wunderle defined cultural awareness as “the ability to recognize and understand the effects of culture on people’s values and behaviors” (p. 9). Cultural awareness has a notable role when people interact with individuals from other cultures. In 2007, Quappe and Cantatore claimed that:

Cultural awareness is the foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions. Why do we do things in that way? How do we see the world? Why do we react in that particular way?” (Introduction, para. 1)

Similarly, the Centre for Cultural Diversity in Ageing (2010), claimed that cultural awareness entails an understanding of how a person's culture may inform their values, behavior, beliefs and basic assumptions, which is mainly observed in communicative exchanges, that is why speaking skill (oral production) is the core of this study.

Teaching cultural awareness might be included through the use of appropriate tasks and materials. According to Willis (1996), an appropriate classroom task is “A goal-oriented activity in which learners use language to achieve a real outcome” (p. 53). Additionally, Willis claimed that language use in tasks should reflect language use in the outside world. For this reason the present researcher decided to implement certain cross cultural awareness training and tasks, in which the learners had the opportunity to develop their cross cultural awareness and use this understanding to improve their communicative competence.

Cross cultural awareness tasks might create connections for all learners. According to Tinsley (n.d.), these classroom activities should promote respect for all opinions and people, and

maintain a safe environment so that students can openly express ideas, thoughts and feelings; for that reason it is necessary to offer enough background knowledge to students in order to broaden their knowledge regarding the type of diverse scenarios which Tinsley (n.d.) attempted in her study.

This study used short video clips and tasks adapted from Tinsley's (op.cit.) study, in order to offer the learners a basis for the behaviors and patterns people have in certain contexts. The video project offers learners from different language levels the opportunity of learning about cross cultural elements and communication. According to Murray and Bollinger (2001) if the students "share the general goals of improving their oral English proficiency, increasing their knowledge of other cultures, and learning to communicate more effectively with people from other cultures. The video project provides them with opportunities to work toward these goals" (p.66). Exposure to these videos allowed learners to develop certain cross cultural and speaking tasks as they simulated a real life situation by using the cultural elements reviewed, as well as the false cognates proposed in the selected corpus.

### **2.2.2 False cognates/ false friends**

A discussion of false cognates/friends must include mention of the theory and research concerning language transfer, which is the main cause of this phenomenon emergence. A second language acquisition process is a clear sign of how learners use their native language to produce a second one. Lado (1957) claimed that:

Individuals tend to transfer the forms and meanings of the native language and culture to the foreign language and culture, both productively when attempting to speak the language and to act in the culture, and receptively when attempting and grasp to understand the language and the culture as practiced by natives. (p. 2)

According to Lott (1983) language transfer can be distinguished in three typologies related to the amount of language transferred, but the appropriate for the present project is intralingual and Interlingual transfer.(p. 256). According to Odlin (2003), Jaszczolt (1995), & Taylor (1975), when a learner begins to acquire chunks of a new language system, more intralingual transfer in the target language is manifested because of the generalization of the language rules, which might cause the emergence of false cognates.

For the purpose of this study, the classification of false cognates and false friends selected is the one offered by (Stamenov, 2009; Elhami, 2007; Ioana, n.d.; Chamizo, 2008; and Darwish, 2003) which refers to the definition that better describes the language misunderstanding of that the target population. Stamenov (2009) stated that “False cognates are words in two languages that are identical or similar in form but which differ in meaning and consequently may mislead the learner to think that they have the same or similar meaning”. (p. 220). On the other hand, “False friends are pairs of words in two languages that look and/or sound similar, but differ in meaning” (p. 220). Regardless the meaning, the difference is that the false cognates are words that do not share the same roots as false friends do.

Concerning false cognates, other studies have been carried out as Elhami (2007) and Ioana (n,d) , who defined cognates as words with similar form and sound, but with different meanings. In relation to false friends, Ioana (n.d.) also claimed that the false friends concept emerged because English words seems to be “friendly” to the learners and help them to produce their ideas in an easier way, when recurring to previous notions instead of producing them with a great amount of unknown vocabulary. Referring to these notions can be beneficial to practice the language, but it may also prove negative because it becomes a source of communicative failure when confusing similar words in different languages.

Some other research studies have been carried out in the field. Some of them involve Chamizo (2008) and Darwish (2003), who concluded that because of the similarity of the words in signifiers, sometimes in meaning, spelling and pronunciation, false friends are unavoidable errors from the native to the target language, since they might be the source of inexactness and confusion for the learners.

Other studies have revealed the cognates categories as Chamizo's (2006) study that classified them into two groups "chance false friends" and "semantic false friends"( p. 308), De Groot (2011), who called them "false friends or pseudocognates" (p.120), and Nash (1976 in De Groot 2011) that distinguished four categories "true cognates", "deceptive cognates", "false cognates" and "accidental cognates"(p. 121).

The false cognates/ false friends' phenomenon includes errors that are much more common between Spanish and English in spoken communication. That is why this research focuses on participants' oral production and the accuracy when using some of the false cognates and friends that Spanish and English languages share. To encourage the participants to use the words accurately and improve their oral production, it was necessary to establish a corpus of false cognates/friends, which was implemented through some strategies as cross cultural awareness training and speaking tasks to avoid fossilization and promote effective communication.

### **2.2.3 Accuracy in oral production**

Many people might spend more years than others in learning a language because they could be afraid to make mistakes. Skehan (1996) declared that accuracy refers to how well the learners produce the target language in relation to the rule system of the target language.

Accuracy relies on different language categories. According to Omaggio (1986) these categories include grammatical, sociolinguistic, semantic, rhetorical accuracy and some surface features like spelling and punctuation and pronunciation, but for the purpose of this study, which

is focused on oral production and the accurate use of the corpus in certain contexts, only semantic and sociolinguistic accuracy is examined in this thesis.

Accuracy is a matter of language appropriateness in which learners need to be trained to avoid language imprecisions. Accuracy is essential in any language learning process, but it might not be as beneficial as Stoneman (2007) affirmed because sometimes people just focus on accuracy and they hesitate to say anything for fear of performing wrongly.

Accuracy has to be an important element of the classroom procedures, but according to Allen and Waugh (1986), accuracy must not become the core part of the learning process because it might be negative depending on the amount of corrections provided. That is why this study determined accuracy as an important element, but not as a the core component in the classroom procedures because according to Bengoa (2011), the “overuse of accuracy monitoring can cripple language development, making the students lose confidence through the teacher’s over correction” (Introduction, Para. 1); therefore, the researcher preferred to use the corpus, the speaking tasks and the self-assessment strategies compared permanently, to promote self-consciousness of the progress in the accurate use of the words, instead of controlling the errors or inaccuracies during all the moments of the lessons to avoid participants’ discouragement.

According to Pica (1988) accuracy can be measured considering the context and the structure selected. For the present study, the measure was carried out by counting the number of words of the corpus of false cognates/friends the participants recognized and were able to use at the beginning and at the end of the implementation. The words were counted through the use of the tests and the speaking tasks assessment checklist used to assess the role-plays.

#### **2.2.4 Speaking tasks**

Communicating successfully in a foreign language is not an easy task. According to Thomas and Inkson (2009), “successful communication occurs when the message is accurately

perceived and understood” (p. 87). Communication process in terms of speaking skill is one of the most challenging language areas because it implies some variables as language level, scenarios, intentionality, style and even cultural elements; thus, speaking tasks during classroom procedures should prepare students for those possible emergent variables in any communicative setting.

According to Iberri-Shea (2009) “speaking tasks are an easy way to enhance language learning. As students participate in lively presentations and debates, they develop increased motivation and engagement with the materials” (p. 35). That is why teachers must plan speaking tasks carefully because as they enhance students to learn a language, instructions and material are important to accomplish with the goal proposed. Additionally, as Iberri-Shea (2009) argued “language skills will improve because students are using language in meaningful ways for specific purposes” (p. 35). Therefore, speaking tasks will gradually benefit the learners’ oral production, if teachers plan and address them accordingly.

For the purpose of this study, namely to use a false cognates/friends’ corpus to influence the learners’ accurate oral production positively through the use of cross cultural training and speaking tasks, the researcher decided to include speaking tasks because they provide a more suitable means for learners to use the false cognates/friends selected.

Speaking tasks and strategies are suggested by Klippel (1984), in his book “*Keep talking: communicative fluency activities for language teaching*”, in order to make students produce the second language learned accurately. According to Klippel (1984), some of the speaking activities that might be helpful for learners to produce the second language include warming-up exercises, questioning and ranking activities, discussion games, role plays and simulations.

Although a great variety of classroom activities has been suggested as successful for speaking skill practice (see for example Klippel, 1984), speaking tasks implemented in this study

included discussion games, debates, and role plays which offered opportunities for students to engage in cross-cultural communication.

### **2.3 State of the art**

The main constructs related to the topic of this study have been described above. Below, there is an account of research studies at international and local levels undertaken in the fields of cross cultural awareness development, false cognates/false friends phenomenon, accuracy in oral production, and speaking tasks.

#### **2.3.1 Cross cultural awareness development**

An emphasis on cross cultural awareness development coincides with the case study carried out by Yunian (2001), which is related to cultural awareness and EFL learning process. The author described the inseparable relation between language and culture and how this relationship makes English learning a process of acknowledging and accepting the English cultural features. At the end of the study, the researcher found that the process of awareness and acceptance of the English cultural issues among the learners was in parallel with their levels of English learning due to the fact that both increased compared to the beginning of the study.

Yunian's study has enlightened the present research project because this ought to demonstrate to the members of the school community that teaching English language cannot be an isolated process and that it might increase learners' language level and cross cultural awareness such as Yunian's study participants.

Another case study of cross cultural awareness in English learning classrooms was conducted by El-Hussari (2007), who reported that cultural awareness is a hidden component of the curriculum, and that the teachers' interactions with the secondary-age students were crucial to promote cultural awareness through the implementation of the policy of the education/language of the Lebanese New National Curriculum. This policy enabled the researcher to analyze whether

the new educational policy allowed the teachers and students to “shift” their cultures of teaching and learning in secondary schools and if cultural awareness could promote social transformation; hence, the author considered cultural awareness as a core in the classroom in order to avoid stereotyping. El-Hussari study illuminates this project at the Jose Allamano Bilingual School because cross-cultural awareness is not an element of the curriculum, but perhaps after this attempt to include it in the classrooms, the students, teachers and principals might consider stating cultural awareness as a key element for shifting their way to conceive the world and improving the teaching and learning process of a foreign language.

Another research study that investigated the effect of exposure to cultural, social, and economic diversity on selected attitudes of elementary school teachers was carried out by Baty (1972). The goals of the in-service training program were to increase the teacher's understanding of the cultural background of the population. At the end the study, the goals were accomplished because the teachers who participated became aware and more concerned to learn about the cultural backgrounds of all their learners, which allowed them to better approach the students and bear in mind their needs when preparing the lessons and carrying out the language teaching process.

Additionally, Wunderle (1962) explained in his study how and why he wanted to incorporate cultural awareness into United States military training and doctrine. The author argued that culture non-understanding affected military operations because the soldiers belong from different backgrounds and also conduct military operations within and among different cultures. Cultural awareness is not currently included as part of foreign language training and the cultural training provided to soldiers is typically focused on lists of do's and don'ts without providing a context for cultural understanding. If the soldiers were trained not just in foreign language, but also in cultural awareness, they would be able to defeat adversaries and work

successfully with allies because communication would be more effective. That is the reason why not only language, but also cultural awareness training must be provided to the participants of this study, in order to promote effective communication.

Similarly, Hovater (2007) developed a grounded theory study in which he attempted to develop cultural awareness in pre-service teachers who participated in a teaching abroad program in Taiwan. The study provided evidence of an inability to communicate successfully due to the language and cultural barriers which caused lots of misunderstandings. The teachers had difficulties when interacting with their host families and with their students, but after they learned some few phrases, cultural barriers started to dissipate. Also by showing interest in learning about their language and culture, the students opened up to them and they were able to practice their English and the teachers also could learn about Taiwan. The author recommended that when people learn a language, they also must be interested and ready to acquire elements of a new culture.

Moreover, Fleming (2010) carried out research to investigate the value of cultural awareness in relationships between the patients and medical students. The author argued that health care professionals do not have an acceptable knowledge of other cultures and when they work in multicultural environments, disagreements emerged because of differences between international health care issues. Additionally, the study reveals the necessity of the medical students to develop appropriate communication skills due to the fact that they work with emotionally vulnerable people and any medical information must be communicated carefully. To conclude with studies carried at an international level, Tinsley (n.d.) researched on cultural diversity and cross cultural communication in children at New Jersey Department of Education. The researcher implemented classroom activities that involved readings, video clips exposure and role plays, similar to the present research study. The researcher concluded that through the

exposure to videos the teachers learned about their students' background and interests; in addition, the students had the opportunity to develop tasks that enabled them to establish personal connections with the lessons and the language.

On a local level, Bonilla and Aldemar (2009) conducted a research study in the Languages Program of the Universidad de la Salle, in Bogotá. A "Cultural Awareness" class was created in the program. At the beginning of the class, the learners demonstrated that there was a lack of knowledge about cultural elements related to English foreign language learning; however, after some changes implemented into the teaching approach, the teachers found that students at the last stage established a clear perception of the importance of cross cultural awareness and how being interculturally competent improved their ability as English language speakers; likewise, the present research seeks to implant the participants with the belief of the importance of culture and language.

To sum up, research about cross cultural awareness development, training and tasks development in the EFL classroom has not been conducted widely in Colombian scenarios. The above mentioned studies concluded that cultural awareness development leads the learners to progressively acquire not just an understanding of the culture, but also an improvement of their oral production, which encouraged the researcher to develop this project in order to enhance awareness and accuracy in the foreign language production.

### **2.3.2 False cognates/false friends phenomenon**

Many research projects and case studies have been carried out in the areas of transfer and the false cognates/false friend's phenomenon. One example is the research conducted by Williams (1992), who reported in "The Cross-Language Transfer of Lexical Knowledge". This study was carried out with a population of 74 upper elementary school students who were proficient in both Spanish and English. The researcher found that the students showed

signs of better L2 learning after they became aware of certain cognate forms. This study enlightens this research project, in the sense that the learners gained awareness of the existence of cognates as well as their use, which resulted in more accurate speech.

Another research study that demonstrated the influence of false friends between languages, was carried out by Hojati, Mirzaee and Roustaei (2013). These authors reported a list of false cognates that represented a potential confusion between the meanings and the uses of the words. All the words were selected by the researcher based on the criterion of high frequency in daily speech of Farsi-speaking Iranians in different business and educational settings; this strategy also was carried out in this research study through the selection of four scenarios and forty cognates. Results on this study reported that still there were significant confusions between the meanings and use of the fourteen false cognates presented.

An additional research study was carried out by Frunza (2006) who classified a pair of words in two languages (French and English) as cognates, false friends and partial cognates. The researcher used Machine Learning techniques with several measures of orthographic similarity as features for classification. At the end of the implementation, the researcher concluded that this method of identifying cognates and false friends increased language accuracy in Machine Translation and Computer-Assisted Language Learning tools, which is a task that was not of research interest before, at least in the computational community.

The aforementioned research influenced this current study in the area of accuracy in false cognates/false friends usage in oral production when combining or implementing the usage of corpus and other research methods.

Locally, a research study on transfer and false cognates was conducted by López (2011) at the UNINCA (Institución Universitaria Colombo-Americana). This study showed how students used their native language in written communication to communicate in a second language. The study focused on transfer, mainly addressed to the interference in writing skill. At the end of the study, López concluded that L1 influence was negative in L2 writing tasks because many mistakes emerged from that process. This finding also was revealed during the needs analysis of this study, but focused on oral production, in which learners translated ideas from Spanish to English.

Moreover, two similar studies have been carried out recently at the Universidad de La Sabana. In the first, which attempted to correct the presence of false friends in learners' written discourse, Garzón (2010) tried to minimize students' negative language transfer in their written production, through the production of videos by using "Xtranormal" and "One true media" to practice the vocabulary and grammar learned in class, especially false friends that have affected their written discourse. At the end of the study, the researcher concluded that the online video-making tools increased students' awareness of false friends between Spanish and English languages. Garzón's research supported the present study in the sense that the use of videos and proper speaking tasks might impact positively on students' negative language transfer.

The second research project conducted at the Universidad de la Sabana was accomplished by Moreno (2009), who demonstrated how a number of Spanish language words confused the students when learning English language vocabulary. He explained that false cognates could remain "fossilized" and might be an obstacle to learning a language. The author concluded that a possible strategy to overcome errors with false cognates in performance is the "English Content Based Instruction" approach, in which learners might be

able to improve their English while they build their vocabulary domain in order to avoid errors because of false cognates/friends performance. This last study, gave the researcher clear ideas on the errors that transfer causes on learners performances and the possible inaccuracies that might occur when these errors are fossilized.

All the research projects mentioned above have shown the present researcher that the phenomenon of false cognates/false friends is more common than expected. The issue has provided the present study researcher with the support to believe that it is a tangible study, in which she can devote time and effort in order to develop cross cultural awareness as a means to assure more accurate false cognates/false friends use.

### **2.3.3 Accuracy in oral production**

An emphasis on accuracy in morphology was developed by Gutiérrez and Simon (2007), who carried out a study in the United States that examined whether the use and exposure to Spanish had an effect on the English performance among bilingual Latino children compared with monolingual (Spanish) Latino children, and whether dialectal differences within Latino English speakers might result in performance differences or in misclassifications for children with different backgrounds. At the end of the study the results showed that English dominant bilingual children were not likely to be misclassified as the English-only proficiency peers. It seemed to affect classification accuracy to some degree and resulted in a great number of misclassifications for some of the children.

Similarly, Hunter (2011) carried a study on the influence of developing “small talk” in their students and lessons. Similar to this present research, after the weekly small talk videotaping and their analysis, the researcher concluded that mistakes are an inevitable part of the learning process; however, the study indicated a positive connection between the small talk methodology and the development of accuracy.

Another investigation carried out in the field was developed by Larsen (2006), who researched the Emergence of Complexity, Fluency, and Accuracy in the Oral and Written Production of Five Chinese Learners of English. The researcher observed the participants frequently so as to capture the relevant properties underlying the developmental process. To this basic design, the researcher added the feature of having students perform the same task at different points in time, which at the end demonstrated how complexity and fluency (but not accuracy) improved when learners repeated a task.

Similarly, Nakakubo (2011) carried out research on the effects of preparing speaking performances on second language oral performance in Japanese. This study demonstrated how a number of the participants were more attuned toward accuracy and, therefore, attended more to grammar, while others were more concerned with communication, which lead their attention to the content of their utterances. To evaluate accuracy of L2 production the researcher employed both global and specific measures so that global measures would capture more general changes in accuracy (Skehan & Foster, 1997). For that reason the present study used three global measures and two specific measures for evaluation of accuracy in narrative stories regarding the effects of time pressure on L2 oral production, effects of pre-task and on-line planning on L2 oral production and the processes of pre-task and on-line planning. Results demonstrated that students speak faster with tasks under time pressure. After comparing pre-task and on-line planning, significant differences in tasks performances regarding fluency, accuracy, and complexity of L2 learners' oral production were not revealed, so neither pre-task nor on-line planning supported the participants to have oral production with higher quality; however the planners with pre-task planning opportunity produced longer narratives.

Locally, in Colombia, three research studies have been developed in the field of accuracy in oral production. The first attempt was developed by Cuestas (2006), in which she studied the influence of songs in the English class as a strategy to encourage tenth graders' oral production. The results indicated that before implementing the project, the students were concerned about accuracy more than about expressing their ideas. Then, during the development of the activities, the students focused on expressing their ideas freely more than when they were concerned about accuracy.

The second study was developed by Castrillón (2010), in Otún, a public university located in the south-eastern part of Pereira, (Colombia). This study was focused on the Oral skills course offered to the students. During the course, the teacher provided the students with different kinds of activities, mainly individual or group oral presentations. At the end of the study, after a great amount of practice, the students perceived improvement of their oral skills after participating in the oral skills course, which in addition benefited fluency and accuracy.

Thirdly, Ojeda (2011) based his research on awareness-raising in A2 learners through the use of message boards to improve accuracy in the simple past tense. The researcher offered a wide analysis of speaking accuracy that supports his research project, which also analyzes how speaking performance is promoted inside Colombian English language learning classrooms. He added that little interaction is reached by students, so accuracy in oral skills is not a major concern for Colombian contexts. The author concluded that teachers must encourage students' interaction inside the classroom in order to develop students' accuracy and awareness when facing speaking situations.

All in all, the studies mentioned provide evidence of the importance of fostering accuracy, which is a speaking component that needs to be developed during English lessons,

through the use of different strategies, in order to make learners improve their oral production and simultaneously other speaking components as fluency or complexity. For this reason the present researcher is eager to develop certain cross cultural awareness training and speaking tasks in which the participants use the cognates selected accurately without feeling the pressure of time and exactness.

#### **2.3.4 Speaking tasks**

Oradee's (2012) study claimed that by using three communicative activities (discussion, problem-solving, and role playing) students improved their speaking skills. (p. 533). After triangulated analysis, results indicated that after using the three communicative activities, the students' English speaking abilities were significantly higher than prior to their use due to the fact that the students' attitude towards using the three communicative activities was positive.

Another study in the field was completed by Khameis (2006), in which using creative strategies (as speaking activities) promoted students' improvement in speaking skills (p. 109). The researcher stated that these activities must catch students' attention, for that reason the researcher decided to implement the use of songs and puppets as everyday activities to encourage students to speak about themes in their course book "Days and Dates" and "It's Fun". After the data collection analysis, the researcher concluded that the students demonstrated improvement in three different areas: more language production quantity, speaking quality and spontaneity and motivation to participate. Khameis' research provided insights for the present research project to create speaking tasks that would motivate the learners and make them feel relaxed and confident in order to have positive effects in oral production.

Additionally, Rosenfeld, Leung and Oltman (2001) carried out a study which provided a link between the TOEFL 2000 project framework and the specific English language proficiency tasks required for competent academic performance at the undergraduate and graduate programs. Survey instruments were designed and administered to undergraduate and graduate faculty experienced in teaching nonnative speakers of English at 21 universities across the United States and Canada. Results indicated that faculty and students agreed that the tasks in the four language skills (reading, writing, listening and speaking) were relevant for completing the coursework at both the undergraduate and graduate levels. These findings support the use of tasks may help learners succeed in educational programs conducted in English.

Hamzah and Ting (2010) developed a research study that showed the effectiveness of using group work in teaching speaking in ESL classroom. This approach provided language teachers with the rationale to carry out oral group work activities in class to improve students' speaking skills. The results indicated that the students felt free to express themselves when interacting in smaller groups. Additionally, there was a positive implication that reaffirmed the benefits of using of group work activities, since the students showed improvements in their individual performance in speaking assessment.

In addition, Katchen (2003) researched the effects that DVD's films have on listening and speaking skills. Students were graded on an audiotaped self-introduction, the performance of a role play (as in this research study), and two group oral reports based on two of the films viewed. Results showed that after one semester of this practice, it was feasible to continue using DVD films as the major course material in order to motivate the students to develop tasks that helped them to improve listening and speaking skills.

Finally, in Colombia, a research study was developed by Stevens, Lasso and Quintero (2012) at the Universidad Tecnológica de Pereira, in which the researchers' objective was to describe and determine what kind of activities and pedagogical strategies are used to promote oral participation in introverted students in a 5th grade English classroom. After the pedagogical implementation, results indicated that the application of some teaching strategies such as the use of contextualized material, planning and performing role plays, vocabulary contests, and the use of gestures, code switching, and giving clear instructions incremented the students' speaking participation.

#### **2.4 Conclusion**

All the aforementioned studies guided the researcher to plan the pedagogical intervention and to select the material for the corresponding training. Additionally, some of these studies enlighten the researcher in order to select the material and design the corpus implemented in this study. Finally, some of the speaking tasks proposed in the studies above were adapted for the purposes of this study due to the reliability and validity they provided to their researchers and their studies.

### Chapter 3: Research design

#### 3.1 Introduction

The research design of this qualitative study involved three stages of data collection procedures: The pre-planning, the while and the post stage:

STAGE	INSTRUMENT
<b>Pre-planning</b>	Interviews
	Questionnaire
	Survey
	Observations
<b>While</b>	False Cognates/friends corpus
	Test (initial)
	Believe can do self-assessment checklist
	Speaking tasks checklist assessment
	Can do self-assessment checklist
	Test (final)
<b>Post</b>	Data analysis

*Figure 1. Stages of implementation and corresponding instruments.*

Along the development of this chapter the pre-planning stage and its main procedures, in which the participants were informed about the project purpose and methodology and the needs

analysis was accomplished, will be approached respectively. The while and post stages will be disclosed in further chapters.

### **3.2 Type of study**

This was a qualitative action research study. Qualitative research is a type of research using methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice (Parkinson & Drislane, 2011). Researchers have become interested in qualitative research according to Denzin & Lincoln (2005) because:

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self.

Researchers seek to understand the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world (Merriam, 2009, p. 13).

Researchers have engaged with action research as a method to achieve potential research goals.

Action research is “a systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives” (Stringer, 2007, p.1). In addition,

West (2011) claimed that “action research can help bridge the gap between theory and practice by addressing topics that are relevant to practicing teachers” (p.1).

Consequently, action research seems appropriate here because one of the present study aims is to analyze how the implementation of a corpus of false cognates/friends might influence A2 learners’ accurate oral production through the development of cross cultural awareness training and speaking tasks. Data collected during this action research project included various observation and qualitative data collection techniques.

### **3.3 Context**

This research study was carried out during 2012 – 2013 with a group of twenty-four eleventh grade students at the bilingual school Jose Allamano, in Bogotá. This private, Catholic school was founded in 1962 and since then has offered its educational work to different socio-economic population, providing primary through high school education. In February 2008, the gradual process of Bilingualism of the school began and subsequently, a complete credit was given, authorizing the school to change its name in 2012 as “The Jose Allamano Bilingual School”.

The current school’s requirements for the students focus on their language proficiency that needs to be certified in certain grades, for that reason they need to succeed on Cambridge University ESOL examinations “Flyers, Key English test (KET), Preliminary English test (PET) and First Certificate in English (FCE)”, in order to be promoted to the next year and awarded in eleventh grade with a B1 or B2 English Language level.

#### **3.3.1 Participants**

There were one hundred-twenty-seven students at eleventh grade, who attended the school’s entire curriculum program. The sample for this project consisted of twenty-four learners in English basic level between 15 and 18 years old. By the time this study was carried out, none of the students had been awarded the B1 certificate.

The students’ English level corresponded to A2 according to the Common European Framework of Reference (CEFR), established through an Oxford Online Test (2012), an Instituto Colombiano para el Fomento de la Educación Superior (ICFES) mock exam (2013), a Preliminary English test (PET) mock exam (2013), and the activities developed during the lessons, which demonstrated a low competence in English language skills.

Additionally, to reinforce all four English language skills, the learners also needed strong instruction on the PET exam structure in class, in order to be able to recognize and succeed on the different parts of each skill (reading, writing, listening, speaking) tested in this exam for that reason more time during the classes was devoted to practice through different tasks the target language required not only for the exam, but for improving their language level.

Most students showed extrinsic motivation to learn English language, although only a few learners established that English was a personal goal, for that reason most of the learners of this study showed some difficulties in English, given the school accelerated process to become bilingual and the lack of motivation to study the language, which is not out of personal desire, but out of the necessity to pass an English proficiency exam for high school graduation.

Learners had seven 50 –minute face- to- face English language sessions per week. There was no formal textbooks that guided their learning process, so teachers selected and adapted the materials to prepare students for the Cambridge preliminary English test (PET), the Instituto Colombiano para el Fomento de la Educación Superior (ICFES) tests and, for the competences that the school set as a bilingual institution, regarding the Common European Framework of Reference (CEFR) standards.

### **3.3.2 Researcher's role**

The researcher's role in this study was of a participant observer because the teacher was the same researcher, who followed the principles of action research teachers that according to Burns (2010) "becomes an 'investigator' or 'explorer' of his or her personal teaching context, while at the same time being one of the participants in it. (p.2). Additionally, the researcher followed Calhoun's (1994) action research principle that proposed "Let's study what's happening

at our school and decide how to make it a better place (p.11)”. To accomplish this principle during this study, the research design included researcher observations, a variety of data collection procedures and analysis.

### **3.3.3 Ethical considerations**

When conducting a research study, it is ethical to make participants aware of the study implications; according to Munhall (1988) “continually informing and asking permission establishes the needed trust to go on further in an ethical manner”. (p. 497). This research study attained ethical procedures and participants’ integrity, by informing the participants and their parents about the project. Additionally, they were given a document in which they consented to participate or not and agreed to the terms of anonymity and confidentiality. (Appendices A and B).

In addition, a consent letter was signed by the school’s principal in order to give the permission for recorded lessons and class observations for the In Service Certificate of English Language Teaching (ICELT) training course, which greatly support this study (Appendix C)

### **3.4 Data collection instruments**

The researcher used several instruments to collect information about the use of a corpus of false cognates/friends that might influence the learners’ accurate oral production through cross cultural awareness training and speaking tasks. In addition, the instruments provided the researcher with insights about students’ perceptions on the importance of learning cultural foundations and how these elements might help them to improve their English language learning processes.

### **3.4.1 Description**

#### **3.4.1.1 Interviews**

The research interview has been defined as “a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanation” (Cannell & Kahn, 1968, p. 527 ). In addition, according to Kvale (1996), an interview might be perceived as an interchange of views between two or more people on a topic of mutual interest (p. 14).

To design the interview, the researcher followed guidelines provided by Cohen, Manion and Morrison, (2007, p. 355). The researcher adopted certain of the interview concepts offered in this publication in order to achieve the purposes of this study.

The advantages and disadvantages of the open-ended interview type were reviewed. A structured interview was selected to be applied in the present research. Cohen, Manion and Morrison (2007, p. 355), named this interview “structured” because its content and procedures are organized in advance and there is little freedom to make modifications. According to Patton (1980), a structure interview is “the exact wording and sequence of questions are determined in advance and all interviewees are asked the same basic questions in the same order” (p. 206). Therefore, after choosing the interview type, the researcher thematized it into cultural and language perceptions, and then designed it by taking into account the question formats and the possible response modes.

When the interview was completely planned, the researcher piloted and then applied it to the target population (Appendix D). The interview was applied to all participants, in groups of five or six students. They were recorded in order to obtain valid data for the project. The answers

for all the twelve questions were formulated, and the researcher proceeded to transcribe them into an Excel document.

The interview was used as a way to obtain information about the insights of the participants about the importance of cross cultural awareness in English language learning, as well as the influence and effects of their mother tongue in the EFL learning process; it also provided a more personal encounter with them. The interview was structured by using open-ended questions. This instrument was essential as it offered the possibility of interacting with the population and extracting knowledge about their experiences, as well as expectations and perceptions regarding cross cultural awareness importance and notions.

#### **3.4.1.2 Questionnaires**

According to Wilson & Mclean, (1994), the questionnaire is widely used for collecting survey information, providing structured and often numerical data; in addition, questionnaires can be administered and analyzed with comparative ease (Cohen et al, 2007, p. 317). The researcher followed Cohen, Manion and Morrison, (2007) steps to build a valid and reliable instrument. After considering the purposes and objectives for the questionnaire, the researcher decided to implement a questionnaire with highly structured closed questions. According to Oppenheim (1992), these types of questions “are useful in that they can generate frequencies of response amenable to statistical treatment and analysis. They also enable comparisons to be made across groups in the sample” (p.115).

Closed questions (dichotomous, multiple choice, constant sum and rating scales) are quick to complete and straightforward to code (e.g. for computer analysis), and do not discriminate unduly on the basis of how articulate respondents are (Wilson & McLean 1994, p. 21). The questions mode selected was the Likert Rating Scale, in which an acceptable degree of sensitivity and differentiation of responses was provided. (Cohen et al., 2007, p. 325)

The questionnaire layout was revised, piloted and then administered to the students (Appendix No E). The method was a self-administered questionnaire in the presence of the researcher (Cohen et al., 2007, p. 344). The questionnaire analysis stage started by classifying all the responses for the 13 questions formulated in an Excel chart. Subsequently, the number of agreement or disagreement answers was determined, and the researcher visualized concepts and certain elements which offered multiple views of the population regarding the negative influence that transfer has in their oral production and the positive influence of cultural content when learning a second language in order to improve their language level and perform orally in any scenario.

#### **3.4.1.3 Survey**

According to Burns (2003) surveys are used to gain responses related to specific issues and may invite either factual or attitudinal responses. In this study a survey was implemented in order to obtain information about the specific strategies, the speaking tasks and topics to dealing with cultural elements in the lessons development in order to improve in the participants speaking skill (Appendix No F).

According to Cohen et al. (2007) “surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events”. (p. 205). In the data collected during this study, there was a clear connection between the strategy, the task, and the topics implemented in the lessons. The learners responded to the face to face survey questions, which involved four questions with open, ranking and multiple choice answers. Finally, after the responses were collected, the researcher analyzed the information in a comparative chart by ranking the answers, creating common features and establishing elements about the students’ perceptions.

#### **3.4.1.4 *Teacher observations***

Observation, as a research process, offers the investigator the opportunity to gather ‘live’ data from naturally occurring social situations. In this way, the researcher may observe first-hand what is taking place, rather than relying on second-hand accounts. (Cohen et al., 2007, p.396). In this study the researcher had the opportunity to observe and take the notes that were collected in the different lessons in order to be contrasted with the other instruments results and determine the strategies, the materials and the tasks to be implemented. According to Robson (2002), observations have some attractions in their favor because “what people do may differ from what they say they do, and observation provides a reality check” (p.310), and this reality was verified by the present researcher.

The observations took the form of written notes, which provided the researcher with ideas for designing the pedagogical intervention stage. However, this tool was not conceived as a data collection tool when applying data analysis. The reason for this decision was related to the focus of this study: the influence of a corpus of false cognates/friends in the accurate oral production through the development of cross cultural awareness training and speaking tasks. (Appendix No G)

#### **3.4.2 *Validity and triangulation***

This research project followed the triangulation principle proposed by Cohen, Manion & Morrison (2007), who claimed that “triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior” (p. 141). In order to validate this research design, the researcher administered three methods or instruments for data collection: structured interview, a self-administered questionnaire and a survey.

The researcher reviewed the appropriateness of each instrument and their connection with the research question in order to collect relevant data that support the research study. In terms of

validity and reliability, each instrument designed by the researcher was shared with colleagues and the research project director, who made a few adjustments. For analyzing the data, the researcher used a triangulation technique in order to contrast and compare data about the same issue and to find common elements.

During the triangulation stage, seven elements were found to provide evidence of the common features within the participants' perceptions related to the importance of cross cultural awareness knowledge and strategies. These elements involved culture worthiness, general cultural knowledge, the influence of cultural elements on language learning, language transfer phenomenon, language transfer causes, language learning strategies and feedback patterns. They offered clear evidence of the pertinence of including cross cultural awareness and speaking tasks in the English language lessons in order to guarantee accurate oral production in the learners.

### **3.5 Conclusion**

This chapter has described the type of research design, the researcher's role, the context and participants, the data collection instruments and procedures, and the stages developed. The next chapter will present the pedagogical implementation and intervention of this study.

## **Chapter 4: Pedagogical Intervention and implementation**

### **4.1 Introduction**

This chapter is intended to illustrate the vision of learning, language, and curriculum that underlie this study. In addition, it provides a description and justification for three specific procedures carried out during this application: first, the instructional design of the face-to-face sessions; secondly, the use of specific data collection instruments, and thirdly, certain modifications made during the application.

During the needs analysis stage, the participants confirmed that they were interested in improving certain cultural factors, including performing real life situations aimed at using accurate vocabulary and expressions. They also affirmed that they wanted to develop those cultural factors through the participation in debates, discussions, and role plays because the speaking skill is their biggest weakness.

They believed that including cultural elements for the class would give them more confidence when interacting in the L2. For this reason the researcher decided to integrate speaking tasks and cultural factors in order to provide the learners with the opportunity to increase accuracy in the false cognates/friends they use.

### **4.2 Visions of language, Learning and curriculum**

#### **4.2.1 Vision of Language**

Humans' language faculty, which is innate, involves spoken and written processes; it is our primary means of communication. Language can vary according to the social and cultural context. The language is a vehicle for learning, which consists of sounds combined to communicate. People devote a great deal of time to speaking when learning a foreign language. Learners aim to be understood, but not all their attempts are accurate.

This research project explores communicative tasks as a means to improve communication through the accurate use of false cognates/friends, as well as to encourage the acquisition of a foreign culture through the use of cross cultural awareness training and speaking tasks, which were designed to simulate potential life experiences in a foreign country.

#### **4.2.2 Vision of Learning**

The speaking skills play an essential role in the language learning process. The development of speaking throughout this project matches the communicative approach promoted in the school where this research project was carried out. Because the school principals' and staff consider speaking as the most important language skill, the school bases the methodology for its English lessons on skill and task-based approaches, which allow teachers to promote tasks and activities in which the learners produce and learn the language gradually. Additionally, the school's philosophy highlights the importance of learning languages and respecting other cultures, hence the pertinence of the relationship between language and culture developed in this project through the use of cross cultural awareness training and speaking tasks.

#### **4.2.3 Vision of curriculum**

At the Jose Allamano Bilingual School, the curriculum has been designed to respond to the learners' perceived needs, which are to perform in a technological and globalized world. For this reason the learners are trained to take international exams from Cambridge University and the school's program is designed to ensure that the learners accomplish a B2 level according to the Common European Framework (CEFR).

The program includes seven hours of English language instruction hours per week, which are devoted to promoting the communicative approach, through the implementation of skill and task-based methodologies. The curriculum has undergone several changes in recent years; however, it remains grammatically oriented and that is why students obtain low scores in certain

of the Cambridge TESOL Exams, specifically in speaking skill compared to the other language skills; hence that the school promotes the speaking skill practice as a priority.

### **4.3 Instructional design**

The instructional design was based on a face-to-face course-level, with four weekly sessions for a total of seven hours. Several topics and cultural issues were studied and practiced in these lessons. The selection of these topics was based on the analysis of students' surveys, in which the learners expressed their willingness to learn about cultural issues in order to improve their language level, and to perform accurately in role-plays matching potential foreign contexts. The learners themselves proposed four situations, which most people might experience as soon as they land in another country: at the airport, at the hotel, at a restaurant and in a job interview.

The role-play contexts were chosen based on Holden, Philip and Westfall's (2010) guide for selecting instructional resources. The chosen resources involved what Holden, et al., (2010) named learning/perceptual modalities, which are the "ways learners take information through the senses: visual, auditory, kinesthetic, and tactile" (p. 10). The modality selected was visual, since several studies have revealed that 90% of what the brain processes is visual. Thus, the topics and contents were first introduced through selected video exposure, which served simultaneously as input to certain of the corpus cognates and cross cultural awareness training.

After each video, certain speaking tasks were developed. These involved discussion games in order to recycle vocabulary, including the corpus of false cognates/friends. The learners were then required to perform a role play, in which they used the cognates proposed for that week, in addition to a number of the cultural elements observed in the video. These role plays were recorded for later examination. Finally, the videos were observed and analyzed by the learners and the teacher to assess their performance and to offer some feedback.

### **4.3.1 Lesson planning**

#### **4.3.1.1 Face-to-face sessions**

These sections were held four days a week. Due to the fact that the school follows the communicative-skill and task-based approaches, these lessons were adapted because the curriculum contents were not followed in order to carry out the implementation; additionally, the application tasks were focused on developing the communicative competence and oral skill in favor of fulfilling with the school's methodology.

The four weeks of implementation involved the development of the four lessons designed for the face-to-face meetings, which were organized taking into consideration Schunk's (2001) goal setting approach. Each lesson plan represented a situation, which at the same time involved the application of ten cognates. The lesson plan goals were complied with the goal properties of specificity, proximity, and difficulty. They were also elaborated within the school's template (Appendix H), which involved the following stages in the weekly instructional plan.

- Warm up (brainstorming – believe can do self-assessment checklist)
- Topic Presentation (videos exposure)
- Controlled practice (speaking tasks and role plays)
- Reflection (video analysis - speaking tasks assessment checklist)
- Assessment (can do self-assessment checklist)

#### **4.3.1.2 Corpus**

According to Dash (2010) "The term corpus is derived from Latin corpus "body" which means a representative collection of texts of a given language, dialect or other subset of a language to be used for linguistic analysis (p.1). This research project is based on a cognates corpus integrated by forty words distributed equally according to the situation they might be used

(at the airport, hotel, restaurant and job interview). The corpus construction was based on the Preliminary English Test (PET) vocabulary booklet adopted by the school during the English lessons. The learners were organized by pairs and they reviewed the entire vocabulary list. Then, the students took out the words they associated with Spanish language. At the beginning the corpus contained seventy-four words, but it was later reduced to forty words in order to apply the same number of words weekly. These words were selected according to the learners' perceptions regarding the most similar words to their L1. (Appendix I).

#### **4.3.1.3 Tests**

A test was applied at the beginning of the application, which included the forty corpus cognates selected (Appendix J). In the first test, the learners were requested to write the meaning they believed corresponded to the words. In the second test, which was carried out at the end of the application, the students were asked to write the real meaning of the words. This test related to formative testing, which is undertaken during a program, is designed to monitor students' progress to measure achievement and to diagnose strengths and weaknesses (Cohen et al, 2007, p.418). This was because this test aimed to compare the progress all the participants showed before, during and after the pedagogical intervention.

#### **4.3.1.4 Believe can-do self-assessment checklist**

The researcher designed a self-assessment checklist based on Cuesta's (2013) proposal for the design of self-regulation practices. This was convenient for the participants, as they used the checklist to assess what they believed they could do in the proposed situations, as a way to assess their self-efficacy beliefs. The checklist was made up of a problematic situation the students had to imagine; here, the learners had to assess their performance in that situation through ten statements, by ticking YES or NO according to their beliefs. These statements were piloted with students of several English language levels in order to verify understanding. There was, in

addition, a section in which the participants could write certain comments or observations they had.

The checklist aimed at providing the learners with an awareness of the actions they would develop if a similar situation occurred, this is why the checklists (one for each situation) aimed at gathering data about the learners' perceptions that were contrasted with a similar checklist at the end of each-week. (Appendix K).

The checklists allowed the learners to engage in their language progress. Given that self-assessment and self-regulation are processes that require learners to make decisions, the researcher decided to carry out this task weekly; in this way, it was hoped that the learners would comply effectively with the goal set for that week.

#### **4.3.1.5 Videos**

The researcher decided to use videos to offer the learners relevant input about cultural elements in the four situations. According to Bell and Bull (2010) "Watching digital video facilitates knowledge building, enabling students to acquire a better grasp of curricular concepts or adding to their understanding of the contexts surrounding instructional topics" (p. 5). The learners enjoyed all the fifteen videos shown during each of the four weeks of the research application. They took notes of useful expressions and vocabulary, as well as certain cognates proposed in the corpus for those contexts.

The videos were taken from YouTube, as, according to Bell and Bull (2010) "the availability of videos on sites such as YouTube offers opportunities for learning and engagement that have never before existed" (p. 2). The choice and search for videos was not difficult due to the great variety and range of materials included on this site. There were 4 videos for airport, hotel and restaurant situations and 2 videos for the job interviews scenario (Appendix L). All the

videos provided the learners with genuine examples of cultural factors and certain behavior performed in those specific circumstances.

#### ***4.3.1.6 Speaking tasks application***

Speaking skills are a priority for many foreign language learners. Learners evaluate their language progress by analyzing how they speak. In designing the speaking tasks, it is necessary to recognize the different functions speaking has. Several classifications of speaking functions have been provided. Brown and Yule (1983) distinguished between interactional and transactional speaking functions (p. 1). Similarly, Jones (1996) and Burns (1998) distinguished speaking functions in talking as interaction, transaction and performance; interaction was the core function for this application.

Speaking as interaction refers to the information exchange people engage in when they meet. Speakers need to establish rapport and respect for one another. Thus, interaction involves a social function, and for that reason learners need to be instructed in tolerating and accepting cultural differences. The researcher applied the speaking tasks after the videos exposure to compare the learners' own utterances, and in order to recycle or practice the specific ten cognates proposed for that week. The speaking tasks proposed involved:

Speaking tasks
<p>Debates</p> <p style="text-align: center;">Certain formal debates were based on problem-solving situations, from which the learners generated controversial opinions. The debates involved certain speaker roles, which included the roles of (an) initiator, (a) summarizer, (a) grumbler, and (a) mediator.</p>
<p>Discussion games</p> <p style="text-align: center;">A number of tasks were developed, which involved games that lead to discussions. The intention of these discussion games was to encourage the learners to talk, as well as to stimulate their interest and imagination regarding those cultural features discussed in class; They were also designed to make the learners aware of progress of the inaccurate false cognates/friends contained in the corpus.</p>
<p>Role plays</p> <p style="text-align: center;">The role plays were short scenes (realistic – acting) in which the learners used certain cultural features and the cognates selected to achieve accurate and effective language learning situations.</p>

*Figure 2.*Speaking tasks explanation

The speaking tasks for the first week at the airport situation involved the development of two discussion games: “Uses and abuses” and “Optimists and pessimists”. These games allowed the learners to discuss the purposes and the positive or negative elements that might happen at the airport. The speaking tasks for the second week at the hotel involved a discussion game called “Mad discussion” in which the learners had to choose specific elements and support why they were the most important in a hotel; at the end the learners acted as juries in choosing the best

answers. In addition, a debate was developed in which the learners discussed and contradicted the positive and negative issues regarding hotel services.

The speaking tasks for the third week at the restaurant also involved two discussion games called “People”, which allowed the learners to describe the food served and the people that visit restaurants. The people were illustrated in selected photos provided by the teacher. The second task, “Futures” allowed the learners to describe the most important elements to bear in mind when choosing a restaurant. Finally, the speaking tasks for the fourth week included the discussion game “Which job?” in which the teams had to choose the ideal job and support their decision. The second task was a debate, in which the learners discussed the positive and negative elements as well as the advantages and disadvantages of certain jobs and occupations. All the speaking tasks were taken and adapted from Klippel (1984).

After all the speaking tasks were completed, the learners were requested to prepare a short role play including the cognates proposed for that situation. The learners worked in the same pairs, which had been organized since the beginning of the application. The learners used a microphone during the role plays, so that their recordings could be analyzed to check the cognates’ usage.

#### ***4.3.1.7 Speaking tasks assessment checklist***

The researcher designed a checklist to assess the students’ performance during the role plays (Appendix M). The checklist design was adapted from the *Cultural Knowledge & Effectiveness Rubric* developed by the Oregon State University Student Affairs Assessment Council in 2010. This checklist consisted of three sections: cross cultural awareness tasks, false cognates/false friends and speaking tasks. Each element had five criteria to evaluate by ticking YES or NO. There was, in addition, at the end a column “total” to count the ‘yes’ and ‘no’ in every element and thus demonstrate the positive or negative elements of the learners’

performance. Finally, there was an extra section called “comments” that the researcher used as a field journal.

The checklist aimed at providing the data to analyze learners’ progress in each application stage. According to Dudden (2007) “checklists are tools to capture and catalogue information about student performance and to inform instruction or provide evidence on which to base evaluation”. (p. 61). Hence the importance of including one checklist for each situation in order to capture information about the students' performance

#### **4.3.1.8 *Can do self-assessment checklist***

The researcher adapted the “Believe can do” self-assessment checklist provided at the beginning of each week of application in order to discover what learners were able to do (Appendix N). The participants used the checklist to assess what they could do after all the input and practice they experienced in the proposed situations. The checklist consisted of a statement which invited the learners to assess their performance after simulating real situations in the selected scenarios using ten statements, in which they had to tick YES or NO according to their beliefs.

These statements also were piloted with students from several English language levels in order to verify understanding. This checklist had a section in which the participants could write how they felt after all the practice developed. The checklist aimed at contrasting the beginning and the end of the application; in this way the learners and the researcher judged the evidence of progress throughout the four situations.

#### **4.3.2 Implementation**

The application was planned for twenty-eight hours in four weeks. The researcher planned a timeline for application and data collection stages, which are illustrated accordingly (Appendix O). However, certain modifications were made during the process which delayed the completion

of the application process. These included the several celebrations the school planned for that time, as well as some behavior issues, which led to the teacher creating a strategy for peer-assessing and providing feedback in order keep the learners focused on the video analysis.

Another change involved the students' request to perform a situation by improvising in order to demonstrate their progress. For that reason they asked the teacher to take the interviewer role and they were the interviewees; the experience was fruitful as they observed they were able to use the cognates proposed without rehearsing the dialogue.

#### **4.4 Conclusions**

Overall, this chapter described the processes followed to apply this research, including the different language, learning and curriculum views, the instructional design for the stages and instruments carried out within the process of application and a number of modifications made on the timeline. The next chapter will present the procedures for data analysis and the findings that emerged from this study.

## **Chapter 5: Results and data Analysis**

### **5.1 Introduction**

This chapter describes the data analysis procedures followed for this research study to validate the data, as well as the display of the core category and its sub-categories. The researcher will also present findings which may provide an answer to the research question proposed for this project, as well as some other findings this study revealed

The data analysis method followed in this research study was based on grounded theory defined by Strauss and Corbin (1990) as “a qualitative research method that uses a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon” (p. 24). The researcher decided to use grounded theory in the present study because, according to Glaser (1996), no theory was postulated from the beginning, but rather from the quantitative and qualitative data collected, thus a grounded theory approach appeared appropriate.

### **5.2 Data management procedures**

The analysis was based on the data collected from the tests, the self-assessment checklists, namely, “Believe can- do” and “Can do”, the speaking tasks assessment checklist, as well as the researcher field notes. The researcher followed a mixture of Burns’ (1999) stages: assembling data, coding data, comparing data, building interpretations and reporting outcomes (p. 157) and Strauss and Corbin (1990) procedures (open, axial and selective coding) in order to analyze data collected (p. 12).

#### **5.2.1 Validation**

According to Miles and Huberman (1994) “Data displays organize, compress and assemble information” (p.11). Data displays can be executed in different ways by using graphs, charts, and tables. This is why the present researcher used the following charts, figures and

matrixes to organize the data and discern the common patterns, categories, subcategories and their interrelationships.

The procedure employed to validate the data was triangulation that, according to Yeasmin and Rahman (2012), “is a process of verification that increases validity by incorporating several viewpoints and methods”. (p. 156). Data was thus collected from five different sources: tests, “Believe can do self-assessment checklist”, “Can do self-assessment checklist”, speaking tasks assessment checklist and teacher journal. The analysis and comparison of these instruments demonstrated common patterns that were organized into a matrix that allowed the emergence of the categories. (See Figure 8)

Additionally, the researcher practiced the triangulation technique because according to Cohen, Manion and Morrison (2007), “triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour” (p. 141). So, triangulation can be used with both qualitative and quantitative data, as this research project allows. According to Burns (2003) “triangulation is valuable in enhancing validity” since it enables researchers “to gather multiple perspectives on the same situation studied” (p. 163). Consequently, bearing in mind the number of instruments implemented and the number participants of this project, it is convenient to use triangulation to verify whether the different methods of data collection and the coding procedures provided the same results.

In order to analyze the data, the researcher used three procedures: open, axial and selective coding. According to Strauss & Corbin (2008) open coding refers to the “analytic process through which concepts are identified and their properties and dimensions are discovered in the data” (p. 101). The researcher used open coding to identify the most common patterns in each instrument depending on the frequency analyzed in them. To do so, the data was inserted in the MS Excel™ charts for each instrument.

Additionally, Strauss and Corbin (1990) argued that open-coding aimed at “breaking data apart and delineating concepts to stand for blocks of raw data.” (p. 195). Therefore, the twenty-four students’ responses were transcribed in each instrument; subsequently, all of them were coded by using color coding technique, as well as ranking the highest or the lowest score and the most or the less frequent patterns depending on the instrument.

To start with, the researcher transcribed the meaning of cognates meaning written by the participants in both tests (before and after the implementation).

STUDENT NAME/COGNATES	PARTICIPANT'S NUMBER	TEST	Accommodation	Application	Actuality	Actual	Book	Carpet	Character	Comfort	Concept	...	...	...	...
Erick Aguilar	P1	TEST 1	anonote	aplicación	actualidad	actual	libro	carpeta	caracter	confortable	concepto	acarar	ocurrencia	delivera	desent
		TEST 2	Abajamento	aplicación	Dehecho	Real	reserva	alfombra	personaje	comodidad	contenido	cabafa	ocurs	emegar	poite
Nicolás Alayán	P2	TEST 1	Acomodación	aplicación	actualidad	Actual	libro-reserva	carpeta	caracter	confortable	contenido	aconajón	ocurrencia	delivera	desent
		TEST 2	Abajamento	aplicación	realmente	real	reserva	alfombra	personaje	comodidad	contenido	cabafa	moneda	emegar	poite
Andrés Baramán	P3	TEST 1	Acomodación	aplicación	actualidad	actual	libro	carpeta	caracter	confortable	contenido	conajón	ocurrencia	delivera	desent
		TEST 2	Abajamento	aplicación	realidad	real	reserva	alfombra	personaje	comodidad	contenido	cabafa	moneda	emegar	poite
Angie Bolívar	P4	TEST 1	Acomodación	aplicación	actualidad	actual	libro	carpeta	caracter	confortable	contenido	conajón	ocurrencia	delivera	desent
		TEST 2	Abajamento	formulario	actualidad	real	reserva	alfombra	personaje	agradable	contenido	cabafa	color	emegar	poite
Sebastian Cabrera	P5	TEST 1	Acomodación	aplicación	actualmente	actual	libro	carpeta	caracter	confortable	contenido	conajón	coniente	delivera	desent
		TEST 2	Abajamento	formulario	realidad	real	reserva	alfombra	personaje	comodidad	satisfecho	cabafa	moneda	emegar	poite
Camilo Carrasquilla	P6	TEST 1	Acomodación	aplicación	actualmente	actual	libro	carpeta	caracter	confort	contenido	queso	churasco	delivera	desent
		TEST 2	Abajamento	formulario	Dehecho	real	reserva	alfombra	personaje	comodo	contenido	cabafa	moneda	emegar	poite
Katherine Dhavariaga	P7	TEST 1	anonote	aplicación	actualmente	actual	libro	carpeta	caracter	conforme	contenido	conajón	ocurs	delivera	desent
		TEST 2	Abajamento	formulario	Dehecho	real	reserva	alfombra	personaje	comodidad	satisfecho	cabafa	moneda	emegar	poite
	P8	TEST 1	Acomodación	aplicación	actual	actual	libro	carpeta	característica	completo	contenido	conajón	conajón	delivera	desent
		TEST 2	Abajamento	formulario	Dehecho	real	reserva	alfombra	personaje	comodo	satisfecho	cabafa	moneda	emegar	poite

Figure 3. Open coding phase tests sample

The researcher then compared both tests and where there were cognates that demonstrated improvement with each student, these were highlighted and labeled with “YES”, and where the use of cognates failed to demonstrate any improvement, these were labeled with “no”.

Consequently, the “YES” and “NO” were counted in order to determine which cognate had obtained the highest and the lowest scores. Additionally, the researcher transcribed students’ responses given in the “Believe can do self-assessment checklist” and “Can do self-assessment checklist”. Then the researcher counted the “YES” and “NO” provided in each one of the checklist (before and after the implementation of each scenario) in order to verify whether was an improvement or not, and to identify the areas students recognized as their major failure causes in their oral production.

		AT THE AIRPORT															
P1	BELIEVE CAN DO SELF-ASSESSMENT CHECKLIST	YES	NO	NO	YES	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	total	
	CANDO SELF-ASSESSMENT CHECKLIST	YES	YES	YES	NO	NO	NO	NO	YES	NO	YES	YES	YES	YES	YES	total	4
		The student believed he could comply with 4 of the 10 statements proposed at the beginning of the implementation of the week, then the student affirmed he reached 7 of the 11 statements proposed at the end of the implementation of the week. Just 2 of the 4 initial statements kept. The student process was positive because evidenced progress in different aspects than the initial ones.															
P2	BELIEVE CAN DO SELF-ASSESSMENT CHECKLIST	YES	NO	YES	YES	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	total	Observa
	CANDO SELF-ASSESSMENT CHECKLIST	NO	YES	YES	NO	YES	NO	YES	YES	NO	YES	YES	YES	YES	YES	total	Observa
		The student believed he could comply with 7 of the 10 statements proposed at the beginning of the implementation of the week, then the student affirmed he reached 7 of the 11 statements proposed at the end of the implementation of the week. Just 4 of the 7 initial statements kept. The student process was positive because evidenced progress in different aspects than the initial ones.															
P3	BELIEVE CAN DO SELF-ASSESSMENT CHECKLIST	YES	YES	YES	NO	NO	NO	NO	YES	NO	NO	NO	NO	NO	NO	total	Observa
	CANDO SELF-ASSESSMENT CHECKLIST	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	total	Observa
		The student believed he could comply with 5 of the 10 statements proposed at the beginning of the implementation of the week, then the student affirmed he reached 10 of the 11 statements proposed at the end of the implementation of the week. Just 5 of the 5 initial statements kept. The student process was positive because evidenced progress in different aspects than the initial ones.															

Figure 4. Open coding “Believe can do self-assessment checklist” and “Can do self-assessment checklist” phase sample

Subsequently, the researcher analyzed the “Speaking tasks checklist” by using color coding in order to count the “YES” and “NO” for each scenario, according to those criteria established by the researcher, when observing the students’ performances.

		CROSS-CULTURAL AWARENESS TASKS							FALSE COGNATES/FALSE FRIENDS				
	SCENARIOS	Demonstrate understanding of the use of a false cognate corpus influence A2 learners' accuracy oral production through cultural awareness tasks?	Demonstrate understanding of racial, ethnicity, or other dynamic important traits from culture and its embodiment in culture	Demonstrate ability working with numbers of one's own and other cultures on or enable to identify and understand its features	Demonstrate understanding of the words and expressions (vocabulary) prepared in the corpus to talk about one's own and other cultures	Examine, compare and contrast one's own culture with the culture of others	Total	Demonstrate interest and awareness in using the words (vocabulary) prepared in the corpus to talk about one's own and other cultures	Demonstrate understanding of the words and expressions (vocabulary) used from the numbers of other cultures when performing the relevant role after the process of implementation	Demonstrate awareness of the false cognates and false friends prepared in the corpus to talk about one's own and other cultures	Analyze and describe culture's interaction about one's own on the culture of others	Features of the false Cognates/Friends prepared in the corpus to compare and contrast one's own culture with the	Total
2	PARTICIPANTS												
3	P1	At the airport	YES	YES	NO	YES	YES	4.1	YES	YES	YES	YES	5.0
4		At the hotel	YES	YES	YES	YES	YES	5.0	YES	YES	YES	YES	5.0
5		At the restaurant	YES	YES	YES	YES	YES	5.0	YES	YES	YES	YES	5.0
6		At a job interview	YES	YES	YES	YES	YES	5.0	YES	YES	YES	YES	5.0
7	P2	At the airport	YES	YES	YES	YES	YES	5.0	YES	YES	YES	YES	5.0
8		At the hotel	YES	YES	YES	YES	YES	5.0	YES	YES	YES	YES	5.0
9		At the restaurant	YES	YES	YES	YES	YES	5.0	YES	YES	YES	YES	5.0

Figure 5. Open coding speaking tasks checklists phase sample

On the other hand, axial coding is the second in the three-stage method of data collection proposed by Strauss and Corbin (1990), which purpose is “To put the fractured data back together in new ways by making connections between a category and its subcategory”(p. 97). The researcher compared the instruments by selecting the initial and final test applied during the implementation, in order to make conclusions regarding the students’ progress, as well as the “Believe can do”, “can-do” self-assessment in order to verify and confirm the concurrence of similar patterns. (See below figure 6).



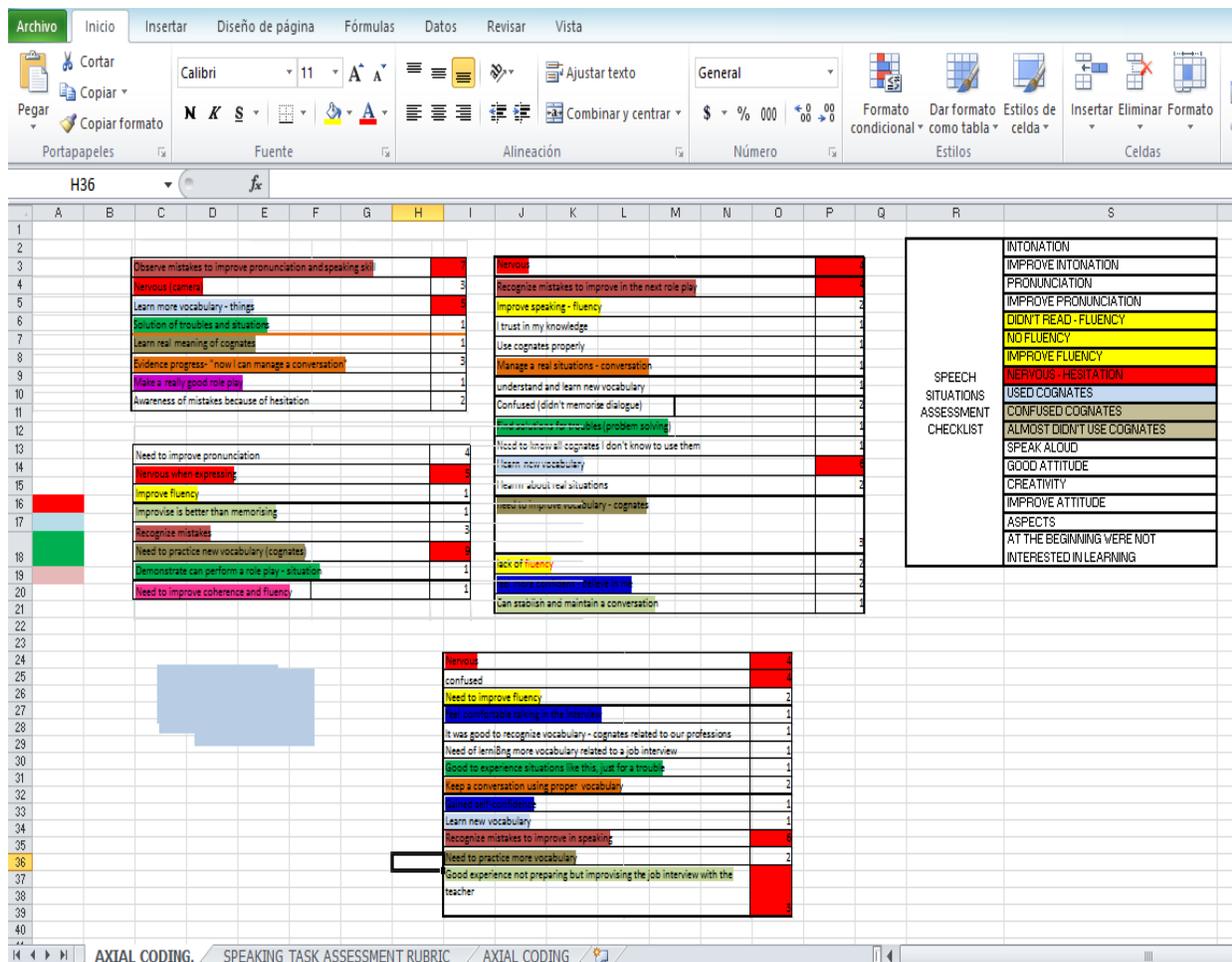


Figure 7. Data triangulation (coding from Believe can do self-assessment checklist, can do self-assessment checklist and speaking tasks checklist)

### 5.2.2 Data analysis methodology

The analysis of this research study is founded on the data condensation procedure that according to Miles and Huberman (2013) “refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we’re making data stronger” (p. 12). The term *condensing* replaced *reducing* because the latter term implies data weakening or loss during the process. Therefore, data was condensed by grouping similar pieces from the different instruments together until the categories were obtained.

Consequently, the analysis compiles the data collected from the tests, “Believe can do” and “Can do” checklists and the “Speaking tasks checklist”. To facilitate the data analysis during the pedagogical intervention, the present researcher created a physical folder with the twenty-four participants’ labels. Data was classified following the study anonymity or confidentiality requirements. All participants (P) data was coded using color coding labels, according to the instruments analyzed (i.e. Self-assessment checklist “Believe can do - Can do”, P. 1-5. Appendix I).

According to Burns (1999), at this stage, “broad patterns should begin to show up which can be compared and contrasted to see what fits together” (p.157). For instance, to assemble data, the researcher used MS Excel™ to create charts and organize the information of each student for each instrument implemented. Every piece of data analyzed was coded with the name of the instrument and the participant number (e.g. Believe can do self-assessment checklist, P.1) subsequently, in the same processor, color coding labels and the comparison of the common patterns obtained were carried out. Finally, after patterns comparison, the categories were generated and then reports were written.

### **5.3 Categories**

#### **5.3.1 Introduction**

From the procedures described above, the categories and subcategories that emerged and stem from the coding of the participants, whose responses correlated to form the core category are explained below.

##### **5.3.1.1 *Category mapping***

To report the categories mapping, it was necessary to extend the development of the axial coding procedure and the progress of the third in the three-stage method of data collection proposed by Strauss and Corbin (1990). The goal of the axial coding was to analyze the effects

that the implementation of a false cognates/friends corpus , certain cross cultural awareness training and speaking tasks have on the students’ oral production. A chart of the most common patterns in the data using the five instruments was used to organize and set up following research categories and sub-categories:

	AXIAL CODING		SELECTIVE CODING	
	Codes	Subcategories	Categories	Core category
<b>TESTS</b>	Students progress in the usage of the false cognates since the beginning until the end of the implementation	Students progress in the usage of the false cognates since the beginning until the end of the implementation	Self-monitoring progress in the use of false cognates	Awareness of the importance of cognates acquisition in their oral production to solve certain cultural situation
<b>BELIEVE CAN DO CAN DO SELF-ASSESSMENT CHECKLIST</b>	Observe and recognize mistakes to improve speaking skill	Self-monitoring oral production progress	Cognates acquisition through speaking tasks to solve certain cross cultural tasks	
	Nervous (camera)			
	Learn new vocabulary	Awareness of the importance of cognates' acquisition		
	Find solution to troubles (problem solving)	Management speaking tasks, cross-cultural tasks by using the proper cognates (problem solving)		
	Manage real situations using proper vocabulary			
	Improve fluency	Self-monitoring oral production progress	Self-monitoring progress in the use of false cognates	
	Need to improve pronunciation		Cognates acquisition through speaking tasks to solve certain cross cultural tasks	
	Believe in me	Self-confidence and awareness		
	Need to acquire more new words (cognates)	Awareness of the importance of cognates acquisition		
<b>SPEAKING TASKS ASSESSMENT CHECKLIST</b>	Need to practice new vocabulary (cognates)			
	Improve fluency	Self-monitoring oral production progress	Self-monitoring progress in the use of false cognates	
	Improve pronunciation		Cognates acquisition through speaking tasks to solve certain cross cultural tasks	
	Good attitude	Self-confidence and awareness		
Used cognates	Management speaking tasks, cross-cultural tasks by using the proper cognates (problem solving)			

Figure 8. Axial coding final phase and selective coding sample

5.3.1.2 Identification of core category

Considering the identification of the core category, the selective coding procedure was effectuated (See above Figure 8). According to Strauss and Corbin (1998), selective coding is the “process of integrating and refining the theory” (p. 143). To accomplish this task, the researcher compared the identified patterns around which the data was most focused. After reducing the

codes into subcategories, the researcher connected the similar sub-categories in order to select the categories and the core category accordingly, as exemplified in the figure below:

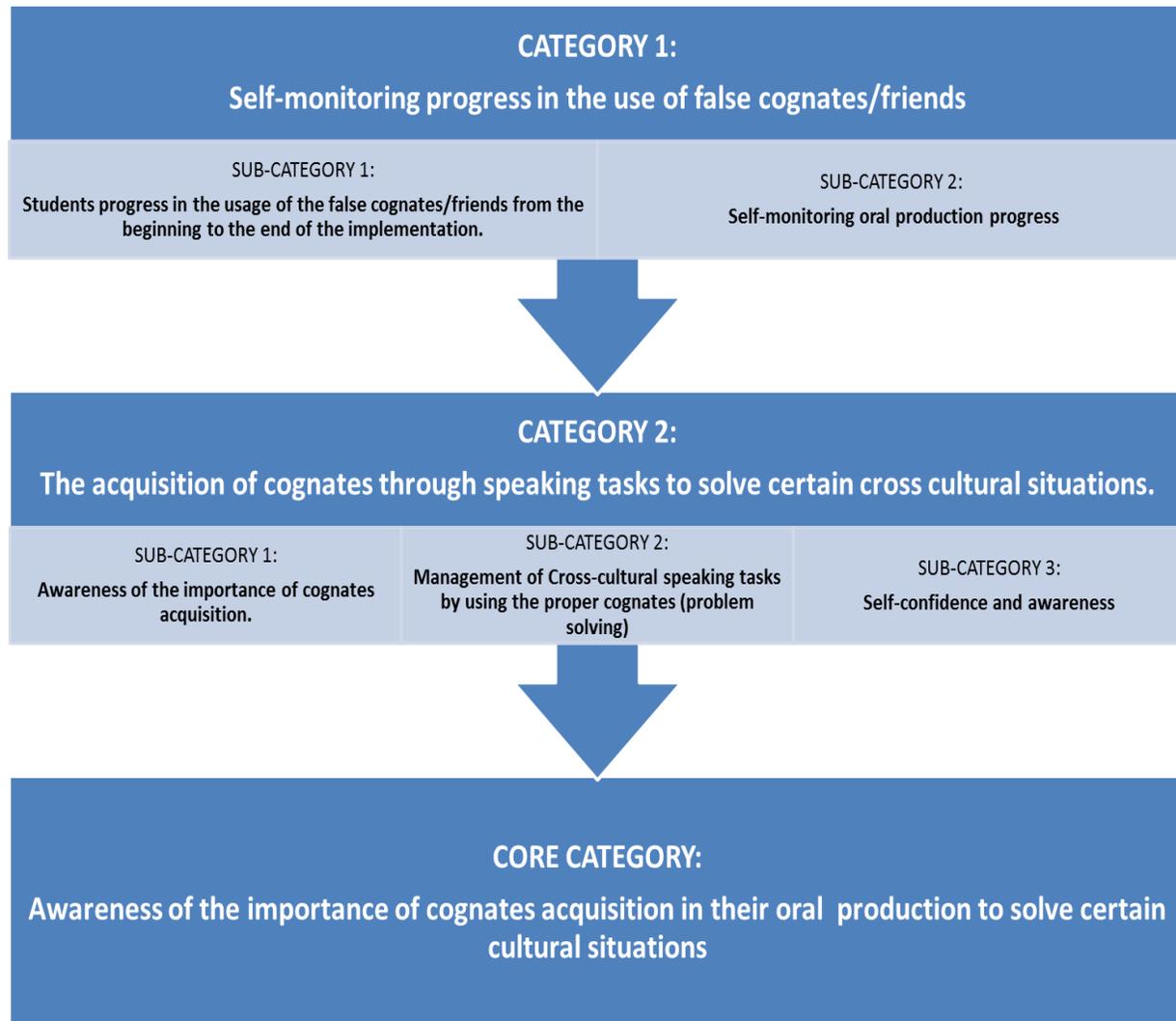


Figure 9. Categories and core category

### 5.3.2 Analysis of categories

From the procedures described above, the categories and subcategories that emerged are explained below:

### ***5.3.2.1 Description of categories***

#### ***5.3.2.1.1 Category 1: Self-monitoring progress in the use of false cognates/friends***

Generally, learners neither reflect, nor take control of their learning process. This is why, it is arguably necessary to foster learners' awareness of their language learning processes through the use of a self-assessment procedure in order for them to reflect on their own learning. Self-monitoring is a strategy that can be used with students of all ages and disabilities (DiGangi, Maag, & Rutherford, 1991). It may assess whether students are functioning or not academically and behaviorally in an effort to generate strategies that should improve their performance (Carr & Punzo, 1993; Rutherford, Quinn, & Mathur, 1996).

Consequently, the participants of this study confirmed that self-assessment and self-monitoring helped them to improve their performance in oral production by setting weekly goals and evaluating their achievement at the end of each week through the development of the "Believe can do self-assessment" and "Can do self-assessment" checklists. The following sub-categories deal with the use of self-monitoring strategy as a way of improving oral production.

#### ***5.3.2.1.1.1 Sub-category 1: Students progress in the usage of the false cognates/friends from the beginning to the end of the implementation***

This sub-category emerged from the application of self-assessment in order to monitor the learners' progress during the implementation procedures. The researcher implemented three of the five types of self-managing strategies – Self-monitoring (which also involves self-observation and self-recording), goal setting and self-evaluation- proposed by Rafferty (2010) to self-regulate their performance. The researcher designed two self-assessment checklists to be applied in two different moments: the first was: at the beginning of each week of implementation, "The believe can do self-assessment checklist", aimed at making the learners aware of what they believed they could perform in a real cultural situation similar to those proposed. The second was applied at

the end of each week of the implementation, namely “The can do self-assessment checklist, in order to evaluate the progress obtained after the speaking tasks practice and the role play presentations, which were recorded in order to provide the learners with the opportunity to self-observe and self-evaluate their performances.

The present researcher completed the “Speaking tasks assessment checklist” while observing students during the video presentations. Notes were also taken, at the end of each week of the planned program of pedagogical intervention, based on teacher-students and students-students feedback. In addition, learners completed the “Can do self-assessment checklist” in which they reflected and described how they felt at the end of each week.

As demonstrated in the excerpts below, participants identified specific strengths and weaknesses regarding their own oral production, vocabulary and problem-solving skills. Most of the participants claimed that they learned new vocabulary, but considered that they needed further practice in the same field, especially in terms of acquisition of the cognates. In addition, the learners seemed interested in continued speaking practice in order to improve their pronunciation and fluency:

BELIEVE CAN DO SELF ASSESSMENT CHECKLIST		
AT THE AIRPORT		
Imagine you have to travel to London tomorrow. At the airport your luggage is lost, for that reason you have to talk to the manager there. Evaluate yourself with the following criteria		
CRITERIA	YES	NO
I am capable of managing a conversation if I try hard enough	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I believe I can find the means and ways to get what I want	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I feel confident and that I am able to solve most problems if I invest the necessary effort	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Compared with other people I believe I can deal efficiently with unexpected events	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I believe I can think of a solution if I am in trouble	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I think I can recognize the vocabulary that describes airport real life situations	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I am certain that I can use accurately the vocabulary that describes airport situations	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I am capable of discussing about some airport real- life situations	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Even when establishing a conversation I believe I can show my agreement or disagreement with some airport real life situations	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I believe I can perform role plays that show some situations that happen in real life at the airport	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Figure 10. Believe can do self-assessment at the airport P. 23

BELIEVE CAN DO SELF ASSESSMENT CHECKLIST		
AT THE HOTEL		
Imagine you have to travel to London tomorrow. At the hotel does not appear your room booking, for that reason you have to talk to the receptionist in there. Evaluate yourself with the following criteria		
CRITERIA	YES	NO
I am capable of managing a conversation if I try hard enough	✓	
I believe I can find the means and ways to get what I want	✓	
I feel confident and that I am able to solve most problems if I invest the necessary effort	✓	
Compared with other people I believe I can deal efficiently with unexpected events		✓
I believe I can think of a solution if I am in trouble	✓	
I think I can recognize the vocabulary required to book a hotel room		✓
I am certain that I can use accurately the vocabulary required to ask for services at the hotel		✓
I am capable of discussing about some hotel real life situations	✓	
Even when establishing a conversation I believe I can show my agreement or disagreement with some hotel real life situations	✓	
I believe I can perform role plays that show some situations that happen in real life at the hotels	✓	

Figure 11. Believe can do self-assessment at the airport P. 11

BELIEVE CAN DO SELF ASSESSMENT CHECKLIST		
AT THE RESTAURANT		
Imagine you have travelled to London. You are at the restaurant and now you have to order. Evaluate yourself with the following criteria		
CRITERIA	YES	NO
I am capable of managing a conversation if I try hard enough	X	
I believe I can find the means and ways to get what I want	X	
I feel confident and that I am able to solve most problems if I invest the necessary effort	X	
Compared with other people I believe I can deal efficiently with unexpected events		X
I believe I can think of a solution if I am in trouble	X	
I am certain that I can use accurately the vocabulary required to order a menu		X
I think I can recognize the vocabulary required to pay the bill		X
I am capable of discussing about pleased and displeased situations at some restaurants	X	
Even when establishing a conversation I believe I can show my agreement or disagreement with some restaurant real life situations	X	
I believe I can perform role plays that show some situations that happen in real life in some restaurants	X	

Figure 12. Believe can do self-assessment at the restaurant P. 10

BELIEVE CAN DO SELF ASSESSMENT CHECKLIST		
AT THE INTERVIEW JOB		
Now, you are living in London and you need a job, so tomorrow you have to go to a job interview. Evaluate yourself with the following criteria		
CRITERIA	YES	NO
I am capable of managing a conversation if I try hard enough	✓	
I believe I can find the means and ways to get what I want		✓
I feel confident and that I am able to solve most problems if I invest the necessary effort	✓	
Compared with other people I believe I can deal efficiently with unexpected events		✓
I believe I can think of a solution if I am in trouble	✓	
I think I can recognize the vocabulary required to perform a job interview		✓
I am certain that I can use accurately the vocabulary required to describe my labour experience		✓
I am capable of discussing about pleased and displeased experiences in some other jobs.	✓	
Even when establishing a conversation I can show my agreement or disagreement with some job ruling	✓	
I believe can perform role plays that show some situations that happen in real life at job interviews	✓	

Figure 13. Believe can do self-assessment at the restaurant P. 24

At the beginning of each week of the implementation, a majority of the students stated they could not recognize and use the vocabulary (cognates) set in real life situations. However, after practicing the cross cultural awareness training, the speaking tasks, and performing the role plays, the students' responses changed and this demonstrated that they were able to identify areas for improvement. The participants monitored their progress and consequently met the need for improvement in oral production for further practices, which may be observed in the following excerpts:

CAN DO SELF ASSESSMENT CHECKLIST		
AT THE AIRPORT		
After the experience of simulating different situations that might happen at the airport. Evaluate yourself with the following criteria		
CRITERIA	YES	NO
I can manage a conversation (formal or informal)	X	
I can find the means and ways to ask and get what I need	X	
I can solve most problems if I invest the necessary effort		X
I can deal efficiently with unexpected events	X	
I can think of a solution If I am in trouble	X	
I can understand and respond what others say or ask to me	X	
I can recognize the vocabulary that describes airports real life situations	X	
I can use accurately the vocabulary that describes airports real life situations	X	
I can discuss about pleasant and unpleasant situations at airports	X	
I can show my agreement or disagreement with some airports real life situations	X	
I can perform role plays that show some situations that happen in real life at airports	X	
How did I feel? this activity is so funny but the real reason that we can see our mistakes and after we can do it better		

Figure 14. Can do self-assessment at the airport P. 23

CAN DO SELF ASSESSMENT CHECKLIST		
AT THE HOTEL		
After the experience of simulating different situations that might happen at the hotel. Evaluate yourself with the following criteria		
CRITERIA	YES	NO
I can manage a conversation (formal or informal)		✓
I can find the means and ways to ask and get what I need	✓	
I can solve most problems if I invest the necessary effort	✓	
I can deal efficiently with unexpected events		✓
I can think of a solution If I am in trouble	✓	
I can understand and respond what others say or ask to me	✓	
I can recognize the vocabulary that describes hotels real life situations	✓	
I can use accurately the vocabulary that describes hotels real life situations	✓	
I can discuss about pleasant and unpleasant situations at hotels		✓
I can show my agreement or disagreement with some hotels real life situations	✓	
I can perform role plays that show some situations that happen in real life at hotels	✓	
How did I feel? I thing that I made a good job but I need improve my vocabulary		

Figure 15. Can do self-assessment at the hotel P. 11

CAN DO SELF ASSESSMENT CHECKLIST		
AT THE RESTAURANT		
After the experience of simulating different situations that might happen at the restaurant. Evaluate yourself with the following criteria		
CRITERIA	YES	NO
I can manage a conversation (formal or informal)	✓	
I can find the means and ways to ask and get what I need	x	
I can solve most problems if I invest the necessary effort	x	
I can deal efficiently with unexpected events	x	
I can think of a solution if I am in trouble	x	
I can understand and respond what others say or ask to me	✓	
I can recognize the vocabulary that describes restaurants real life situations	x	
I can use accurately the vocabulary that describes restaurants real life situations	x	
I can discuss about pleasant and unpleasant situations at restaurants	x	
I can show my agreement or disagreement with some restaurants real life situations	x	
I can perform role plays that show some situations that happen in real life at restaurants	✓	
How did I feel? I learn more about the vocabulary that I have to use on the restaurants, and I can improve my vocabulary		

Figure 16. Can do self-assessment at the restaurant P. 10

CAN DO SELF ASSESSMENT CHECKLIST		
AT THE JOB INTERVIEW		
After the experience of simulating different situations that might happen at a job interview. Evaluate yourself with the following criteria		
CRITERIA	YES	NO
I can manage a conversation (formal or informal)	x	
I can find the means and ways to ask and get what I need		x
I can solve most problems if I invest the necessary effort	x	
I can deal efficiently with unexpected events	x	
I can think of a solution if I am in trouble	x	
I can understand and respond what others say or ask to me	x	
I can recognize the vocabulary that describes job interviews real life situations	x	
I can use accurately the vocabulary that describes job interviews real life situations	x	
I can discuss about pleasant and unpleasant situations at job interviews		x
I can show my agreement or disagreement with some job interviews real life situations		x
I can perform role plays that show some situations that happen in real life at job interviews	x	
How did I feel? I believe that I can have a conversation about my job in a interview, but I know that I have some difficult about the vocabulary but I can understand that the other person tell me.		

Figure 17. Can do self-assessment at the job interview P. 24

These findings provide that the participants compared and self-monitored their progress in each of the scenarios proposed. Thus, participant 23 became aware that she could recognize her mistakes in order to improve her performance in the following role play. Additionally, Participants 11 and 10 mentioned that they needed to improve and practice new vocabulary,

which means that they were now able to recognize their weakness. Finally, Participant 24 revealed that she continued having difficulties with vocabulary, but that she was now able to establish a conversation. These participants provided clear evidence of the self-monitoring process that most of the participants of this study carried out during the intervention.

#### ***5.3.2.1.1.2 Sub-category 2: Self-monitoring oral production progress***

Self-assessment leads to self-monitoring. According to Rafferty (2010) “self-monitoring interventions typically require a student to self-observe his or her own behaviour and self-record whether or not he or she was engaging in the target behaviour”. (p. 51). The participants were recorded when performing the different role plays throughout the implementation in order to analyze, not only their use of cognates, but also their oral production. The videos were observed in class at the end of the week’s implementation in order to be analyzed. The teacher-researcher provided each student with a piece of paper with certain learners’ names. The students had then to try to provide feedback on the negative, as well as the positive elements they could identify while watching the video.

In the meantime, the researcher was simultaneously taking notes and filling in the “Speaking tasks assessment checklist” in order to support the feedback students were offering their classmates. After watching the entire video, each student was provided with feedback. The students focused more on oral production features while the researcher addressed oral skill features, cross-cultural awareness situations and the use of cognates.

Oral production is the major concern that English language learners express because commonly it is the first way in which people judge whether someone is proficient or not at any language. As demonstrated in the excerpts below, the learners seemed to have been concerned about their oral production from the beginning of the implementation because in the “Believe can

do self-assessment checklist”, where they mentioned that conversation management and vocabulary use in real contexts were the areas of greatest difficulty.

BELIEVE CAN DO SELF ASSESSMENT CHECKLIST		
AT THE AIRPORT		
Imagine you have to travel to London tomorrow. At the airport your luggage is lost, for that reason you have to talk to the manager there. Evaluate yourself with the following criteria		
CRITERIA	YES	NO
I am capable of managing a conversation if I try hard enough	X	
I believe I can find the means and ways to get what I want		X
I feel confident and that I am able to solve most problems if I invest the necessary effort		X
Compared with other people I believe I can deal efficiently with unexpected events	X	
I believe I can think of a solution If I am in trouble	X	
I think I can recognize the vocabulary that describes airport real life situations	X	
I am certain that I can use accurately the vocabulary that describes airport situations		X
I am capable of discussing about some airport real- life situations		X
Even when establishing a conversation I believe I can show my agreement or disagreement with some airport real life situations		X
I believe I can perform role plays that show some situations that happen in real life at the airport		X

Figure 18. Believe can do self-assessment at the airport P. 1

BELIEVE CAN DO SELF ASSESSMENT CHECKLIST		
AT THE HOTEL		
Imagine you have to travel to London tomorrow. At the hotel does not appear your room booking, for that reason you have to talk to the receptionist in there. Evaluate yourself with the following criteria		
CRITERIA	YES	NO
I am capable of managing a conversation if I try hard enough		/
I believe I can find the means and ways to get what I want		/
I feel confident and that I am able to solve most problems if I invest the necessary effort	/	
Compared with other people I believe I can deal efficiently with unexpected events	/	
I believe I can think of a solution If I am in trouble		/
I think I can recognize the vocabulary required to book a hotel room		/
I am certain that I can use accurately the vocabulary required to ask for services at the hotel		/
I am capable of discussing about some hotel real life situations	/	
Even when establishing a conversation I believe I can show my agreement or disagreement with some hotel real life situations	/	
I believe I can perform role plays that show some situations that happen in real life at the hotels	/	

Figure 19. Believe can do self-assessment at the hotel P. 12

Interestingly, after the cross cultural awareness training, the speaking tasks practice and the role plays, the participants expressed their concern in the “Can do self-assessment checklist” regarding oral production features. For example, Participant 1 revealed that he was able to recognize his mistakes in order to improve his performance for the next role play and feel more satisfied with his efforts. In addition, Participant 12 declared that he needed further practice in

order to acquire fluency and be more coherent when talking. The following excerpts show how students became aware of their oral production accuracy and how they monitored the specific areas where they needed further practice:

How did I feel?  
 I like this activity, because I can watch the mistakes that I do in the conversation. Also, I'll correct and improve my speaking and I can use the vocabulary that I learned in the Airport situation when I go to airport.

Figure 20. Can do self-assessment at the airport P. 1

How did I feel?  
 I feel OK, this activity is so dynamic and interesting, but I understand that I need more fluency, and coherence.

Figure 21. Can do self-assessment at the hotel P. 12

Additionally, the researcher notes supported the students' beliefs regarding their concern about oral production. Fluency, intonation and pronunciation were the elements on which the students and the researcher mainly focused. For example Participant 14 demonstrated large number of difficulties during the first role play "At the airport". It was thus difficult to understand her because she failed to talk aloud and she read all the time, which made the performance monotonous and difficult to understand because of the lack of both intonation and fluency. Subsequently, after a month of practice, during the last role play "A job interview" the same student demonstrated progress because this time she did not read from any script. She therefore, controlled the conversation and the discourse more efficiently and spoke more fluently and naturally because she used rising and falling intonation:

SPEAKING TASK ASSESSMENT RUBRIC								
CROSS-CULTURAL AWARENESS TASKS			FALSE COGNATES/FALSE FRIENDS			SPEAKING TASKS		
Criteria	YES	NO	Criteria	YES	NO	Criteria	YES	NO
Demonstrates interest or willingness to learning more about one's own and other cultures.	✓		Demonstrates interest and awareness in using the words (vocabulary) proposed in the corpus to talk about one's own and other cultures.	✓		Demonstrates control and conversation management in the tasks developed to discuss about one's own and other cultures		✓
Demonstrates understanding of social, relationship, or other dynamics important to one's own culture and members of other cultures.	✓		Demonstrates understanding of the words and expressions (vocabulary) heard from the members of other cultures when performing the situations selected for the pedagogical implementation	✓		Evidences proper pronunciation in the tasks developed to discuss about one's own and other cultures	✓	
Demonstrates skills in working with members of one's own and other cultures and is unable to negotiate and shared understanding.	✓		Demonstrates accuracy when using the false cognates/friends proposed in the corpus to talk about one's own and other cultures.		✓	Initiates and develops fluent interactions about one's own and the culture of others.		✓
Initiates, engages, develops, and values interactions with one's own and the culture of others.	✓		Initiates and develops coherent interactions about one's own and the culture of others.		✓	Makes use of an adequate intonation and volume in the tasks developed to discuss about one's own and the culture of others.		✓
Examines, compares and contrasts one's own culture with the culture of others.		✓	Makes use of the false Cognates/friends proposed in the corpus to compare and contrast one's own culture with the culture of others.	✓		Demonstrates control of hesitation when using the false Cognates/friends proposed in the corpus to compare and contrasts one's own culture with the culture of others.		✓
<b>TOTAL</b>	<b>4</b>	<b>1</b>	<b>TOTAL</b>	<b>3</b>	<b>2</b>	<b>TOTAL</b>	<b>1</b>	<b>4</b>

COMMENTS. it is difficult to understand what she says. Need to speak aloud did not use the cognates accurately. confused most of them. Read all the script so there was no interaction and fluency. Does not have control on the volume.

Figure 22. Speaking task assessment checklist at the airport P. 14

COMMENTS. As there was no opportunity to memorize or prepare a script the student talked naturally and did it better, used some of the cognates proposed. However needs to work a lot in volume because there lots of difficulties to understand the student answers. She improved in fluency and intonation.

Figure 23. Speaking task assessment checklist at the job interview P. 14

In addition to the researcher monitoring during the role plays, and the first and last instruments applied, the participants also self-monitored their performance during the implementation. They compared the first and the last checklists in order to verify their progress. The learners were enthusiastic when they became aware of their improvements. The following

excerpt demonstrates how this student analyzed her oral production progress which she identified during the intervention:

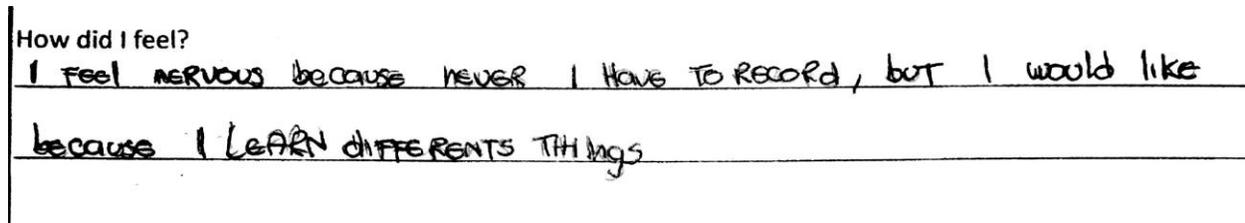


Figure 24. Can do self-assessment checklist at the airport P. 22

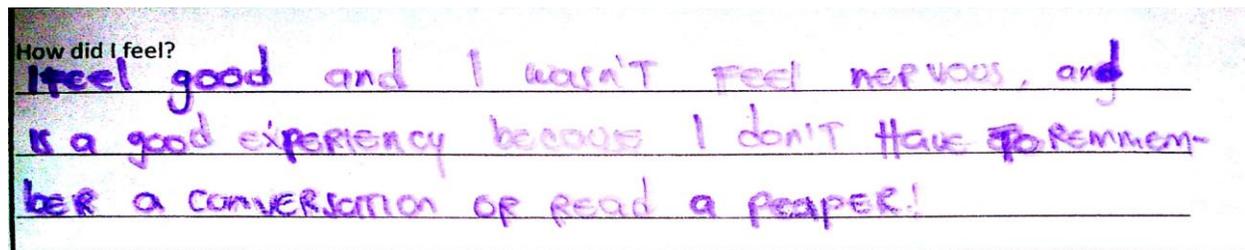


Figure 25. Can do self-assessment checklist at the job interview P. 22

The data thus allowed the participants to monitor their progress, as well as to focus on specific areas for improvement. This sub-category demonstrated that during the intervention, the researcher, in addition to the learners themselves were controlling the production in different scenarios, not only by using the tests and the self-assessment instruments, but also by using the video recording as a resource to compare the role plays and thus identify improvements.

The use of a self-assessment strategy, in order to enhance students self-monitoring of their oral production progress, may therefore be considered positive. According to Chang (2010), “Self-monitoring activities give students a sense of personal control that has been shown to be a major source of intrinsic motivation to continue learning on their own” (p.300). This study provided the researcher with evidence that self-monitoring can create large-scale, positive effects on learners. This may be seen from their arguments that they would be willing to develop further tasks, in common with those presented in this study, not only because they felt comfortable monitoring their progress; but, in addition, because they consider this procedure a positive

strategy that could help them to feel confident and motivated towards English language learning process.

**5.3.2.1.2 Category 2: *The acquisition of cognates through speaking tasks to solve certain cross cultural situations***

The former category described how students self-monitored and self-assessed their progress in the use of the selected false cognates/friends and oral production. The emphasis of this category is to analyse how the participants acquired the selected cognates throughout the development of certain speaking tasks in order to solve the proposed cross cultural situations “Airport”, ”Hotel”, ”Restaurant” and “A job interview”. According to Schein (1984) cultural elements may provide learning solutions to problems in the present study, the cross cultural awareness training and tasks helped the learners to develop problem-solving skills. These enabled the students to determine the best ways to perform in real situations. In addition, the same tasks contributed towards the acquisition of those cognates used in these particular contexts. This is because the students had to perform naturally in the scenarios proposed and be able to deal efficiently with unexpected events.

The subcategories below show how the learners became aware of the importance that false cognates/friends have in the development of certain cross cultural circumstances, as well as the pertinence of feeling confident and aware when performing in different cross cultural situations and speaking tasks.

**5.3.2.1.2.1 Sub-category 1: *Awareness of the importance of cognates acquisition***

This sub-category emerged from the application of an initial and a final test, which were compared in order to determine whether the students had acquired the selected cognates. During the first test, the learners were asked to write the meaning of the forty proposed cognates.

According to Lemhöfer, Dijkstra and Michel (2004) “Cognates represent the lexical overlap

between languages” (p. 587); in their view, it is possible that they have a positive as well as a negative influence in L2 learners. At the beginning of the present study a majority of the students failed to recognize most of the words, and so they associated the cognates with their L1 and overlapped their meaning. However, after several practice sessions, by the end of the intervention the students again completed the same test, which demonstrated that the participants improved in thirty-eight of the forty selected cognates. This assumption emerged from the comparison of both tests during the data analysis stage as follows:

WORD	COGNATE	WORD	COGNATE
Acommodation	Acomodar	Acommodation	Alojamiento
Application	Aplicacion	Application	Aplicación (Formato)
Actually	Actualidad	Actually	De hecho
Actual	Actual	Actual	Real
Book	Libro - Reservar	Book	Reservar
Carpet	Carpa	Carpet	Alfombra
Character	Caracter	Character	Personaje
Comfort	Compartible	Comfort	Comodidad
Content	Contento	Content	Contento
Cottage	acostar	Cottage	Cabaña
currency	ocurrer	currency	ocurrir
Deliver	Deliberar	Deliver	Entregar
Dessert	Desierto	Dessert	Postre
Fact	Factor	Fact	Hecho
Fiance	Financiar	Fiance	Prometido
Field	Fiel	Field	Campo
Fond	Fondo	Fond	Fondo
Former	Forma	Former	Anterior
Gate	Sato	Gate	Puerta
Glance	Granja	Glance	Vistazo
Goat	Gota	Goat	Cabra
Grill	Chica	Grill	Parrilla
Glove	Glas	Glove	Guate
Guard	Guardia	Guard	Guardia
List	Lista	List	Lista
Offer	Oferta	Offer	Ofrecer
Novel	Novela	Novel	Novela (libro)
Polite	Polax	Polite	Amable
Pile	Pila	Pile	Pila - apilar
Qualification	Calificación	Qualification	Cualificación
Recipe	Recipiente	Recipe	Receta
Reserve	Reserva	Reserve	Reserva / Reservado
Rude	Rudo	Rude	Grosero
Safe	Safe	Safe	Salvo
Thumb	Timbar	Thumb	Pulgar
Tie	Tia	Tie	Corbata

Figure 26. First and last tests P. 1

Apart from the tests shown before, the self-assessment checklists also provided evidence that at the beginning of each week of the implementation, the participants failed to recognize the

vocabulary proposed for each situation, but after the application of the speaking tasks and the role play, the same students demonstrated distinct improvements.

BELIEVE CAN DO SELF ASSESSMENT CHECKLIST		
AT THE AIRPORT		
Imagine you have to travel to London tomorrow. At the airport your luggage is lost, for that reason you have to talk to the manager there. Evaluate yourself with the following criteria		
CRITERIA	YES	NO
I am capable of managing a conversation if I try hard enough	✓	
I believe I can find the means and ways to get what I want	✓	
I feel confident and that I am able to solve most problems if I invest the necessary effort		✓
Compared with other people I believe I can deal efficiently with unexpected events	✓	
I believe I can think of a solution if I am in trouble	✓	
I think I can recognize the vocabulary that describes airport real life situations		✓
I am certain that I can use accurately the vocabulary that describes airport situations		✓
I am capable of discussing about some airport real- life situations	✓	
Even when establishing a conversation I believe I can show my agreement or disagreement with some airport real life situations	✓	
I believe I can perform role plays that show some situations that happen in real life at the airport		✓

Figure 27. Believe can do self-assessment checklist. P. 21

I can understand and respond what others say or ask to me	✓	
I can recognize the vocabulary that describes airports real life situations	✓	
I can use accurately the vocabulary that describes airports real life situations	✓	
I can discuss about pleasant and unpleasant situations at airports	✓	
I can show my agreement or disagreement with some airports real life situations	✓	
I can perform role plays that show some situations that happen in real life at airports	✓	
How did I feel? good because I learn different types of vocabulary in the airport.		

Figure 28. Can do self-assessment checklist. P. 21

This data revealed that students acquired new vocabulary (cognates) during the implementation. The “Believe can do self-assessment checklists” demonstrated that students recognized their weaknesses at the beginning of the implementation and the “Can do self-assessment” showed their improvements at the end of the same. The students declared that they did not recognize the cognates proposed and for that reason they could not use them accurately (See Figure 27).

After the implementation, the students gained confidence when using the cognates because, after the speaking tasks, and during the role play presentation, the participants were able to perform the situation they planned, in which they solved a real life problem in the scenarios proposed. (See Figure 28). This sub-category provided evidence that the participants became more aware of the importance of learning false cognates/friends in order to communicate accurately in the L2 because they declared that they felt better when they learned new vocabulary and were able to use it efficiently to solve any problem or unexpected event.

**5.3.2.1.2.2 Sub-category 2: Management of Cross-cultural speaking tasks by using the proper cognates (problem solving)**

The data collected demonstrated that the participants were able to use the cognates proposed after the implementation of cross cultural speaking tasks. At the beginning it was difficult for the participants to conceive the idea of performing a real life situation of which they were not entirely aware. However, after practicing the cognates through the cross cultural speaking tasks, the four role “Airport”, “Hotel”, “Restaurant” and “A job interview”, the participants showed successful management of the situations and the specific vocabulary involved.

CRITERIA	YES	NO
I am capable of managing a conversation if I try hard enough	✓	
I believe I can find the means and ways to get what I want		✓
I feel confident and that I am able to solve most problems if I invest the necessary effort	✓	
Compared with other people I believe I can deal efficiently with unexpected events		✓
I believe I can think of a solution if I am in trouble	✓	
I think I can recognize the vocabulary that describes airport real life situations	✓	
I am certain that I can use accurately the vocabulary that describes airport situations		✓
I am capable of discussing about some airport real- life situations		✓
Even when establishing a conversation I believe I can show my agreement or disagreement with some airport real life situations	✓	
I believe I can perform role plays that show some situations that happen in real life at the airport		✓

Figure 29. Believe can do self-assessment checklist at the airport. P. 20

CRITERIA	YES	NO
I can manage a conversation (formal or informal)	✓	
I can find the means and ways to ask and get what I need	✓	
I can solve most problems if I invest the necessary effort	✓	
I can deal efficiently with unexpected events	✓	
I can think of a solution if I am in trouble	✓	
I can understand and respond what others say or ask to me	✓	
I can recognize the vocabulary that describes airports real life situations	✓	
I can use accurately the vocabulary that describes airports real life situations	✓	
I can discuss about pleasant and unpleasant situations at airports	✓	
I can show my agreement or disagreement with some airports real life situations		✓
I can perform role plays that show some situations that happen in real life at airports	✓	
How did I feel? I learned more vocabulary that I don't know, I felt nervous in the presentation and I think that I should practice more pronunciation.		

Figure 30. Can do self-assessment checklist at the airport. P. 20

Figure 29 demonstrates that the students found it difficult to solve real life problems and perform role plays that involve the situations and the cognates proposed. However, as they completed each week of the intervention, the participants' perceptions changed. (See Figure 30).

Subsequently, the researcher also confirmed with her field notes in the "Speaking task assessment checklist", that there was a smooth progress during the entire intervention. This may be seen from the students' active participation during the cross cultural speaking tasks, their accurate use of cognates and finding solutions for the problem situation proposed for every week. A pertinent exemplification are the notes made for the same Participant 20 mentioned below:

COMMENTS. The student got distracted easily, so she did not practice all the cognates and didn't use them in the final product as she did it in other speaking activities, for that reason the role play didn't accomplish with the airport situation characteristics. Fluency → Read the dialogue → Really hard to listen and understand. There was no interaction because she read all the script.

Figure 31. Speaking task assessment checklist at the airport. P. 20

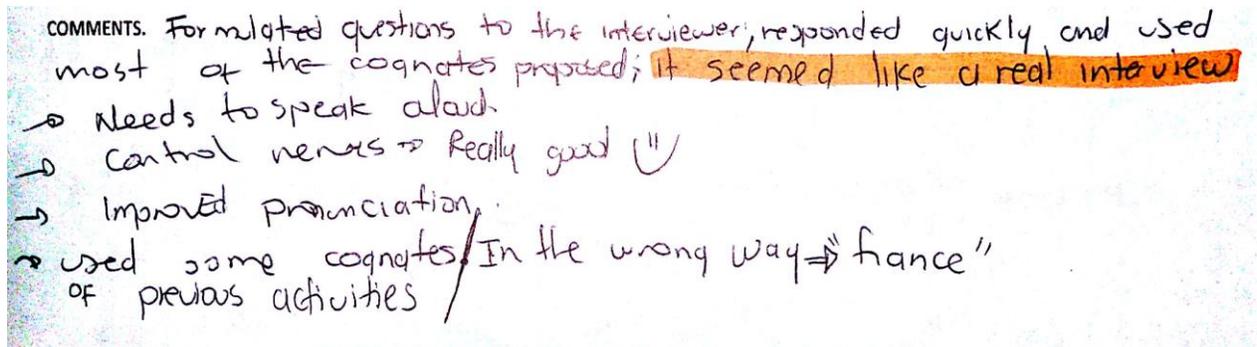


Figure 32. Speaking task assessment checklist at the job interview. P. 20

The participant noted that she improved from the first to the last week of implementation. At the beginning she was not able to use the cognates proposed and to talk by herself, as she required a script (See Figure 31). However, after the four-week implementation she showed she could improvise and perform a job interview by acceptably using the cognates proposed (See Figure 32)

#### 5.3.2.1.2.3 *Sub-category 3: Self-confidence and awareness*

According to Raghunathan (2001) self-confidence is “confidence one has in oneself, one’s knowledge, and one’s abilities”. (Self-confidence, Para. 1). This category proceeds from the variation of the participants’ beliefs and feelings about performing certain unusual real life situations by using unknown vocabulary (cognates). At the beginning of the implementation the participants said that they felt nervous and did not believe that they were capable of carrying out a role play that complied with all the expected requirements; additionally, most of the participants expressed they felt anxious because it was the first time they were recorded and they considered performing a role play, using the proposed cognates at the same time and talking to the camera a difficult task:

How did I feel?  
 I feel nervous because never record me but I think that it's a good experience  
 and I can learn a lot with this activities.

Figure 33. Can do self-assessment checklist at the airport. P. 3

During the second week, the participants seemed to be more enthusiastic to develop the role play. As they already knew the procedure for the role plays, they were more confident, which lead them to use the cognates proposed and to speak more naturally and fluently:

How did I feel?  
 I feel happy and nervous but is so good because learn with an "role play" and this  
 I feel confident and improve the fluency

Figure 34. Can do self-assessment checklist at the hotel P. 3

In the third week, the students showed a positive attitude towards the role plays because they were able to analyze their improvements in their oral production, as well as feeling more confident of the knowledge gained during the previous weeks:

How did I feel?  
 I feel great and well because I improve my fluency and I trust in my knowledge  
 I feel comfortable

Figure 35. Can do self-assessment checklist at the restaurant. P. 3

Finally, in the fourth week, the students declared that they were feeling positive because they were able to improvise a real life job interview with the teacher performing as the interviewer. The participants claimed that they felt comfortable because they had been talking in front of the class during four weeks and that they were responding to questions about their future careers and jobs:

How did I feel?  
 I feel good because this role play is about my future profession as interesting  
 and I feel comfortable when I was talking in the interview.

Figure 36. Can do self-assessment checklist at the job interview. P. 3

This sub-category and the data displayed previously demonstrate that the participants progressively gained both awareness of the importance of the cognates and role plays for improving their oral production, as well as confidence when performing accurately throughout all the four weeks of the intervention (See Figures 33, 34, 35 and 36)

The categories mentioned above allow the researcher to conclude that the procedures implemented provoked in the students: a) a positive influence in their use of the proposed false cognates/friends corpus in the scenarios set, b) a significant improvement in their oral production, accuracy as the main focus, c) awareness of the behaviors different cultures and scenarios require and, d) a positive attitude towards developing speaking tasks, especially role plays.

### 5.3.2.2 Core category

The core category emerged from the two subcategories which demonstrated that the learners self-monitored their acquisition and progress in the use of false cognates/friends in speaking tasks in order to achieve successful communication.

The learners self-monitored their progress by identifying their weaknesses at the beginning of the process and keeping a record of their performances and behavior during the intervention, as suggested by (Hallahan & Kauffman, 2000; Rutherford, Quinn, & Mathur, 1996; Vaughn, Bos, & Schumm, 2000). In order to highlight this core category, the researcher compared the inter-correlation procedures between the codes, categories and sub-categories, which emerged from the open, axial and selective coding (Strauss and Corbin, 1990). The process is illustrated below:

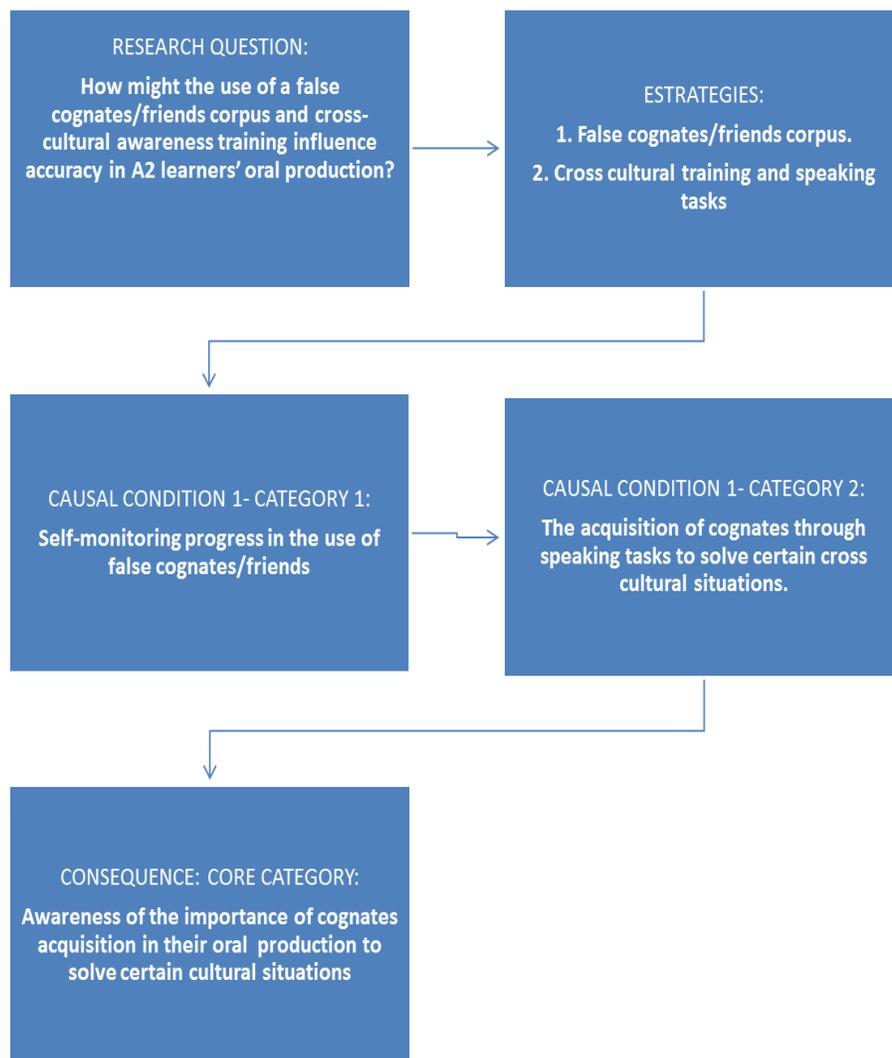


Figure 37. Core category process

## 5.4 Conclusion

The data analysis process in this study allowed the researcher to recognize self-monitoring strategy as a factor that influenced positively the participants' improvement in terms of the acquisition and progress in the use of false cognates/friends in speaking tasks in order to achieve successful communication. Additionally, the results demonstrated that the cross cultural

awareness training and the speaking tasks practiced helped the learners to solve certain cross cultural situations successfully.

## **Chapter 6: Conclusions and Pedagogical Implications**

### **6.1 Introduction**

The goal of this study was to analyze to what extent the implementation of a false cognates/friends corpus could influence A2 learners' accurate oral production through the development of cross cultural awareness speaking tasks. Data collected allowed the researcher to demonstrate how the aforementioned strategies affected the participants' performance. Participants in this study showed a considerable improvement in the use of false cognates/friends in their oral production, as well as an increase in their awareness in specific cultural elements and scenarios.

### **6.2 Comparison of results with previous studies' results**

Considering the results obtained in this research study, it is worth mentioning that the results contribute to the academic community at international and local level. These results reaffirmed what Batty (1972) concluded in his study in which he reported that teachers became aware of the importance of including some cultural components when preparing their lessons to support the language learning process. Additionally, the results on this study reported a positive influence compared to the ones obtained by Hojati, Mirzaee and Roustaei (2013), in which still there were significant confusions between the meanings and use of the fourteen false cognates at the end of the study. Similarly, the results revealed a positive impact as Hunter (2011) in which after the weekly "small talk" videotaping and their analysis, the researcher concluded that there was a positive connection between the small talk methodology and the development of accuracy due to the fact that learners showed potential improvements. Lastly, the results affirmed what Oradee's (2012) study claimed after the use of discussion, problem-solving, and role playing in which students' English speaking abilities were significantly higher than prior to their use.

On a local level, the present study results supported Bonilla and Aldemar's (2009) study which concluded that students established a clear perception of the importance of cross cultural awareness and how being interculturally competent improved their ability as English language speakers. In addition, the results showed similarities with Garzón's (2010) study, in which the students after the implementation increased their awareness of false friends between Spanish and English languages. Equivalently results also were found in Castrillón's (2010) study in which after a great amount of practice, the students perceived improvement of their oral skills after participating in the oral skills course, which in addition benefited fluency and accuracy. Finally, the results supported Hachen's (2003) and Stevens, Lasso and Quintero's (2012) results which concluded that after the performance of different activities, mainly role playing, the students incremented their motivation and participation in the lessons, as well as improved in speaking skills.

### **6.3 Significance of the results**

This study represented a relatively successful attempt to achieve the researcher's objectives set out at the beginning of the project. However, certain improvements could be made when implementing a similar research study. Notwithstanding that cross cultural awareness training and tasks were developed in order to raise awareness in learners, it is still challenging to accustom students to tolerate and respect other cultures' differences. Thus, it might not be easy to implement this kind of task if learners do not show openness and a positive attitude towards learning.

Further instruction has been seen to be supportive during the implementation of cross cultural awareness and speaking tasks, for that reason some recommendations for teachers are listed below:

- Clearly explain the purposes of the tasks and remind learners of the importance of developing them completely, bearing in mind the differences that might be found among cultures.
- Remind participants to take an attitude of respect and tolerance for others and their own culture.
- Use authentic material found in the web which may be useful in making learners aware of the existence of cultural elements and differences.

Additionally, it is recommended that speaking tasks similar to those applied in this study might be implemented in order to make learners interact and improve their oral production and the proposed language. Speaking tasks might be adapted according to the context needs, the situations proposed and the goals expected, in order to fulfill the expectations of both the researcher and the participants.

In addition, future researchers can adapt and create their own corpus depending on the target population needs, so in that way the corpus may be larger and might involve different scenarios or different language functions. Although self-assessment and peer-assessment strategies were not part of the objectives and did not play a main role during the implementation, it was found that these practices allowed the students to value their classmates' efforts to improve their oral production and to provide feedback involving criteria such as pronunciation, intonation, fluency, and hesitation avoidance. For this reason it is advisable for novice researchers to use self and peer-assessment as strategies in order to encourage learners reflect about the performance and learning progress of themselves and others.

Lastly, it would be advisable for future researchers to guide educational institutions to involve culture as an important element of their curriculum in order to promote improved

learning and acquisition of the language, as well as a possible better understanding of the world that surrounds them.

#### **6.4 Limitations of the present study**

Although this research study was carried out successfully, it is worth mentioning that there were some limitations. One of the limitations regarded time constraints because during the second week of implementation, eleventh graders were absent one day (2 hours) Then, in the same week half of the classroom was taking the Cambridge Preliminary English Test (PET), administered by the British Council, so it was impossible to carry out the role plays during that lesson.

Additionally, during the third week of the implementation, learners were requested to attend a celebration the school had prepared, so it was not possible to carry out the video analysis. Finally, during the fourth week the learners did not attend the lesson (2 hours) because of a conflicting school event. Thus, the pedagogical implementation finished almost one week later than planned.

Some modifications were also included during the implementation. For example, in the second week, during the video observation the researcher noticed that some of the students had not paid full attention to the video in the first week. In response to this, the researcher assigned participants a specific classmate to observe in the video and provide with feedback his or her performance; this strategy was useful because performers valued their classmates' comments to improve in the next performances; therefore, it was also implemented during the third week.

#### **6.5 Further research**

The results obtained in this research study related to various factors: the positive influence of a false cognates/friends corpus, the development of cross cultural awareness, and the influences speaking tasks had on learners' oral production. It is therefore recommended that

further research investigate the influence that a corpus might have on other language areas, particularly when learning a foreign language. As this study's corpus proved to be effective in avoiding the misuse of vocabulary (false cognates/friends), further research on how to use a corpus to foster accuracy or fluency in oral and written production, with a different language focus, might be successfully be carried out.

Additionally, oral production could be examined not only in terms of accuracy but fluency and some other speaking skills that might help learners to improve their oral production. Moreover, further research on which strategies and tasks could promote cross cultural awareness in the classroom might be studied, since raising awareness of others' and one's own culture is not an easy task. It is recommended to search for additional tasks than those used in this study, which proved to have positive effects on the learners. This would be recommended in order to develop positive student attitudes not only for learning a language, but also for learning more about a new culture.

Similarly, further research on speaking tasks might be done in order to innovate and use different tasks from role playing. Perhaps because learners of this era are digital natives, further research might be developed to verify which web 2.0 tools could be used as strategies as a complement to cross cultural and speaking tasks in order to enhance students to improve their oral production.

Finally, considering that self-assessment and peer-assessment were not an essential part of the study, further research in these strategies should be carried out in order to identify how they might influence or affect learners' progress and how goal setting and self-monitoring strategies might take place when students monitor their learning process, and thus become, in this way, self-directed learners.

## 6.6 Conclusion

As cultural awareness was not a requirement of the school's curriculum, the students were not required to provide evidence of learning or improvement in such area. However, the use of cross cultural awareness tasks allowed the students to become more aware of the way they can behave and communicate in the scenarios practiced during the pedagogical intervention (airport, hotel, restaurant and a job interview).

According to Black and Mendenhall (1990), as well as Deshpande and Viswesvaran (1992), cross cultural training can make positive and important contributions to people adaptation and learning processes. For this reason, during this study, the participants were given the opportunity to perform some cross cultural tasks that helped them to identify their language weaknesses, which were successfully improved.

As the major concern in this project was the improvement of the participants' oral production, the researcher implemented several speaking tasks, in which the students were required to use the cognates proposed in the corpus. After four weeks of implementation, learners showed gains in the use of thirty-eight of the forty cognates proposed at the beginning of the study. In addition, they used these cognates accurately in their oral production (mainly via role-playing) and in the scenarios proposed for the pedagogical implementation. Therefore, the corpus designed positively influenced the learners' accurate oral production.

This study also reported findings on students' positive response to goal setting, self-monitoring and self-assessment strategies. At the end of the intervention, the learners reported being satisfied with these kinds of strategies; they referred to self-assessment as a strategy that helps them to follow their progress and to know what and how they were doing right or wrong. The participants reported that the goal-setting approach helped them to be more specific and

practical when developing the tasks, since they knew that they had no more than a week to reach the goal set.

Additionally, the research demonstrated that the students became more culturally aware throughout the four weeks of implementation. There is a great difference between the behaviors the students performed before and after the pedagogical intervention. The videos (input) and the development of the role plays allowed the learners to realize that becoming aware of other cultures' behavior positively affects their language learning process.

The researcher believes that the results of this research will contribute to educational institutions which based their methodologies on English as a foreign language, an insight of the importance of incorporating cultural components within their curricula as a support to foreign language study. Additionally, this study has encouraged the learners to think of the importance that cultural awareness might have when they travel to English speaking countries, as well as the acceptance and tolerance required to adapt to the changes that any culture implies.

Additionally, this study will contribute a new vision of foreign languages teaching process to the Colombian educational system, which now has become aware of the importance of cultural awareness teaching as a vital component to learn a foreign language. In addition, when considering that a great deal of research has not yet been carried out in this field, the researcher would argue that this study might encourage other teachers to continue investigating and looking for new ways to incorporate culture in the language classroom. Finally, this study supports some of the insights developed by other researchers at the international level, who stated that becoming culture aware may assure a great contribution and progress in the foreign language learning process.

The ELT community and researchers interested in the field might take this study as an effective sample of promoting and developing cross cultural awareness in language teaching

procedures. This research may well prove to be a stimulus for analysis in order to continue developing research in the field that would provide teachers with new strategies and techniques to be implemented in classrooms all around the world.

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**APPENDICES****Appendix A: Consent letter for participants**

COLEGIO BILINGUE JOSE ALLAMANO

Formato de Autorización –Estudiantes

Bogotá, 13 de Marzo de 2013

Proyecto de Educación: Desarrollo de la conciencia- competencia intercultural en el uso de los falsos cognados/ amigos falsos en las actividades comunicativas (the development of cross cultural awareness in the accurate use of false cognates/friends in speaking tasks.)

Maestría en Didáctica del Inglés con énfasis en aprendizaje autónomo.

Estudiantes Once Grado

Ciudad

Apreciados Estudiantes:

Como es de su conocimiento me encuentro cursando la Maestría en Didáctica del Inglés con énfasis en aprendizaje autónomo y con el deseo de contribuir al desarrollo de la conciencia cultural para lograr efectividad en las interacciones y procesos comunicativos desarrollados dentro de la clase, pretendo desarrollar un proyecto de investigación educativo llamado "Desarrollo de la conciencia- competencia intercultural en el uso de los falsos cognados/ amigos falsos en las actividades comunicativas-habla", dirigido a ustedes estudiantes de once grado que se encuentran en los niveles A1 y A2 de acuerdo al Marco Común Europeo de Referencia para las Lenguas, con el fin de diseñar estrategias que les permitan interactuar con otros de una manera correcta y apropiada.

La implementación de estas estrategias se llevará a cabo en las actividades comunicativas realizadas en la clase de inglés, las cuales les permitirán a los estudiantes participar activa y voluntariamente guiados por la docente del área.

Para hacer el seguimiento del desarrollo de este proyecto se realizarán algunas observaciones, audio-grabaciones, entrevistas y cuestionarios los cuales servirán de soporte para analizar el desarrollo de la competencia-conciencia intercultural y la participación en las actividades de habla practicadas por ustedes.

A los participantes se les garantiza estricta confidencialidad con la información que se obtenga y este proyecto no tendrá incidencia alguna en las notas correspondientes al curso.

Como constancia que conocen esta información y la aprueban, por favor firmar el presente consentimiento.

Nombre \_\_\_\_\_

Cordialmente,

Lady Viviana Cuervo A.

Coordinadora y docente del área de Inglés

**Appendix B: Consent letter for parents**

COLEGIO BILINGUE JOSE ALLAMANO

Formato de Autorización – Padres de Familia

Bogotá, 13 de Marzo de 2013

Proyecto de Educación: Desarrollo de la conciencia- competencia intercultural en el uso de los falsos cognados/ amigos falsos en las actividades comunicativas (the development of cross cultural awareness in the accurate use of false cognates/friends in speaking tasks.)  
Maestría en Didáctica del Inglés con énfasis en aprendizaje autónomo.

Ciudad

Respetados Padres de Familia:

Con el deseo de contribuir al desarrollo de la conciencia intercultural para lograr efectividad en las interacciones y procesos comunicativos desarrollados dentro de la clase de Inglés, se pretende desarrollar un proyecto de investigación educativo llamado “Desarrollo de la conciencia- competencia intercultural en el uso de los falsos cognados/ amigos falsos en las actividades comunicativas”, dirigido a los estudiantes de once grado que se encuentran entre los niveles A1 y A2 de acuerdo al Marco Común Europeo de Referencia para las Lenguas, con el fin de diseñar estrategias que le permitan a los estudiantes interactuar con otros de una manera correcta y apropiada.

La implementación de estas estrategias se llevará a cabo en las actividades comunicativas realizadas en la clase de inglés, las cuales les permitirán a los estudiantes participar activa y voluntariamente guiados por la docente del área.

Para hacer el seguimiento del desarrollo de este proyecto se realizarán algunas observaciones, audio-grabaciones, entrevistas y cuestionarios los cuales servirán de soporte para analizar el desarrollo de la competencia-conciencia intercultural y la participación en las actividades comunicativas realizadas por los estudiantes.

A los participantes se les garantiza estricta confidencialidad con la información que se obtenga y este proyecto no tendrá incidencia alguna en las notas correspondientes al curso.

Para que quede constancia que conocen esta información y aprueban la participación de su hijo (a), por favor firmar el presente consentimiento.

**Nombre Estudiante:** \_\_\_\_\_

\_\_\_\_\_

**Firma padre**

**SI**

\_\_\_\_\_

**Firma madre**

**NO**

Cordialmente,

Lady Viviana Cuervo A.

Coordinadora y docente del área de Inglés

**Appendix C: Consent letter for school's principals**

COLEGIO BILINGUE JOSE ALLAMANO

Formato de Autorización –Directivos

Bogotá, 13 de Marzo de 2013

Proyecto de Educación: Desarrollo de la conciencia- competencia intercultural en el uso apropiado de los falsos cognados/ amigos falsos en las actividades comunicativas (the development of cross cultural awareness in the accurate use of false cognates/friends in speaking tasks)

Maestría en Didáctica del Inglés con énfasis en aprendizaje autónomo.

Ciudad

Respetados directivos

Con el deseo de contribuir al desarrollo de la conciencia intercultural para lograr efectividad en las interacciones y procesos comunicativos desarrollados dentro de la clase de Inglés, se pretende desarrollar un proyecto de investigación educativo llamado "Desarrollo de la conciencia- competencia intercultural en el uso de los falsos cognados/ amigos falsos en las actividades comunicativas", dirigido a los estudiantes de once grado que se encuentran en los niveles A1 y A2 de acuerdo al Marco Común Europeo de Referencia para las Lenguas, con el fin de diseñar estrategias que le permitan a los estudiantes interactuar con otros de una manera correcta y apropiada.

La implementación de estas estrategias se llevará a cabo en las actividades comunicativas realizadas en la clase de inglés, las cuales les permitirán a los estudiantes participar activa y voluntariamente guiados por la docente del área.

Para hacer el seguimiento del desarrollo de este proyecto se realizarán algunas observaciones, audio-grabaciones, entrevistas y cuestionarios los cuales servirán de soporte para analizar el desarrollo de la competencia-conciencia intercultural y la participación en las actividades comunicativas realizadas por los estudiantes.

A los participantes se les garantiza estricta confidencialidad con la información que se obtenga y este proyecto no tendrá incidencia alguna en las notas correspondientes al curso.

Para que quede constancia que conocen esta información y la aprueban para ser desarrollada en su institución solicito firmar el presente consentimiento.

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**Luis Duravía: Padre Rector**

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**Gloria Layton: Vice-rectora**

**Cordialmente,**

Lady Viviana Cuervo A.

Coordinadora y docente del área de Inglés

### Appendix D: Qualitative interview sample

UNIVERSIDAD DE LA SABANA

SAMPLE QUALITATIVE INTERVIEW

FOR STUDENTS

FALSE COGNATES/FRIENDS IN EFL CLASSROOM.

**OBJECTIVE:** To gain information about students' perceptions and knowledge about the importance of learning language and cultural knowledge to avoid false cognates/friends phenomena in second language performances.

Dear student the information you provide below will be used for educational and research purposes only, anonymity and confidentiality in the use of data will be protected. Please answer honestly; it will just take 20 minutes. Thanks.

CULTURAL PERCEPTIONS	
1. What is culture?	I need to know if my students consider that culture is an important factor to learn another language, so it is necessary for me to know what conception of culture they have.
2. Have you ever travelled to another country?	As some students have had this opportunity, my idea is to gain knowledge based on their experiences about language and culture in order to share them with the class and to show them the importance of knowing not just the language but the culture in order to avoid embarrassed situations.
3. if so, what did you learn about such experience, if not skip this question?	As some students have had this opportunity, my idea is to gain knowledge based on their experiences about language and

	culture in order to share them with the class and to show them the importance of knowing not just the language but the culture in order to avoid embarrassed situations
4. Do you think culture is an important factor to learn?	Then when I know what they understand by culture I can get their ideas whether it is important or not to learn cultural knowledge in order to consider including some cultural aspects that tackle false cognate/friends phenomenon.
5. Have you worked with cultural aspects in your past English classes?	Then, when they consider if cultural knowledge serve them or not in their English language learning process, they are going to compare if they have this aspect included in their classes or not.
6. Might cultural knowledge complement your English language learning process?	Then according on what they answered before, they can say if cultural knowledge can serve them or not to complement and maybe improve their English language learning process
<b>LANGUAGE PERCEPTIONS</b>	
7. What do you think is the major source of mistakes when learning English?	
8. What did you do when you do not understand some vocabulary at English classes?	At the beginning I formulated the question as Do you know what false cognates/friends phenomenon is?, but my students do not handle this kind of terminology, so I rephrase it and I

	want to know if they recognize what translating is because sometimes I can see they do it so automatic, that they are not aware about what they speak or write.
9. Do you think translating might useful for learning a second language?	Then I want to know if they find advantages and disadvantages at translating, so in this way I can use the advantages to improve my classes and for the disadvantages try to include the treatment of those issues to tackle them as is the case of false cognates.
10. Which advantages or disadvantages you find in translating from Spanish to English?	
11. Do you think that associating Spanish and English vocabulary that is similar might be useful or not at learning English?	
12. If you knew more about language and cultural aspects, you would avoid mistakes	

## Appendix E: Qualitative questionnaire sample

**UNIVERSIDAD DE LA SABANA**  
**SAMPLE QUALITATIVE QUESTIONNAIRE**  
FALSE COGNATES/FRIENDS IN EFL CLASSROOM.

Following there are some statements with which some people agree and others disagree. I would like to know your opinion by putting an "X" in the box that best indicates your agreement or disagreement. Thank you very much for your help.

For example:

Listening activities are easy to develop

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly disagree	<del>Disagree</del>	Slightly disagree	partly agree	<del>Agree</del>	strongly agree

1. Culture is an important factor to learn a second language

<input type="checkbox"/>					
Strongly disagree	<del>Disagree</del>	Slightly disagree	partly agree	<del>agree</del>	strongly agree

2. Language learning should include cultural aspects

<input type="checkbox"/>					
Strongly disagree	<del>Disagree</del>	Slightly disagree	partly agree	<del>agree</del>	strongly agree

3. If you knew more about language and cultural aspects, you would avoid mistakes

<input type="checkbox"/>					
Strongly disagree	<del>Disagree</del>	Slightly disagree	partly agree	<del>agree</del>	strongly agree

4. Spanish does not interfere in English language learning

<input type="checkbox"/>					
Strongly disagree	<del>Disagree</del>	Slightly disagree	partly agree	<del>agree</del>	strongly agree

5. ~~Translating~~ Translating from Spanish to English can produce positive effects

<input type="checkbox"/>					
Strongly disagree	<del>Disagree</del>	Slightly disagree	partly agree	<del>agree</del>	strongly agree

6. Translating from Spanish to English can produce negative effects

Strongly disagree ~~Disagree~~ Slightly disagree partly agree ~~agree~~ strongly agree

7. You usually make language mistakes because you translate Spanish ideas to English

Strongly disagree ~~Disagree~~ Slightly disagree partly agree ~~agree~~ strongly agree

8. You make language mistakes at English because you do not look up vocabulary at the dictionary

Strongly disagree ~~Disagree~~ Slightly disagree partly agree ~~agree~~ strongly agree

9. You make mistakes because you associate Spanish and English vocabulary and you think they are similar

Strongly disagree ~~Disagree~~ Slightly disagree partly agree ~~agree~~ strongly agree

10. Your teachers correct you when you make the mistakes mentioned before.

Strongly disagree ~~Disagree~~ Slightly disagree partly agree ~~agree~~ strongly agree

11. Your classmates correct you when you make the mistakes mentioned before.

Strongly disagree ~~Disagree~~ Slightly disagree partly agree ~~agree~~ strongly agree

12. When you think you are making mistakes, you look for a way to correct them

Strongly disagree ~~Disagree~~ Slightly disagree partly agree ~~agree~~ strongly agree

13. By taking risk and making mistakes you feel you have improved English language learning

Strongly disagree ~~Disagree~~ Slightly disagree partly agree ~~agree~~ strongly agree

## Appendix F: Qualitative survey sample

[UNIVERSIDAD DE LA SABANA

QUALITATIVE SURVEY

FOR STUDENTS

FALSE COGNATES/FRIENDS IN EFL CLASSROOM.

**OBJECTIVE:** To gain information about students' perceptions and knowledge about the importance of learning language and cultural knowledge to avoid false cognates/friends phenomena in second language performances. Dear student the information you provide below will be used for educational and research purposes only, anonymity and confidentiality in the use of data will be protected. Please answer honestly; it will just take 10 minutes. Thanks.

1. Do you think cultural aspects can help you to avoid the confusion between Spanish and English similar words? And how?

Yes \_\_\_\_\_ No \_\_\_\_\_

---



---



---

2. Rank from 1 – 4 throughout which skill would you like to learn about cultural aspects:

Reading \_\_\_\_\_

Writing \_\_\_\_\_

Listening \_\_\_\_\_

Speaking \_\_\_\_\_

3. Throughout which activities would you like to improve your cultural knowledge at English class? Mark three options.

Readings \_\_\_\_\_

Books and articles \_\_\_\_\_

Videos \_\_\_\_\_

Recordings \_\_\_\_\_

Web pages \_\_\_\_\_

Expositions \_\_\_\_\_

Speaking dynamics \_\_\_\_\_

Other? \_\_\_\_\_

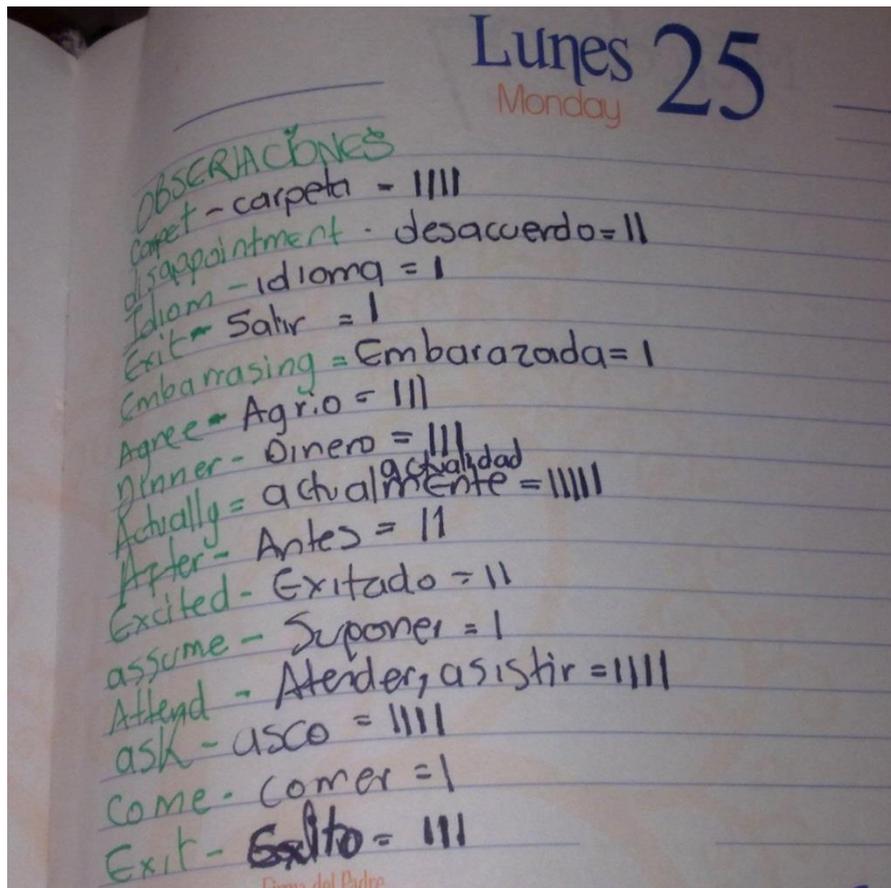
4. Which topics would you like to learn about during the cultural implementation that help you to avoid the confusion between Spanish and English similar words?

---



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## Appendix G: Teacher's jornal



## Appendix H: Lesson Plan Template

	<b>JOSÉ ALLAMANO BILINGUAL SCHOOL</b> <i>"Academic excellence and respect for the people and the culture"</i>	Page 1 of 3
	<b>DIDACTIC UNIT</b> <b>AREA: ENGLISH</b>	20 <sup>th</sup> August – 19 <sup>th</sup> November 2013 Third academic year
Teacher's name: Lady Viviana Cuervo Alzate	Grade: 11 <sup>th</sup>	
Subject: Basic	Week: 1	Date: /11/2013 – /11/2013
Topic: At the Airport	N° hours: 7	

**1. WARMING UP AND MOTIVATION STAGE.****1.1 Why is it important to learn this topic?**

To introduce the topic, the teacher will ask the students what they know about the experience of arriving to another country airport for first time. The students will share their opinions and the teacher will do a brainstorming with them on the board.

Then the teacher will ask the learners about the importance of being aware when communicating and behaving at the airport.

**1.2 Outcomes****Linguistic main outcome**

- At the end of the twenty eight lessons the students will be able to use accurately the false cognates/friends proposed in the language corpus through the development of cross cultural awareness in speaking tasks.

**Unit outcomes**

- At the end of the didactic unit the students will be able to use accurately the cognates proposed in the language corpus related to airports real life experiences and situations
- At the end of the didactic unit the students will be able to self-assess their progress in the accurate use of the cognates in the cultural situations developed through the speaking tasks proposed.

**1.3 Evaluation criteria:****Speaking**

- Express his/her opinion about cultural behaviours at the airport showed in the videos.
- Perform short role plays (at the airport) using the false cognates' proposed for this unit in the language corpus.

**Listening**

- Listen for detailed information that describes cultural behaviours at the airport shown in the videos.
- Listen and identify the accurate use of false cognates at the airport shown in the videos.

**Reading**

- Recognize in the videos scripts statements that refer to the airport context.
- Identify in the videos scripts the false cognates used at the airport context.

**Writing**

- Use the vocabulary learnt in class to take notes about the videos that refer at the airport experiences.

**2. STANDARDIZATION AND REGULATIVE STAGE****2.1 Control rules**

- Teacher welcomes the students
- Teacher calls attendance
- Teacher checks personal appearance
- Teacher and students reflect about value and commitment about life plan.

**2.2 Learning rules**

- Students must carry required material (dictionary, book and others)
- Students must present tasks on time.
- Students must organize their workshops in a folder.
- Students participate actively during the classes.
- Students have to talk in English during the classes.

**2.3 Class environment rules**

- The teacher and the student must follow the school's manual of rules in order to build an ideal class environment.
- Students keep order and respect during the whole class sessions.
- Students arrive on time at the classroom
- Students turn off cellphones and other electronic devices.

**2.4 Corrective actions**

- When unfulfilling the rules established by the school, the same manual of rules founds the chain of commands to follow.

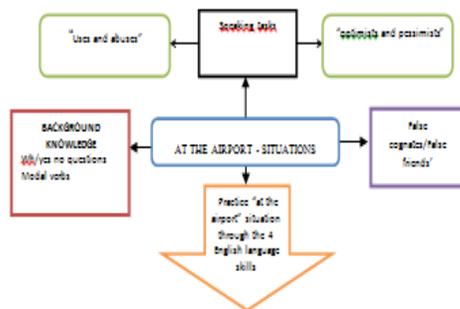
### 3. PREVIOUS KNOWLEDGE AND CONCEPTUALIZATION STAGE

The teacher will show the videos to the class. The learners will take notes to use them afterwards. Based on the videos and the brainstorming done at the beginning of the lesson, the teacher will organize a discussing game called "Uses and abuses". The game involves imagination and collaborative work. The teacher will organize two teams, each one with a secretary that will receive a paper to come up with a list of – words related to the airport situation (taken from the brainstorming or the video). Then, the two teams sit facing each other and the secretary from team 1 starts by writing one word from list A and one from list B on the board into the sentences patterns:

- What can a/an A do with a/an B?
- Why does a/an A need a/an B?

The students in team 2 must find three answers quickly. Then the process is done by the other team.

Secondly, the teacher will organize the "optimists and pessimists" game. This is another fun imagination game. The classroom will keep divided into the two teams. The groups will write 4 situations that might happen at the airport. So, one student from team 1 (optimists) begins by giving a positive statement, e.g. 'It is good at the airport because ...if you do/say this at the airport'. Then one student from the team 2 (pessimist) gives the negative statement (if you do that at the airport....) the process is repeated until all the statements are done.



### 4. PRACTICE ACTIVITIES

The students will have to practice all the language skills to verify the topic understanding the students got.

#### Writing

Write notes about the brainstorming and the video.

#### Reading

Read the subtitles of the videos to identify false cognates' usage.

#### Listening

Listen to all the videos carefully to identify false cognates' usage. Listen to their classmates' interventions during the discussion games.

#### Speaking

Talk about the airport context through a brainstorming activity and the role play.

### 5. OUTCOMES

Based on the input received, the learners will work in couples. The learners will have to perform a role play (at the airport) with a similar situation as shown in the video using the false cognates proposed in the language corpus for this unit. The role playing section will be recorded.

### 6. CONCLUSIONS AND CLOSING STAGE

After the previous activities the teacher will ask for possible doubts to be solved. Additionally, the students will mention why this topic was important or meaningful for them.

### 7. SELF-ASSESSMENT AND PEER-ASSESSMENT

The teacher will reproduce the role play recording. Each student will analyze his/her own progress taking into account the scales (believe can do – can do), which include some statements and criteria for assessing the cross cultural awareness training, the false cognates accurate usage and the speaking tasks development. The students will assess themselves in two moments (before and after) taking into account their progress since the beginning until the end of the didactic unit.

### 8. BIBLIOGRAPHY AND WEB RESOURCES TO BE USED BY THE STUDENT DURING THE LEARNING ACTIVITIES.

<http://www.youtube.com/watch?v=wCyWGDNPnY>

<http://www.youtube.com/watch?v=I5LuqJVhaE>

<http://www.youtube.com/watch?v=pYq5rI4z5nM>

<http://www.youtube.com/watch?v=068b0la0c>

<http://www.youtube.com/watch?v=e2GokwbK7A>

## Appendix I: Cognates Corpus

Alphabet	Cognate	Spanish meaning attributed	AIRPORT	HOTEL	RESTAURANT	JOB INTERVIEW
<b>A</b>	Acommodation	Acomodación – acomodarse		X	X	
	Application	Aplicar – Aplicación	X			X
	Actually	Actualmente				X
	Actual	Actual	X			X
<b>B</b>	Book	Libro		X		
<b>C</b>	Carpet	Carpeta	X			X
	Character	Carácter				X
	Comfort	Comfortar		X		
	Content	Contento		X		
	Cottage	Acostarse		X		
	Currency	Ocurrencia				X
<b>D</b>	Deliver	Deliverar	X		X	
	Dessert	Desertar	X			
<b>F</b>	Fact	Factor				X
	Fiance	Fianza				X
	Field	Fiel		X		
	Fond	Fondo	X			
	Former	Formar – Formador				X
<b>G</b>	Gate	Gatear	X	X		
	Glance	Ganzo			X	
	Goat	Gota			X	
	Grill	Grillo			X	

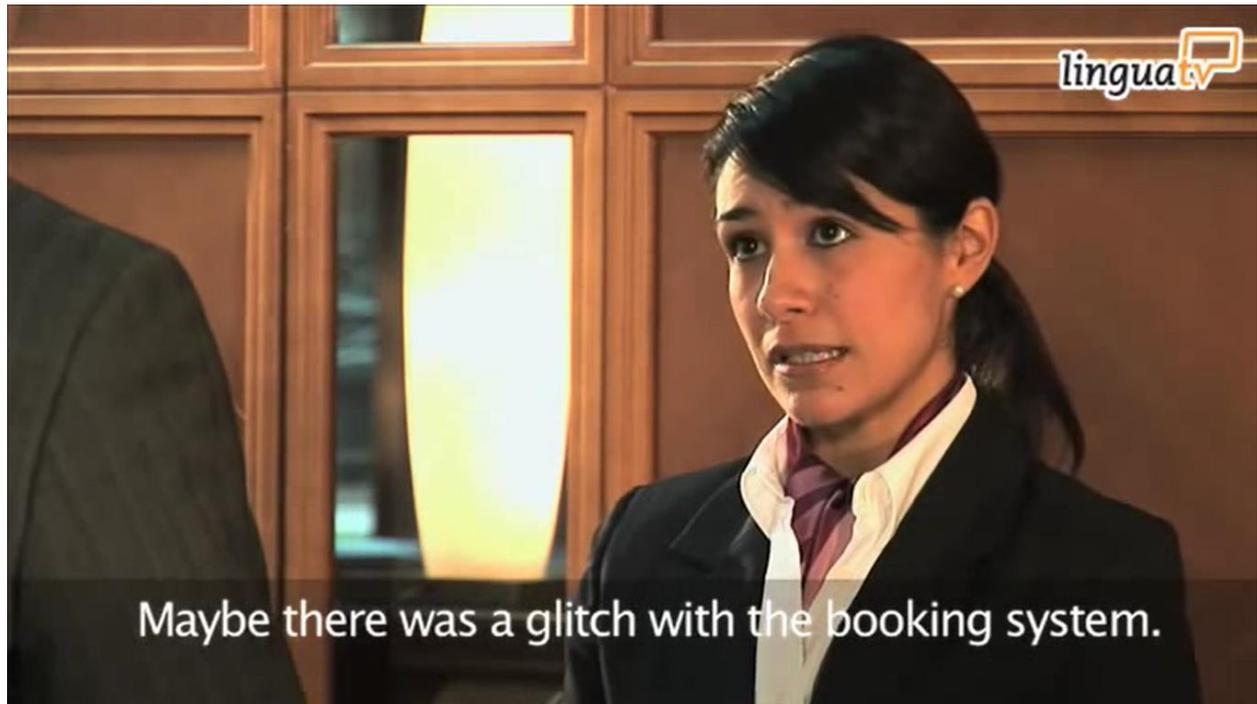
	Glove	Globo		X		
	Guard	Guardar	X		X	
<b>L</b>	List	Listo			X	
<b>O</b>	Offer	Oferta				X
<b>N</b>	Novel	Telenovela				
<b>P</b>	Polite	Político	X			
	Pile	Pilo			X	
<b>Q</b>	Qualification	Calificación				
<b>R</b>	Recipe	Recipiente		X		
	Reserve	Reservar			X	
	Rude	Rudo	X			
<b>S</b>	Safe	Safar – soltar			X	
<b>T</b>	Thumb	Tumba				
	Tie	Tia		X		
		<b>TOTAL</b>	10	10	10	10



**Appendix K: Believe can do self-assessment checklist**

Name: _____ Course: _____ Date: _____		
<b>BELIEVE CAN DO SELF ASSESSMENT CHECKLIST</b>		
AT THE AIRPORT		
Imagine you have to travel to London tomorrow. At the airport your luggage is lost, for that reason you have to talk to the manager there. Evaluate yourself with the following criteria		
CRITERIA	YES	NO
I am capable of managing a conversation if I try hard enough		
I believe I can find the means and ways to get what I want		
I feel confident and that I am able to solve most problems if I invest the necessary effort		
Compared with other people I believe I can deal efficiently with unexpected events		
I believe I can think of a solution if I am in trouble		
I think I can recognize the vocabulary that describes airport real life situations		
I am certain that I can use accurately the vocabulary that describes airport situations		
I am capable of discussing about some airport real- life situations		
Even when establishing a conversation I believe I can show my agreement or disagreement with some airport real life situations		
I believe I can perform role plays that show some situations that happen in real life at the airport		
OBSERVATIONS		
_____		
_____		
_____		
_____		
_____		

**Appendix L: Input video Screenshot**



**Appendix M: Speaking tasks assessment checklist**

STUDENT NAME: _____			LESSON: AT THE AIRPORT			DATE: _____		
SPEAKING TASK ASSESSMENT CHECKLIST								
CROSS-CULTURAL AWARENESS TASKS			FALSE COGNATES/FALSE FRIENDS			SPEAKING TASKS		
Criteria	YES	NO	Criteria	YES	NO	Criteria	YES	NO
Demonstrates interest or willingness to learning more about one's own and other cultures.			Demonstrates interest and awareness in using the <b>words (vocabulary)</b> proposed in the corpus to talk about one's own and other cultures.			Demonstrates control and <b>conversation management</b> in the tasks developed to discuss about one's own and other cultures		
Demonstrates understanding of social, relationship, or other dynamics important to one's own culture and members of other cultures.			Demonstrates understanding of the <b>words and expressions (vocabulary)</b> heard from the members of other cultures when performing the situations selected for the pedagogical implementation			Evidences proper <b>pronunciation</b> in the tasks developed to discuss about one's own and other cultures		
Demonstrates skills in working with members of one's own and other cultures and is unable to negotiate and shared understanding.			Demonstrates <b>accuracy</b> when using the false cognates/friends proposed in the corpus to talk about one's own and other cultures.			Initiates and develops <b>fluent</b> interactions about one's own and the culture of others.		
Initiates, engages, develops, and values interactions with one's own and the culture of others.			Initiates and develops <b>coherent</b> interactions about one's own and the culture of others.			Makes use of an adequate <b>intonation and volume</b> in the tasks developed to discuss about one's own and the culture of others.		
Examines, compares and contrasts one's own culture with the culture of others.			Makes <b>use of the false Cognates/friends</b> proposed in the corpus to compare and contrast one's own culture with the culture of others.			Demonstrates control of <b>hesitation</b> when using the false Cognates/friends proposed in the corpus to compare and contrasts one's own culture with the culture of others.		
<b>TOTAL</b>			<b>TOTAL</b>			<b>TOTAL</b>		
<b>COMMENTS.</b>								

**Appendix N: Can do self-assessment checklist**

Name: _____ Course: _____ Date: _____		
<b>CAN DO SELF ASSESSMENT CHECKLIST</b>		
<b>AT THE HOTEL</b>		
After the experience of simulating different situations that might happen at the hotel. Evaluate yourself with the following criteria		
CRITERIA	YES	NO
I can manage a conversation (formal or informal)		
I can find the means and ways to ask and get what I need		
I can solve most problems if I invest the necessary effort		
I can deal efficiently with unexpected events		
I can think of a solution if I am in trouble		
I can understand and respond what others say or ask to me		
I can recognize the vocabulary that describes hotels real life situations		
I can use accurately the vocabulary that describes hotels real life situations		
I can discuss about pleasant and unpleasant situations at hotels		
I can show my agreement or disagreement with some hotels real life situations		
I can perform role plays that show some situations that happen in real life at hotels		
How did I feel?		
_____		
_____		

**Appendix O: Description of the application**

<b>LEARNERS TRAINING PERIOD</b>	1. Cognates description	A brief explanation was offered together with examples about the most common cognates that occur from Spanish to English.			
	2. Cognates workshop	The students wrote 5 of the cognates they use commonly in oral and written ways			
	3. Context choice	Taking into account the survey applied in the needs analysis in which the students ranked certain cultural issues they would like to know when travelling. The contexts best ranked were: at the airport, at the hotel, at the restaurant and at a job interview			
	4. Corpus construction	The corpus is a context-based corpus. This was collaboratively created. After having the contexts, the students took their Preliminary English Test (PET) vocabulary and underline per each letter of the alphabet the words that were cognates for them, the lists were given to the teacher and then the teacher and the learners agreed the words that were repeated the most in all the lists and caused more confusion, in that way the corpus established 40 words (10 for each context) to be applied during the pedagogical intervention			
	Didactic Units	Hour distribution	Tasks	Dates	<b>FIELD NOTES</b>
	Didactic Unit 1	2	Brainstorming	02/10/2013	
	At the airport		Videos Exposure		
			Speaking task 1: Uses and abuses		

<b>PEDAGOGICAL INTERVENTION</b>			Speaking task 2: Optimists and pessimists	
			Believe I can do self-assessment checklist	
		2	Artifacts: Role playing (video recording)	03/10/2013
		2	Role play video analysis	04/10/2013
		1	Conclusions and can do self-assessment checklist	15/10/2013
	Didactic Unit 2	2	Brainstorming	17/10/2013
	At the hotel		Videos Exposure	
			Speaking task 1: Mad discussion	
			Speaking task 2: Debate	
			Believe I can do self-assessment checklist	
		2	Artifacts: Role playing (video recording)	18/10/2013
		2	Role play video analysis	21/10/2013
		1	Conclusions and can do self-assessment checklist	22/10/2013
Didactic Unit 3	2	Brainstorming	24/10/2013	
At the restaurant		Videos Exposure		
		Speaking task 1: People		

			Speaking task 2: Futures	
			Believe I can do self-assessment checklist	
		2	Artifacts: Role playing (video recording)	28/10/2013
		2	Role play video analysis	29/10/2013
		1	Conclusions and can do self-assessment checklist	30/10/2013
Didactic Unit 4 At a job interview	2		Brainstorming	01/11/2013
			Videos Exposure	
			Speaking task 1: Which job?	
			Speaking task 2: Debate	
			Believe I can do self-assessment checklist	
			Artifacts: Role playing (video recording)	05/11/2013
		2	Role play video analysis	06/11/2013
		1	Conclusions and can do self-assessment checklist	07/11/2013