

The Creation and Field Testing of a Teaching Unit Focused on Positive Transfer of Spanish/English Cognates with a Group of 7th Graders in a Public School in Puerto Rico

By Stephanie Sánchez Belén

A thesis submitted in partial fulfillment of the requirements for the degree of

MASTERS OF ART

in

ENGLISH EDUCATION

UNIVERSITY OF PUERTO RICO

MAYAGÜEZ CAMPUS

2012

Approved by:

Elizabeth Pine Dayton, PhD
President, Graduate Committee

Date

Rosita Rivera, PhD
Member, Graduate Committee

Date

Betsy Morales Caro, PhD
Member, Graduate Committee

Date

Kevin S. Carroll, PhD
Director, English Department

Date

Yolanda Canabal, PhD
Representative, Graduate Studies Office

Date

Abstract

In Puerto Rico (PR), language transfer can be defined as the influence of L1 Spanish on the production and acquisition of L2 English. In the Puerto Rican public schools, few instructional materials make use of cognates and positive transfer for vocabulary and reading development. To fill this gap, this thesis had and achieved five objectives: 1) to create a five-lesson teaching unit, *The Cognates Unit*, focused on true and false Spanish/English cognates, 2) to create activities for the lessons to promote positive transfer of true cognates, 3) to create activities for the lessons to reduce negative transfer of false cognates, 4) to field test the activities with a group of 7th graders in a public school in southwestern PR and then to analyze the data created as a result of the field test, and 5) to explore the attitudes of the 7th graders towards the teaching unit, lessons, and activities.

Resumen

En Puerto Rico (PR), transferencia de lenguaje puede definirse como la influencia del español en la producción y adquisición del segundo idioma, inglés. En las escuelas públicas de PR, pocos materiales didácticos usan transferencia positiva de cognados para desarrollar lectura y vocabulario. Para llenar este vacío, esta tesis tenía y logró cinco objetivos: 1) crear una unidad didáctica, *The Cognates Unit*, de cinco lecciones enfocada en verdaderos y falsos cognados en español/inglés 2) crear actividades para las lecciones que promuevan transferencia positiva de cognados verdaderos, 3) crear actividades para las lecciones que reduzcan transferencia negativa de falsos cognados, 4) hacer una prueba de campo de las actividades con un grupo de 7mo grado en una escuela pública en el suroeste de PR y analizar la resultados obtenidos de la prueba de campo, y 5) explorar las actitudes de los alumnos del 7mo grado hacia la unidad didáctica, lecciones y actividades.

Acknowledgements

I would like to thank my Graduate Committee, Dr. Elizabeth Pine Dayton, Dr. Betsy Morales Caro and Dr. Rosita Rivera. Thank you all for your time, knowledge and commitment. I especially thank Dr. Dayton. Thank you for always believing in me and encouraging me to do my best. Thank you for your dedication and extraordinary commitment with me and this thesis. I am very grateful.

Above all, I thank God for giving me the strength and patience needed in order to accomplish this goal. I also want to thank my family. I am grateful to have such a committed and loving family that I can count on. To my husband, Milton, thank you for always believing in me and supporting me. To my daughter Sarah, who at such a young age and without knowing, had to sacrifice a lot of “mommy and me” time in order for me to achieve this goal. Sweetie, after this I’m all yours! To my second baby girl, who is on the way, mommy loves you and thank you for coming into our lives. To my parents, Migdalia and José, thank you for always putting your children first and supporting us 100% of the time. To my brother Joel, love you bro, keep on strong.

I would also like to thank all who, in one way or another, helped me achieve this goal. Thanks to the 7th grade students who participated in this thesis, their parents, the school teacher, the school director, the school district facilitator, the school district supervisor and all who helped along the way. I am very grateful.

Dedication

This work is dedicated to God, through whom I have everything. This work is also dedicated to my family; my husband, Milton, my daughter, Sarah, and my second baby girl, who is on the way. I love you all!

Abbreviations

US – United States of North America

PR – Puerto Rico

PR DE – Puerto Rico Department Education

L1 – First Language

L2 – Second Language

ESL – English as a Second Language

TL – Target Language

LL –Language Learner

ELL – English Language Learner

ESA – Engage, Study, Activate

EFL – English as a Foreign Language

ELL – English Language Learner

UPRM – University of Puerto Rico at Mayaguez

SS/RR – Seeds of Science/Roots of Reading

Table of Contents

Abstract	ii
Resumen	iii
Acknowledgements	iv
Dedication	v
Abbreviations	vii
List of Appendices	x
List of Tables	xi
Chapter I: Introduction	1
Research Objectives	3
Chapter II: Literature Review	4
Language Contact in Puerto Rico	4
World Englishes	5
Language Transfer	7
Previous Studies on Positive Language Transfer	8
Using the Cognates Strategy	12
1. Principle 1: Provide Additional Scaffolds for Language	15
2. Principle 2: Make Connections to Students' Linguistic Resources	15
3. Principle 3: Provide Additional Opportunities for Practice	15
4. Principle 4: Support the Development of Strategic Behavior	16
Engage, Study, and Activate (ESA) Sequence, ESA Elements, and Patterns	17
Balanced Literacy	19
Attitudes Towards Use of English in PR	23

Research Questions	26
Chapter III: Methodology of Data Collection and the Social Context	27
Section 1: Methods	27
Quantitative and Qualitative Data	27
Sampling	28
Roles of the Researcher	29
The Field Testing of the Teaching Unit	31
Section 2: The Social Context	32
Municipality: Sabana Grande	32
The School	33
The English Classroom	33
Participants	34
Socio-demographic Background	34
Educational History	37
Language Usage	38
Chapter IV: The Creation of the Teaching Unit	41
Research Question #1: The Creation of the Teaching Unit	41
Theoretical Framework for the Teaching Unit	41
Selection of the Reading Selection for The Cognates Unit	44
The Use of the Reading Selection in the Lessons	45
The Lesson Plans	46
The Lessons in The Cognates Unit	49
Lesson #1: Introduction to True Cognates	50

Lesson #2: Identifying True Cognates	50
Lesson #3: Reading Comprehension	51
Lesson #4: Introduction to False Cognates	52
Lesson #5: Applying Knowledge about True and False Cognates	52
The Cognates Unit	53
Chapter V: Results, Analysis and Discussion	85
Research Question #2: Activities Created to Promote Positive Transfer	85
Research Question #3: Activities Created to Reduce Negative Transfer	87
Research Question #4: Results of Field Testing the Teaching Unit	89
Positive Transfer	89
Negative Transfer	97
Research Question #5: Results about Attitudes Towards the Teaching Unit	100
End of Lesson Assessments	101
Anonymous Attitude Questionnaire	102
Class Observations	104
Discussion of Results for Research Question #5	110
Chapter VI: Conclusions	113
Conclusion	113
Pedagogical Implications	115
Limitations of the Study	117
Direction for Future Research	117
Reference List	119
Appendices	123

List of Appendices

Appendix A: Department of Education of Puerto Rico Policy Letter #2-2012-2011	123
Appendix B: Anonymous Socio-Demographic Questionnaire	127
Appendix C: Anonymous Attitude Questionnaire	128
Appendix D: Institutional Review Board Letter of Authorization to Conduct Study	129
Appendix E: Authorization form Special Helper III of th School District of Cabo Rojo	130
Appendix F: Authorization Requesting to Conduct a Study in the School from the School Director	136
Appendix G: Letters Requesting Permission from Regular English Teacher for the Study	138
Appendix H: Informative Letter for Parents and/or Legal Guardians	143
Appendix I: Students/Participants' Informative Letter and Consent Form	148
Appendix J: Map of Sabana Grande	151
Appendix K: Lesson Plan Template	152

List of Tables

Table 1: Ard and Homburg's Word Values	11
Table 2: English Words with Spanish Cognates in the Reading Selection	45-46
Table 3: The Cognates Unit Overview: Objectives and Purpose	83
Table 4: The Cognates Unit Overview: <i>ESA</i> and <i>Using the Cognates Strategy</i>	84
Table 5: Individual T-Chart Activity	90
Table 6: Group T-Chart Activity: True Spanish/English Cognates	91-92
Table 7: False Spanish/English Cognates	95
Table 8: Reading Comprehension Questions	96
Table 9: False Cognates Competition: Spanish Translation Equivalent Chosen the 1 st time	99
Table 10: Individual Vocabulary Activity	100
Table 11: Part I: Anonymous Attitude Questionnaire	103
Table 12: Part II: Anonymous Attitude Questionnaire	104

Chapter I: Introduction

The United States (US) troops arrived on the island of Puerto Rico (PR) in 1898. Since then, there have been various language policies guiding education in PR. The language policy of the Puerto Rico Department of Education (PR DE) has supported English only, Spanish only, and both Spanish and English. Torres (2002) explains that at the present time “English is taught as a required subject in all grades (and two years in college), and the language of instruction is Spanish and/or English” (as cited in Nickels 2005, p. 230). In addition to having an impact on education, the presence of the US on the island of PR has led to language contact between Spanish and English.

Language contact promotes what researchers refer to as language transfer. Although there are several different ways to view positive language transfer, in this thesis, positive language transfer will refer to the facilitating process that a first language (L1) has on the learning and the acquisition of a second language (L2). Research has shown that “taking advantage of a student’s first language has proven to be effective if the first language shares cognates with English” (Wallace, 2008, p. 37) and it may be assumed that when Spanish and English are in contact and share true cognates, such as: *concentración* and *concentration*, taking advantage of L1 Spanish may facilitate the acquisition of L2 English.

As an English teacher in the PR DE, I have personally witnessed students’ positive reactions towards the topic of cognates, and I have noticed that my students feel empowered and comfortable with cognates. They have said things such as “Oh, this is easy!” “Now I understand!” “This I can do by myself”. These comments seem to reflect Lado’s view that “the easiest L2 structures (and presumably first acquired) are those which exist in the L1 with the same form, meaning, and distribution and are thus available for positive transfer; any structure in

L2 which has a form not occurring in L1 needs to be learned” (as cited in Saville-Troike, p.35).

This experience with my students may also support the view of Ard and Homburg (1992) that “if the Spanish speakers can learn some words (the most similar words) easily, then maybe they will have more time at their disposal to concentrate on learning “hard” words” (p.62).

As an English teacher I also have noticed that students do not always have the opportunity to take advantage of the similarities between Spanish and English. In examining the materials assigned to the 7th grade by the DE, I found that the assigned course book provided only one non-fiction article containing true cognates. The wordbook for this course book had only one page for practicing true cognates. There were two exercises on this page. The first exercise was a 5-item match between the English words and Spanish cognates found in a reading selection. The second exercise gave students a paragraph based on the reading selection. In this paragraph students had to find true cognates. Thus, 7th grade students in the public schools of PR have only one opportunity to study true Spanish/English cognates during the entire school year and only if the teacher has time or chooses this reading selection.

Based on my experience as an English teacher, I agree with Helman (2004) that “illustrating the commonalities between a student’s first language and English through roots, prefixes, suffixes, and cognates supports moving from known words to acquiring new words” (as cited in Swanson and Howerton, 2007, p.292). Since linguistic similarities, specifically true cognates, between an L1 and L2 may facilitate L2 vocabulary acquisition; I propose the following research objectives for this thesis.

Research Objectives

1. To create a teaching unit focused on true and false Spanish/English cognates, using the *Standards and Grade Level Expectations* (Puerto Rico Department of Education, 2007) for the English Program for a group of 7th graders in a public school in Puerto Rico.
2. To create activities for the teaching unit that will promote positive transfer of true Spanish/English cognates.
3. To create activities for the teaching unit that will reduce negative transfer of false Spanish/English cognates.
4. To analyze the results, in terms of the positive and negative transfer of true and false Spanish/English cognates, which is elicited through the field testing of the teaching unit.
5. To find out what attitude the students have towards the field tested teaching unit.

Chapter II: Literature Review

Language Contact in Puerto Rico

As a result of the Spanish American War, and, as an agreement in the Treaty of Paris, Puerto Rico (PR) was ceded to the United States (US) in 1898. In 1898 the US occupation began in the island of PR. As a consequence of the US occupation in PR, the language policy of the educational system was in constant oscillation.

From 1898 to 1900, under the administration of the US educational commissioner Victor S. Clark, English became the sole medium of instruction in the Puerto Rican school system. After this policy, Commissioner Martin G Brumbaugh's bilingual policy, during 1900-1903, began and stated that the medium of instruction at the elementary level would be Spanish and English would be taught as a subject, while at the secondary level this pattern was inverted. From 1903 to 1917, the policy of Commissioners Falkner and Dexter reverted back to English as the sole medium of instruction. This particular policy went under a major modification during Commissioners Dexter and Barlow who took it a step further. During 1905 to 1916, they established that English reading should be taught in the first grade before teaching reading in Spanish. Then, this policy was modified under the administration of Commissioners Paul G. Miller and Juan B. Huyke during 1917 to 1934. Under this administration, Spanish became the medium of instruction from 1st to 4th grade and English the medium of instruction from sixth to eighth grade. Fifth grade was used as a transitional grade in which half of the courses were taught in English and the other half in the Spanish. During Commissioner Dr. Jose Padins's administration, from 1934 to 1937, the language policy went back to Spanish as a medium of instruction for the elementary level and English as the medium of instruction at the secondary level. This language policy went through a change under the administration of Gallardo (1937-

1945) where Spanish was the medium of instruction in 1st grade and in 2nd grade English was taught as a subject. From 2nd to 8th both English and Spanish were the medium of instruction in various subjects. At the high school level, the medium of instruction was English, and Spanish was a subject. In 1949 Commissioner Villaronga declared that Spanish was the medium of instruction at all levels, but established the teaching of English as a preferred subject (Gutierrez, 1987). The Puerto Rico Department of Education (PR DE) (2007) states that its English Program “has offered English as a Second Language curriculum since the 1948-49 school year” (p.13). These language policy changes have resulted in much language contact in PR.

World Englishes

When people hear the term “World Englishes,” they may think of many interpretations and meanings. One of the meanings, provided by Kachru, Kachru and Nelson (2006), refers to “an umbrella label referring to a wide range of differing approaches to the description and analysis of English (es) worldwide” (p. 240). Another meaning Kachru et al. (2006) provides focuses “on the areal characteristics of national or regional Englishes, with an emphasis on the linguistic description of autonomous varieties of Englishes” (p.240). Yet, another meaning they provide “refers to the wide-ranging approach to the study of the English language worldwide” (p. 240).

In the field of World Englishes, several scholars have worked within various paradigms in order to explain the spread and use of English around the world. One of these paradigms is the “Kachruvian approach” (Kachru et al., 2006, p. 240). This paradigm uses The Circles model. This model is “intended to represent (1) the types of spread of English worldwide, (2) the patterns of acquisition, and (3) the functional domains in which English is used internationally” (Kachru et al., 2006, p. 292)

The Circles model consists of three circles: the Inner Circle, the Outer Circle and the Expanding Circle. The first circle, the Inner Circle, identifies the countries, such as the US, Australia and Canada, where English is primarily the first language (L1). The second circle, the Outer Circle, refers to countries, such as Nigeria, Singapore, and India, that are multilingual, but use English as an official, co-official, legal, or educational language. In these Outer Circle countries, English can be either an intranational (between different language groups in the same country) or international (between speakers of different countries) language. The third circle, the Expanding Circle, refers to those countries, such as Japan, Israel, and China, where English is learned as a foreign language with international usage (Kachru et al., 2006, p. 292).

In regards to PR, Blau and Dayton (1997) studied the formal and informal domains in which English is used in PR. For this study, they used Moag's taxonomy for English-using societies (as cited in Blau & Dayton, 1997, p. 139). This taxonomy classifies societies in terms of how they use English. These types of English using societies are: (1) English as a native language (ENL), (2) English as a second language (ESL), and (3) English as a foreign language (EFL). An ENL society, such as the US, is one in which English is the first language of a majority group. An ESL society, such as Nigeria, is one in which English is the L1 of a small percentage of the population, but the L2 of a higher percentage. An EFL society, such as China, is one in which English is used as an international language.

Based on their research, Blau and Dayton (1997) noticed that even though Puerto Ricans use English in a way consistent with an EFL, "Puerto Rico is an ESL society in which the nonnative variety is a formal, standard variety of English learned through formal instruction and used in formal domains" (p. 144).

In terms of the Circles model, PR resembles a country from the Outer Circle because even though PR is not a multilingual country, English does have an official status and is used for educational purposes. PR also resembles a country from the Expanding Circle because English is taught as a second language (L2) and it is used as an international language. In terms of Moag's taxonomy, Puerto Rico resembles an ESL English using society because English is the L1 of a small percentage of the population, but the L2 of a higher percentage. PR also resembles an EFL English-using society because English is used as an international language. Thus, due to the political, historical and linguistic relationship between PR and the US, PR can be placed between the Outer and the Expanding Circles and resembles both an ESL and an EFL English-using society.

Language Transfer

According to Odlin (1989) substratum interference is the influence of an L1 on the production and acquisition of an L2. Another term for substratum interference is language transfer. In this study, language transfer will be defined as the positive or negative influence of the L1 on the production of the L2. As mentioned, there are two types of language transfer, negative and positive.

According to Saville-Troike (2006) negative transfer is "when an L1 structure or rule is used in an L2 utterance and that use is inappropriate and considered an "error" " (p.19). On the other hand, positive transfer is "when an L1 structure or rule is used in an L2 utterance and that use is appropriate or 'correct' in the L2" (Saville-Troike, 2006, p.19). Odlin (1989) also makes a clear and contrastive difference between negative and positive language transfer. Negative transfer is "cross-linguistic influences resulting in errors, overproduction, underproduction, miscomprehension, and other effects that constitute a divergence between the behavior of native

and non-native speakers of a language” (p.167). Odlin (1989) defines positive transfer as “the facilitating influence of cognate vocabulary or any other similarities between the native and target languages” (p. 26).

When it comes to language transfer, at the lexical level, researchers believe that “it is reasonable to assume the learner has access to knowledge acquired through ‘previous experience’ in developing a new body of knowledge” (Adjémian, 1983, p. 254). He also states that “in the task of acquiring lexical knowledge in the target language, the learner may compare the lexical relatedness possibilities expressed in the L1 lexicon with the incoming target language lexical data, exploiting any that appear to match” (p. 254). In other words, it is reasonable to assume that the lexical items that may be used as facilitators for acquiring new L2 vocabulary are cognates.

Cognates are defined as “vocabulary items in two different languages that are similar both orthographically and semantically” (Wallace, 2008, p. 37). The fact that “approximately one-third of all words in English have a related word, or cognate in Spanish” (McElroy, 2005, *A useful resource* section, paragraph 2) opens up to the possibility that cognates may facilitate L2 vocabulary acquisition. Wallace (2008) states that since there are a “large number of cognate pairs between Spanish and English, there is a high possibility for positive language transfer to occur for a large number of words” (p.37). In addition, Ard and Homburg (1992) found sufficient evidence that shows that L2 language learners’ background influences their learning of the target language (TL), especially at the lexical level.

Previous Studies on Positive Language Transfer

Ard and Homburg (1992) measured and verified native language induced effects in the acquisition of the English lexicon through the use of a standardized test (version G of the

Michigan Test of English Language Proficiency). The standardized test contained two types of questions: synonym and fill-in-the-blank questions. According to them, there are three advantages to using student responses to questions on a standardized test. First, a standardized test enables the researcher to study a large group of student subjects. Second, a standardized test gives the subjects the option of choosing only one lexical item among four options. Third, a standardized test is totally unbiased by the researcher because it is created by others. Thus, a standardized test allows a researcher to become informed about the subjects' lexical inventory.

The participants of the Ard and Homburg (1992) study were adult learners of English as an L2. There were 194 Spanish speakers and 100 Arabic speakers. Through the subject's answers to the standardized test, Ard and Homburg (1992) found that "language transfer always occurs under the conditions of greater similarity between first language and target language" (p. 47). Thus, the greater similarity between the L1 and TL of a language learner (LL), the better the chances of positive language transfer. As a result of the similarities between Spanish and English, and the dissimilarities between Arabic and English, the Spanish speakers performed better than the Arabic speakers in this study.

In their study, Ard and Homburg (1992) also found the presence of a positive native, or L1, language effect in lexical items with no similarity with the target language. They also report that Arabic speakers started English language learning at a fast rate, but progressed slowly in their language learning. On the other hand, Spanish speakers started English language learning at a slow rate, but progressed quickly in their language learning. This was due to the positive interaction between language background and the similarity between L1 and TL. In other words, because of the lexical similarities between Spanish and English, Spanish speakers positively transferred from their L1 to the L2. This positive transfer created background knowledge for

Spanish speakers. This allowed the Spanish speakers to correctly identify other lexical items in English that did not share similarities with Spanish. Thus, the Spanish speakers had a faster progression of L2 learning.

Ard and Homburg (1992) also reported evidence of native language influence on the acquisition of an L2, and they found that language background influences lexical learning. As a result of their study, they suggest that English learners with Spanish as an L1 should first learn English words with a similarity to Spanish words. Then, they may have more time to concentrate on acquiring and learning words in English that are less similar to Spanish words or even not similar at all. In their study, the Arabic subjects were not able to take advantage of L1 Arabic similarities with L2 English because of the few similarities between these two languages.

Ard and Homburg (1992) also found that Spanish speakers did a better job answering the test as a whole. This was also true in regards to the questions where none of the words resembled Spanish words. Through informal interviews, Spanish speakers admitted that they assumed that if an English word resembled a Spanish word, the English word meant the same as the word in Spanish. On the other hand, the Arabic subjects did not make this assumption. This shows the use and influence of the language learner's L1 in the acquisition, comprehension and production of L2. In their study, Ard and Homburg (1992) classified the words in version G of the Michigan Test of English Language Proficiency into five values, as shown on Table 1 (pp.55-57).

Table 1: Ard and Homburg's Word Values

Value 1 words	Value 2 words	Value 3 words	Value 4 words	Value 5 words
Spanish words that are orthographically identical to the English words	Words that only differ in grammatical ending but have identical stems in both English and Spanish.	Words with regular orthographic correspondence in the stem in both English and Spanish	Spanish words with relatively close orthographic similarity with their English counterpart	Spanish and English words that are orthographically and/or morphologically more distant
Example: <i>candor</i>	Example: <i>moderno/modern</i>	Example: <i>espacioso/spacious</i>	Examples: <i>explotar/exploit</i>	Examples: <i>sucesivo/successful</i>

As previously mentioned, Ard and Homburg (1992) reported that Spanish speakers admitted that they assumed that if an English word resembles a Spanish word, the English word means the same as the word in Spanish. The words that Spanish speakers assumed mean the same in Spanish and English are classified, by Ard and Homburg (1992), as Value 5 words. When these Value 5 words are observed, one notices that they are what are known as false cognates. False cognates are words from two different languages, which look and sound similar, but have different meanings (Moreno de Martínez, 1979). For example, an L1 Spanish speaker may believe that the English word *embarrassed* has the same meaning as *embarazada* because of the orthographic similarity of these two words. Many linguists believe that when the L1 influences the L2, it is automatically the result of negative transfer and reflects a lack of L2 proficiency. But the use of false cognates does not necessarily mean negative transfer or lack of language proficiency. Instead, it may indicate that speakers of two different languages is just trying to communicate and perform in the L2. Thus, according to Moreno de Martínez (1979), “they are prone to use false cognates at one time or another” (p. 8).

Another study about positive language transfer was reviewed by August, Carlo, Dressler and Snow (2005). They reviewed various studies about the critical role of vocabulary

acquisition and development among English Language Learners (ELLs). Dressler (as cited in August et al., 2005, p.52) did a study with two groups of 5th graders. There was an experimental and a control group. With the control group Dressler studied the awareness of cognates among the students. This group had been taught to search for cognate relationships, among given texts, as a strategy to read and comprehend English texts. When Dressler compared both groups, the experimental group appeared to be more successful in inferring meaning of new cognates. This cognate inferring technique appeared to be more successful when the pairs of cognates were more phonologically transparent. This means that the level of successful inference depended on the phonological similarity between the pair of cognates.

August, Carlo, Dressler, and Snow (2005) also reviewed a study done by Jiménez, García, and Pearson (as cited in August et al., 2005, p.52). This study was done with 6th and 7th grade bilingual Latino students. These students were classified as proficient students in reading English. The researchers noticed that their proficiency allowed them to use their knowledge of Spanish to infer the meaning of English cognates. They did so frequently and successfully.

Another study reviewed by August, Carlo, Dressler, and Snow (2005) was done by Durgunoglu, Nagy, and Hacin-Bhatt (as cited in August et al., 2005, p.52). In this study, the authors noticed that regardless of the level of cognate awareness that students had, positive transfer, especially of cognates, was present. This was also true even among students with limited awareness.

Using the Cognates Strategy

Seeds of Science/ Roots of Reading (SS/RR) (<http://www.scienceandliteracy.org/>) is a website that describes a standards based curriculum for 2nd to 5th grade. According to Cervetti,

Pearson, Barber, Hiebert, & Bravo (2007), this curriculum is “designed to explore the potential and limits of science and literacy integration” (p. 162). The theoretical background for *SS/RR* comes from five specific integration models for the integration of science and the reading and writing of literacy development: 1) Concept-Oriented Reading Instruction (CORI), 2) Guided Inquiry Supporting Multiple Literacies (GIsML), 3) In-Depth Expanded Applications of Science (IDEAS), 4) Wondering, Exploring, and Explaining (WEE), and 5) Dialogically-Oriented Read-Alouds.

The first integration model is CORI. This integration model “is built around a knowledge goal (often in science) and, within that goal, provides direct instruction of reading strategies, such as questioning, activating background knowledge, searching for information, and summarizing. CORI involves firsthand experiences, reading, strategy instruction, and peer collaboration” (Cervetti et al., 2007). According to Cervetti et al. (2007), they used CORI as one of their integrative models, because it “provides direct instruction of reading within a context that allows students to develop in- depth knowledge and become expert” (p.159). According to Cervetti et al. (2007) this model also offers “coherence, or the linking of activities, contexts, and materials in ways that enable students to make connections between experience and reading, strategies and content, and literary and scientific texts” (p. 159).

The second integration model used in the development of the *SS/RR* curriculum program is GIsML. In this model “teachers establish the classroom as a community of inquiry and engage students in cycles of investigation guided by specific questions” (Cervetti et al., 2007, p. 160). The third integration model is IDEAS. In this model, according to Romance and Vitale (1992) teachers who used the IDEAS model did hands-on activities and

then engaged students in reading activities so that “students had the learning experiences needed to make critical reading more purposeful” (as cited in Cervetti et al., 2007, p.160).

The fourth integration model is WEE. According to Cervetti et al. (2007), this model of integration “involves students in three phases of scientific investigation: Wondering, Exploring, Explaining.” (p. 160). They chose this model because “by using text to inspire investigations that are then conducted by students, the WEE program encourages students to answer questions for themselves rather than relying on text as the ultimate authority in science” (p. 160).

The fifth integration model of is the Dialogically-Oriented Read-Alouds. Cervetti et al., (2007) found that this model suggests that “the use of information books in science supports students’ construction of conceptual understanding and helps students to appropriate the linguistic registers needed to express these understandings” (p. 162).

The *SS/RR* curriculum program is divided into teaching units. Each teaching unit was field tested in classrooms around the continental US. This curriculum program can be used for science courses, literacy courses or as supplementary material. The curriculum program is divided into three grade level teaching units: 2-3, 3-4, 4-5. Each teaching unit has four subunits, each with 40 lessons.

Each unit contains specific instructional strategies created with English Language Learners (ELLs) in mind. These instructional strategies are called *Strategy Guides*. They provide examples of how to teach Reading, Writing, Listening/Speaking and the Nature of Science/Inquiry by using the texts in the curriculum program. According to the *SS/RR* website, the *Strategy Guides* were created based on “extensive review of research on effective and proven instruction for English language learners.” On the website, *Strategy Guides* are included as

resources to help teachers use the *SS/RR* curriculum. The approach that the *SS/RR* curriculum takes in order to support English language learners is discussed on the website in terms of four principles.

1. Principle 1: Provide Additional Scaffolds for Language

As stated in the *SS/RR* website, the *Strategy Guides* provide additional scaffold for language because “activities involving hands-on and visual elements make abstract concepts more concrete, supporting students in acquiring academic language. In addition, explicitly teaching about difficult aspects of English, for example multiple meaning words, helps English language learners succeed.” It is of interest to mention that the PR DE (2007) also has a definition for scaffolding, which is when “the teacher provides meaningful support and guidance needed for the student’s learning growth toward each learning objective” (p. 68).

2. Principle 2: Make Connections to Students’ Linguistic Resources

In regards to the *Strategy Guides* it is stated that “it is important to acknowledge English language learners' experiences and native languages. Making connections to students’ experience can be accomplished, for example, by having students use their native languages during some science activities.” In other words, *SS/RR* promotes the use of students’ L1, in some activities, in the English or Science classroom.

3. Principle 3: Provide Additional Opportunities for Practice

In terms of practice, the *SS/RR Strategy Guides* suggest that “additional practice with key science concepts helps English language learners understand ideas and participate more fully in activities. Through additional practice, students develop their vocabulary and language proficiency.”

4. Principle 4: Support the Development of Strategic Behavior

Principle 4 on the *SS/RR* website states that “English language learners can benefit from instruction that teaches them to monitor their own comprehension and language use. This helps students develop strategies they can employ independently when confronted with challenges. Teaching students to pose questions before and during reading is one example of this principle.”

The *SS/RR* curriculum program has been thoroughly researched and field tested. According to this research this curriculum program and its instructional strategies have helped ELLs make significant gains in the areas of (1) reading comprehension, (2) vocabulary, (3) and science. The *SS/RR* website shows that ELLs using *SS/RR* achieved 37.8% in the area of reading comprehension, while ELLs not using *SS/RR* achieved only 5.6% in reading comprehension. In the area of vocabulary ELLs, achieved 48.6%, while ELLs not using *SS/RR* achieved only 22.5%. In the area of scientific knowledge ELLs using *SS/RR* achieved 69.1%, while ELLs not using *SS/RR* achieved only 24.8%. Finally, in terms of writing, ELLs using *SS/RR* improved in the areas of strength of conclusion, overall clarity, strength of introduction, and use of evidence.

In the *SS/RR* curriculum program, there are five instructional strategies which are developed specifically with the needs of ELLs in mind. These instructional strategies for ELLs are: *Teaching about Multiple Meaning Words*, *Teaching Vocabulary with Science Text*, *Using Anticipation Guides*, *Teaching about Idioms and Using the Cognates Strategy*. *Using the Cognates Strategy* (The Regents of the University of California, 2008) was developed to be used with a content rich text, which is a text rich in content about a specific subject or topic. In the case of the *SS/RR* curriculum program, the texts included and used were content rich in the subject area of science. *Using the Cognates Strategy* suggests several steps for an instructor to follow. I followed these steps in my study. The steps are summarized as follows:

1. Select a content rich text and identify cognates in the text.
2. Before reading, explain to students what cognates are.
3. Give a Spanish cognate to the students and then ask them to provide an English word, which sounds and looks like the cognate.
4. Make the students think about the meaning of the word in both languages.
5. Make the students think of related words and provide examples.
6. Provide more examples, if necessary, using steps 1 through 5.
7. Practice identifying cognates in the selected text.
8. Create a cognates list with cognates from all languages which are spoken in the classroom.
9. After the students become familiar with true cognates, introduce them to concept of false cognates.

Engage, Study, and Activate (ESA) Sequence, ESA Elements, and Patterns

According to Harmer (1998) students learning language in a classroom usually do not get the same kind of exposure to the L2 as native language speakers of the L2. Because of the political, historical and linguistic relationship with the US, English is used in PR. This means that in the case of PR, our students do have the opportunity to be exposed to English L2, but probably, since PR is not part of the continental US, our students do not get the same exposure to English as a native speaker, or even an ELL, in the continental US would do. In Harmer's (1998) view, "this does not mean they cannot learn language if the right conditions apply" (p. 25). In order to provide sufficient exposure for language learners and to provide the right conditions for language learning, Harmer (1998) suggests implementing the elements of *Engage*, *Study*, and *Activate*, or as he calls it, *ESA*. The first element is *Engage*. *Engage* is where

“teachers try to arouse the students’ interest, thus involving their emotions” (Harmer, 1998, p. 25). The second element, *Study*, refers to activities “where students are asked to focus on language (or information) and how it is constructed” (Harmer, 1998, p. 25). Harmer (1998) also states that the element of *Study* “means any stage at which the construction of language is the main focus” (p.25). The third element, *Activate*, offers “students a chance to try out real language use with little or no restriction” (Harmer, 1998, p. 26).

Harmer (1998) suggests that the elements of *ESA* may be applied in three sequences or patterns which are: *Boomerang*, *Patchwork* and *Straight Arrow* sequences. The first pattern is the *Straight Arrow* sequence, meaning that the *ESA* elements are used in a straight line and ordered as follows: *Engage*, *Study* and *Activate*. The *Straight Arrow* pattern is recommended for students in the elementary level of language learning, but any of the patterns may be used for each lesson and for any group of students, according to their needs. The second pattern is the *Boomerang* sequence. This means that the teacher will follow the sequence: *Engage*, *Activate*, *Study*, *Activate*, which may be used with students at the intermediate level of language learning. The third and final pattern is the *Patchwork* sequence in which the teacher will *Engage*, *Activate*, *Activate*, *Study*, *Activate*, *Study*, *Engage*, and *Activate*, which, according to Harmer, allows teachers to attend students’ needs.

According to Harmer (1998) the elements of *ESA* can be used for writing, speaking, listening, and reading. He states that “there will be more than one *ESA* sequence in a given lesson sequence or period” (p. 26-27). In terms of reading, the elements of *ESA* are used to “exploit reading texts to the full” (p.71). Finally, Harmer (1998) suggests that these elements should be present in all or almost all language lessons.

Balanced Literacy

The theoretical and instructional model of the English Program of the PR DE is Balanced Literacy. Balanced Literacy is defined as “an approach to reading that incorporates both whole language and phonics instruction” (PR DE, 2007, p. 63). This theoretical and instructional model combines two other teaching approaches: whole language and phonics instruction. Whole language is a teaching approach that sees language as a whole, and not in fragments. Brown (2001) states that the term whole language “was used to emphasize (a) the “wholeness” of language as opposed to views that fragmented language into its bits and pieces of phonemes, morphemes, and words” (p. 48). According to Brown (2001), the term whole language now also includes “cooperative learning, participatory learning, student-centered learning, focus on the community, focus on the social nature of language, use of authentic, natural language, meaning-centered language, holistic assessment techniques in testing, integration of the “four skills” (pp.48-49).

Phonics instruction “teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches children to use these relationships to use and write words” (Phonetics Instruction, n.d., paragraph 1.) The PR DE (2007) states that “this approach provides for essential skills and strategy instruction within the context of meaningful, relevant, authentic reading, writing, and oral language activities and routines” (p. 13). The PR DE defines literacy as: “listening, speaking, viewing, reading, writing, and thinking. With reading being the central element it allows the standards of listening, speaking, and writing to be taught in context” (p. 13).

Based on Balanced Literacy, the amended Elementary and Secondary Education Law of 1965, and the reauthorized law “No Child Left Behind” of 2001, the PR DE created a document

called *Content Standards and Grade Level Expectations* (PR DE, 2007) for the English Program. It is to be used by teachers when they are planning lessons from kindergarten to 12th grade. This document is divided into three content standards: Standard #1: Listening/Speaking, Standard #2: Reading and Standard #3: Writing.

The PR DE (PR DE, 2007) defines listening/speaking as how “the student uses the English language to interpret oral input, construct meaning, interact with confidence both verbally and nonverbally, and to express ideas effectively in a variety of personal, social, and academic contexts” (p. 15). The PR DE expects students, from 7th to 9th grade to “transfer their listening comprehension skills to class discussions with a higher level of confidence. These students should also be able to transfer acquired vocabulary and understanding of learned content and concepts from interactions with narrative and expository texts” (PR DE, 2007, p. 15).

The PR DE (2007) states that reading is when “the student uses reading strategies, literary analysis, and critical thinking skills to construct meaning and develop an understanding as well as an appreciation of a variety of genres of both fiction and nonfiction” (p. 17). When defining reading, the PR DE describes reading as “a dynamic interactive process of constructing meaning by combining the reader’s background knowledge with the information in the text (p. 17). It sees reading as “an ongoing developmental process that is interrelated with writing, speaking, listening, and thinking” (p. 17). The PR DE expects that students, by the end of sixth grade, “are mastering comprehension and acquiring vocabulary through narrative and expository text” (p. 18).

The PR DE (2007) also focuses on writing and states that “the student effectively communicates to a variety of audiences in all forms of writing through the use of the writing process, proper grammar, and age appropriate expressive vocabulary” (p. 19). The PR DE

describes writing as “an essential tool for learning, personal expression, and professional success. It is the tool, by which students transfer their acquisition of knowledge in all content areas” (p.19). The PR DE also states that “writing skills are interrelated with reading, viewing, speaking, and thinking skills. Each skill strengthens and stimulates the others and should be taught through an integrated, Balanced Literacy approach” (p. 19). In terms of intermediate level students, the PR DE states that “the expectation is that once a student gains the knowledge of sentence structure and types of sentences, then he/she is ready to construct a narrative paragraph” (p. 20).

Under the three content standards of Standard #1: Listening/Speaking, Standard #2: Reading and Standard #3: Writing one will find the grade level expectations. The grade level expectations are specific skills that will guide the formation of the students. These grade level expectations are used as a way of measuring the effectiveness of the public educational system of PR. They are also used to establish the parameters used in the creation and implementation of the *Pruebas Puertorriqueñas de Aprovechamiento Académico*, which is the standardized test used to measure academic achievement in PR as required by the *No Child Left Behind Law* of 2001.

The PR DE also has another document called policy letter #cc 2-2010-2011 (Appendix A). This policy letter stipulates that all teachers must present a daily planning document as evidence of their work. This policy letter also establishes that daily planning is part of a teacher’s professional evaluation. According to the PR DE the purpose of this policy letter is to keep track of students’ progressive and coherent sequence of academic learning. As a way of establishing compliance with policy letter #cc 2-2010-2011, teachers are required to have a daily

planning document. The daily planning document must have, at least, the following eleven parts:

1. Date and Topic and/or Theme – this provides evidence of daily planning and the specific topic or theme being developed by the teacher.
2. General strategy (Reading Trilogy) – this provides evidence of the learning/teaching process in which the teacher is working. For Spanish and English the recommended strategy is Reading Trilogy, which is in accordance with the instructional model of Balanced Literacy.
3. Subject Integration – this provides evidence that teachers are integrating their class subject with other subject areas.
4. Standards and Expectations of the Subject – this provides the Content Standards area and the specific skills for each Content Standard.
5. Depth of Knowledge – this provides evidence of the level of knowledge and level of complexity that the teacher is using when with students. There are four levels, based on Norman Webb’s taxonomy, which are: Recall, Basic Application , Strategic Thinking, and Extended Thinking.
6. Objectives (Conceptual, Procedural, and Attitudinal) – this provides evidence that the teacher is working to achieve the development of the three daily objectives. The Conceptual Objective provides evidence of what the students will be learning. The Procedural Objective provides evidence of how they are going to learn it, and the Attitudinal Objectives provides evidence of what values or attitudes the teacher will be developing and discussion in the class.

7. Assessment – provides evidence that each of the three objectives have been assessed in a formal or informal manner.
8. Sequence of Events (Initial, Development and Closure activities) – provides evidence of how the teacher developed and presented the three objectives for the class.
9. Materials or Resources – provides evidence of the materials and resources used by the teacher during a daily class. These could be books, videos, computers, guest speakers, among others.
10. Homework (optional) – provides evidence that the teacher provides students with practice of the taught skills. Even though homework is optional, it is recommended that teachers give homework on a weekly basis.
11. Teacher’s Reflection – provides evidence that the teacher reflects on his or her pedagogical methodologies.

In order to comply with policy letter #cc 2-2010-2011, the school district facilitators for the English Program in Cabo Rojo created a daily Lesson Plan template. The daily Lesson Plan template was used by all English teachers in the school district of Cabo Rojo during the academic year 2011-2012.

Attitudes Towards Use of English in PR

An attitude may be defined as a “hypothetical construct used to explain the direction and persistence of human behavior” (Baker, 1992, p. 10). In terms of an attitude towards an L2, one can say that there are two major variants: attitudes towards the users of the L2 and attitudes towards the L2 itself.

The first variant, attitudes towards the users of the L2, has to do with positive and negative attitudes towards the speakers and/or the culture of the L2 speakers. The second

variant, attitudes towards the L2, has to do with positive and negative attitudes towards the L2 itself. Blau and Dayton (1997) did a study concerning attitudes towards the L2. They studied the informal and formal domains in which English was used in order to classify PR as English as a Foreign Language (EFL) or an English as a Second Language (ESL) society. As a result of their study, they found that attitude studies carried out in PR tend to focus on attitudes towards Spanish and English instead of on attitudes towards the users of these languages on the island (p. 141). In addition to Blau and Dayton (1997), there have been other studies done in PR since 1997 about attitudes towards English. Based on the context in which the material developed in this thesis was field tested, I will present some studies done in the context of PR about attitudes towards English.

Irizarry (2005) conducted a study in a town in the southwest of PR. The participants of this study were 70 9th grade students. In order to gather the data, Irizarry used ethnographic participant-observation, an attitude questionnaire, tape-recorded oral interviews and a matched guise test. The purpose of the study was to find out about students attitudes towards the English language and the English class. This study found that “the students had a negative attitude toward English as a medium of instruction and as a subject in the English class but had an overall positive attitude toward English and the English class” (p. 94).

Duprey (2009) conducted a study with 10th graders in a public school in PR. The main purpose of this study was to find out how eleven English vowels were produced and perceived among 44 tenth graders. In this study, the researcher used the following instruments to gather data: questionnaires, a perception test, and a production task. As a result of this study, the researcher found that “the students had positive attitudes towards the English language and wanted to improve their English pronunciation” (p. 161).

Schweers (1999) conducted a study concerning attitudes toward the English language in English classes at the University of Puerto Rico at Bayamon. This study focused on the attitudes of students and professors towards the use of the mother tongue, Spanish, in English classes at the University of Puerto Rico at Bayamon. This study showed that “a high percentage (88.7%) of the student participants in this study felt that Spanish should be used in their English classes” (Schweers, 1999, p. 6). Students that agreed to the use of Spanish in the English classroom specified when it should be used. The students agreed to the use of Spanish in the English classroom in the cases of “to help students feel more comfortable and confident, to check comprehension, and to define new vocabulary items” (Schweers, 1999, p. 7). An interesting fact about this study is that all of the professors that participated reported that, to some degree, they used Spanish in the English classroom. According to Schweers (1999), his study shows “that English should be the primary vehicle of communication in the English classroom and that you should give students ample opportunities to process English receptively as well as to produce and negotiate meaning in the language” (p. 9). Based on his study, Schweers (1999) concluded that a “second language can be learned through raising awareness to the similarities and differences between the L1 and the L2. The prudent use of L2 in the English classroom also affirms the value of our students’ L1 as their primary means of communication and cultural expression” (p. 13).

Finally, Acevedo (2008) conducted a study in an urban public high school in PR with 10th graders as its participants. The purpose of this study was to “create a curricular unit for 10th grade students at a public high school in Puerto Rico using a needs assessment” (Acevedo, 2008, p. ii). Acevedo used questionnaires and interviews in order to collect data for this study. This study showed that “the highest percentage of the students considered their experience with

English through their school life as positive (54%)” (p.40). Based on his findings, Acevedo suggested that “activities that can motivate students to learn English, such as the “Job, Career, and Future Unit,” can have a very positive outcome but the necessary resources and materials are needed to achieve learning ESL” (2008, p.72). As shown in these studies, previous studies about attitudes in PR focused on attitudes towards the English language itself and not towards the speakers of the English language. These studies also conclude that there is always some degree of positive attitude towards the English language in PR.

Given the previous research discussed in this chapter and my own experience as an English teacher in the PR DE, I decided to ask the following research questions.

Research Questions

1. What teaching unit, focused on true and false Spanish/English cognates, can be created by using the *Standards and Grade Level Expectations* (Puerto Rico Department of Education, 2007) for the English Program for a group of 7th graders in a public school in Puerto Rico?
2. What activities can be created for the teaching unit to promote positive transfer of true Spanish/English cognates?
3. What activities can be created for the teaching to reduce negative transfer of false Spanish/English cognates?
4. What are the results of field testing the teaching unit in terms of language transfer, both positive and negative, of true and false Spanish/English?
5. What attitudes do the students have towards the field tested teaching unit?

Chapter III: Methodology of Data Collection and the Social Context

This chapter is divided into two sections. In the first section, I will discuss the methods I used to collect quantitative and qualitative data, sampling, the roles of the researcher, and the field testing of the teaching unit. In the second section, I describe the social context in which the teaching unit was field tested, including the municipality, the school, and the English classroom. In this chapter, I also describe the student participants for this study.

Section 1: Methods

Quantitative and Qualitative Data

To collect the data for this thesis, I used both quantitative and qualitative methods. According to Sukamolson (2005) the purpose of quantitative data is to “explain [the] phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)” (as cited in Perez, 2012, p. 33). Qualitative data may be defined as data that cannot be measured numerically, but data “in terms of the participants’ definitions of the situation, noting patterns, themes, categories and regularities” (Cohen, Manion, & Morrison, 2007, p. 461).

To collect quantitative data, I developed two questionnaires and *End of Lesson Assessments*. The two questionnaires were the *Anonymous Socio-demographic Questionnaire* and the *Anonymous Attitude Questionnaire*. The purpose of the *Anonymous Socio-demographic Questionnaire* (Appendix B) was to collect socio-demographic data from the student participants. This questionnaire was divided into three sections: socio-demographic background, educational history, and language usage. The questions in this questionnaire were closed questions. I administered this questionnaire before I field tested the teaching unit. The questionnaire was written in English, but when I administered it, I verbally translated it into Spanish in order to make sure that the student participants understood the questions.

The purpose of the *Anonymous Attitude Questionnaire* (Appendix C) was to collect data about the attitudes of the student participants towards the teaching unit. This questionnaire had two parts: (1) nine closed yes/no questions and (2) three questions, a rating scale with five possible choices ranging from “very good” to “very bad” for each question, and a blank space labeled “comments” in which the student participants could express their opinions about each of the three questions in writing. I administered the *Anonymous Attitude Questionnaire* after I completed the fifth, and last, lesson of the teaching unit. Similar to the *Anonymous Socio-demographic Questionnaire*, the *Anonymous Attitude Questionnaire* was written in English, but when I administered it, I verbally translated it into Spanish in order to make sure that the student participants understood the questions. Finally, the *End of Lesson Assessments* are instruments that I designed as part of the lessons of the teaching unit. I will discuss them when I discuss the development and creation of the lessons in the teaching unit.

To collect qualitative data, I carried out classroom observation. During the five days over which I field tested the teaching unit, I kept a notebook where I recorded my observations of the class with which I field tested the teaching unit. These observations included, but were not limited to, the student participants’ body language, comments, and reactions that emerged while I field tested the teaching unit. The purpose of this classroom observation was to gather qualitative data about the attitudes of the student participants towards the teaching unit.

Sampling

To field test the teaching unit, I selected one group of 7th graders from a rural public school in the municipality of Sabana Grande. I chose this group of participants because I personally knew their regular English Teacher and I had worked in this public school for two years. My familiarity with the teacher and the school facilitated my access to the school and the

student participants. Thus, the type of sampling used for the field test of the teaching unit was convenience sampling, which Cohen et al. (2007) define as “choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time” (p.113).

This one group of 7th graders does “not represent any group apart from itself; it does not seek to generalize about the wide population” (Cohen et al., 2007, p.114).

Roles of the Researcher

As the researcher, who created, developed, and field tested a five lesson teaching unit, I had three roles. I was a teacher/researcher, an outsider participant-observer, and an administrator.

As a teacher/researcher, I became the English teacher for a group of 7th graders for five consecutive school days. During this time, I taught the English class and field tested the teaching unit that I had created on which this thesis is based. In other words, I collected data and made observations at the same time as I taught the English class.

As an outsider participant-observer, I was an outsider because I was not a member of the faculty of the school, and I was not the regular English teacher of the student participants, even though I had taught in this school for two years before I was relocated. I was a participant observer because for five consecutive school days I became the English teacher, participating in the field testing of the teaching unit. While field testing the teaching unit, I also made classroom observations about the field testing of the teaching unit.

Even though factors such as education, age, and experience made me an outsider, there were other factors, such as family history, school attendance in Sabana Grande, and work experience in Sabana Grande with Special Education students, that I had in common with the

student participants. I was born in Florida from Puerto Rican parents. My father was born and raised in PR, but at age 18 moved to the continental US where he worked; his L1 has always been Spanish. My mother was born in Manhattan and lived there until her family moved to PR during her childhood. During her early childhood my mother's L1 was English, but she became proficient in Spanish once she began attending the public school system in PR. I lived in the continental US for the first five years of my life.

When I was a child, my mother strived to teach me English. She taught me the colors, numbers, and a lot of vocabulary in English. When I was five, my family and I moved to PR because it was time for me to start school and my mother had always wanted her children to attend school in PR. I attended kindergarten, elementary, and intermediate school in the same public school in Sabana Grande. When it was time for me to attend high school, I also attended the only public high school in Sabana Grande. During my school years, my favorite class, and the class in which I excelled, was English.

As soon as I graduated from high school in 2001, I enrolled in the University of Puerto Rico at Mayagüez (UPRM) in the English Department. I obtained my BA in English with most of my courses in linguistics, and I also obtained a Teacher Certificate in order to teach English at the secondary level. In 2007, I began my MAEE in English at UPRM. In June 2008, I was offered a permanent position as a public school teacher in a second unit school in Sabana Grande and started working there in August 2008. I worked there for two years teaching 6th, 7th and 8th grades, but in August 2011, I was relocated to an Intermediate School in Sabana Grande. I currently work in this school in the Pre-Vocational program. As the English teacher in this program, I attend to students from the Special Education Program, and I am the only public

school teacher in the school district of Cabo Rojo that teaches only to students from the Special Education Program on a full time basis.

Finally, according to the Puerto Rico Department of Education (PR DE) (2007), I had a role as an administrator, and administrators “use the standards as a curriculum and literacy framework in order to adopt materials, strengthen professional development, implement project work plans, strategies, programs, and coach to increase student achievement” (p. 21). Since the purpose of my thesis research was to field test a teaching unit that I created based on the adaptation of materials to the social context in which the teaching unit was to be field tested, I played the role of an administrator.

In addition, the PR DE affirms my role as a teacher. I used the grade level expectations throughout the entire teaching unit, because, according to the PR DE (2007) “educators use the standards to identify the expectations of what should be taught in each grade level, their relationships, relevance, and rigor” (p.21). My role as a teacher was further affirmed by the PR DE (2007) because “as teachers become aware of what is taught across the grade levels, they will use scientifically-based research data to plan differentiated instruction to improve academic achievement” (p. 21). This is what I did. I planned a “differentiated instruction” based on previous research in order to improve academic achievement with a group of 7th graders.

The Field Testing of the Teaching Unit

The term “field test” may be defined in various ways. For the purpose of this thesis, I defined a “field test” as the activity a researcher carries out when the researcher goes into the field of a research site with the purpose of collecting data. A field test and data collection is done according to the objectives and research questions that guide a study. The teaching unit under consideration in this thesis was field tested with a group of 7th graders from a rural public

school in the municipality of Sabana Grande, Puerto Rico. The field test of the teaching unit was carried out over a period of five consecutive school days during the month of March of the academic year 2011-2012.

In order to field test the teaching unit, I obtained authorization from: (1) Institutional Review Board of the University of Puerto Rico at Mayagüez (Appendix D), (2) Special Helper III of the School District of Cabo Rojo (Appendix E), (3) school superintendent functioning as school director (Appendix F), (4) regular/homeroom English teacher (Appendix G), (5) the parents and/or guardians of the student participants (Appendix H), and (6) the student participants (Appendix I).

Section 2: The Social Context

In this section, I will describe the social context in which the teaching unit was field tested, including the municipality, the school, and the English classroom. The section also includes a description of the participants and focuses on their socio-demographic background, their educational history, and their language usage.

Municipality: Sabana Grande

Sabana Grande is a municipality, or town, located at the southwest part of the island of Puerto Rico. It is surrounded by five other municipalities: Maricao, Lajas, San Germán, Yauco and Guánica (see Appendix J). Sabana Grande has seven *barrios*: Tabonuco, Santana, Rincón, Torre, Rayo, Machuchal and Susúa. The teaching unit was field tested in a public school in the *barrio* of Susúa.

According to the U.S. Census data, in 2010, the population of Sabana Grande was 25,265. There were 6,233 people who were 18 years or under, the population which corresponds to the age range of the students with whom I field tested the teaching unit. The median income in

US dollars was \$15, 530, and the mean is income in US dollars was \$22, 637. With respect to language, 6.3% of the population spoke only English at home while 93.7% of the population spoke only Spanish. The total population of *barrio* Susúa where the school for the field testing of the teaching unit is located was 2, 736 people, with 714 who were 18 years or younger (U.S. Census Bureau, 2010).

The School

The school in which the teaching unit was field tested is a Puerto Rican public school in *barrio* Susúa. It is a second unit school, which means that it offers public school education for grades kindergarten to 9th grade. It is a rural school with 322 registered students, one social worker, one counselor, one librarian, one Special Education Facilitator, and 24 teachers, three of whom are English teachers. One English teacher teaches K-3rd grade; one teaches 4th-6th grades, and one teaches 7th-9th grades. According to school records, the level of poverty in this school is 87%.

The English Classroom

The English classroom in which the teaching unit was field tested was located in a building on the outskirts of the school in the fourth of six classrooms in a row. To get to this building, students had to walk all the way from the main gate of the school, pass the teachers' parking lot, pass the main yard of the school, and go down a small ramp. The English classroom was one of three classrooms located next to the ballpark. All the windows were at the back of the room and directly faced the ballpark. As the regular English teacher informed me, being so close to the ballpark made students get distracted easily with what went on in the ballpark when other students were taking their physical education class. Also, the English classroom didn't have any air-conditioning. It had only two fans which did not work properly. One of the fans was located

at the edge of the classroom; the other fan was located at the back of the room. The only working electrical outlets for this classroom were at the back of the room. The teacher's desk was located in the right back corner of the classroom. The classroom had two doors that were always kept open. Since the doors were always open, the students could see everything that happened in the hallway and could easily get distracted. The classroom was painted a pastel purple color, and there were some English language posters on the walls. There was a podium in the right front corner of the room.

Participants

In this section, I will report about the data that I collected on the Socio-Demographic Questionnaire. I will use this data to describe the participants of the field testing of the teaching unit. I will describe the participants in three parts: socio-demographic background, educational history, and language usage.

Socio-demographic Background

I field tested the teaching unit with one group of 7th grade students in a second unit school in *barrio* Susúa in the municipality of Sabana Grande. Thus, the participants for this thesis were students from one group of 7th graders with 28 registered students. One salient fact about this group of students that I did not collect on the Socio-Demographic Questionnaire and that I did not anticipate before I field tested the teaching unit was that half (14/28) of the students were mainstream students while the other half (14/28) were participants in the Special Education Program of the PR DE.

The Special Education Program is a program that the PR DE has established in order to attend to students with physical, mental, and/or cognitive needs. This program, through specialized tests offered by therapists, psychologists, psychiatrists, and other specialized

personnel, makes recommendations for reasonable accommodations that teachers must comply with in order for Special Education students to compete academically at the same grade level as their mainstream classmates. These reasonable accommodations are not special treatments; instead, they are adjustments or opportunities for individualized help that a Special Education student needs to receive in order to be academically equal to a mainstream student. In contrast with Special Education students, mainstream students do not have any physical, mental, or cognitive need for adjustments or reasonable accommodations.

I was not aware of the fact that half the students in the group with whom I field tested the teaching unit were going to be Special Education students until I arrived at the school to field test the teaching unit and the regular English teacher told me. The teacher said that she had so many Special Education students because the preceding year 11 teachers from the school were relocated to other schools. Due to this relocation and reduction in teaching personnel, there was only one intermediate English teacher in the school. She taught two overcrowded groups of 7th, 8th, and 9th graders, and, instead of being equally distributed across four groups at each grade, the Special Education students were concentrated in two groups. Since I did not know which students were mainstream students and which were Special Education students, I was not able to do anything more with these two groups than report their existence in the group of 7th graders with whom I field tested the teaching unit.

Of the 28 students, 46% (n=13) were females while 54% (n=15) were males. Eleven of the students (5 females; 6 males) were 12 years old while 12 of the students (6 females; 6 males) were 13 years old, so the majority of students (n=23), both females and males, were either 12 or 13 years old. Five students were older than the majority of the students. One student, a male, was 14 years old; three students, one male and two females, were 15 years old, and one student, a

female, was 16 years old. The regular English teacher told me that these five older students were Special Education students. I do not know why they were still in the 7th grade.

Eighty-nine percent of the students (n=25), the vast majority, reported that they were born in Puerto Rico. Only one female student and two male students reported that they had been born in the continental United States (US). Although the school was located in the municipality of Sabana Grande, only 11% (n=3) of the students lived in Sabana Grande. The vast majority, 89% lived either in the neighboring municipality of Guánica, (n=24) or in the neighboring municipality of Yauco (n=1). Thus, the majority of the students which took part in the field testing of the teaching unit did not live in the municipality in which the school was located, but lived in geographically contiguous neighboring municipalities.

Seventy-nine percent (n=22) of the students reported that their mothers were born in PR while 64% (n=18) reported that their fathers were born in PR. One student (3%) reported that his/her mother was born in the continental US while 11% (n=3) reported that their fathers were born in the continental US. Eighteen percent (n=5) did not know where their mothers were born, and 25% (n=7) did not know where their fathers were born. Thus, the majority of the students were born in PR and had mothers and fathers who were also born in PR. Finally, 57% (n=16) reported that they had never lived outside PR DE while 43% (n=12) reported that they had lived elsewhere in the continental US. This school supports a migrant community of students whose families go back and forth from PR to the continental US during a single school year or in alternate years. This could explain why almost half the students reported that they had lived outside PR.

Educational History

In PR, there is a popular belief that students who attend pre-school, especially private pre-schools, have an advantage in their education, particularly with respect to learning English as an L2. This popular belief is supported by the critical period hypothesis, which states that the earlier children are exposed to their L2, the more likely they are “to achieve native or near-native proficiency in L2” (Saville-Troike, 2006, p. 187). The suggested age for a child to learn more than one language with native or near-native proficiency is before 12 to 13 years of age. This does not mean it is impossible for a child to learn an L2 after this age, but that it is thought to be more difficult. I do not know if most parents in PR know about this hypothesis, but they do seem to hold the popular belief that the sooner a child starts learning English, the better it is. Given this popular belief, I asked the students if they had attended a pre-school. Thirty-nine percent (n=11) of the students reported that they had attended a pre-school, in all cases a public pre-school, not a private one, while 67% (n=17) of the students reported that they had not attended a pre-school.

Ninety-six percent (n=27) of the students reported that they had attended elementary school in PR while only one student reported that he/she had attended elementary school in both PR and the continental US. No student reported that they had attended elementary school only in the continental US. All of the students (n=28) reported that they had attended a public elementary school. Four of the students (14%) had attended a bilingual school (either public or private), while 86% (n=24) had never attended a bilingual school. Since there is another second unit public school which offers an elementary school bilingual program about five minutes away from the school in which the teaching unit was field tested, it is possible that the students who attended a bilingual school had attended this nearby school.

Language Usage

The students reported about their use of language in three contexts: at home most of the time, at school most of the time and with friends most of the time. Ninety-three percent (n=26) of the students reported that they used Spanish at home most of the time while 7% (n=2) reported that they used both Spanish and English. Ninety-six percent (n=27) of the students reported that they used Spanish at school most of the time while 4% (n=1) reported that they used both Spanish and English. Ninety-six percent (n=27) of the students reported that they used Spanish with their friends most of the time while 4% (n=1) reported that they used both Spanish and English. Thus, the majority of the students used Spanish most of the time at home, at school, and with friends. Only one student, the same student, reported that she used both Spanish and English in these three contexts, and no student reported that he or she used only English in these three contexts.

Although the vast majority of the students reported that they used Spanish most of the time at home, at school, and with friends, 32% (n=9) reported that they spoke English while 46% (n=13) reported that they understood spoken English. Thus, while 68% (n=19) reported that they did not speak English and 54% (n=15) reported that they did not understand spoken English, over one third reported that they spoke English and almost one half that they understood spoken English, even though they did not use English at home, at school, or with friends.

Given that over one third of the students reported that they spoke English and that almost one half reported that they understood spoken English, it is not surprising that 53% (n=15) reported that they liked to listen to music in both Spanish and English while 47% (n=13) reported that they liked to listen to music only in Spanish (43% n=12) or only in English (4% n=1). It is also not surprising that at least 32% (n=9) reported that they liked to watch movies

either in both Spanish and English (21% n=6) or only in English (11% n=3) while 68% (n=19) reported that they liked to watch movies only in Spanish. Nor is it surprising that at least 22% (n=6) reported that they liked to watch television either in both Spanish and English (11% n=3) or only in English (11% n=3) while 79% (n=22) reported that they liked to watch television only in Spanish. Thus, more than half of the students reported that they liked to listen to music in both Spanish and English. A little more than a third reported that they liked to watch movies in both Spanish and English or only in English while less than a third reported that they liked to watch television in both Spanish and English or only in English. In interpreting the students' preferences for language in the media, it is important to take into consideration that the level of poverty in the school is 87%, a relatively high level. Perhaps the fact that such a high percentage of the students like to watch TV and movies only in Spanish has to do with a lack of economic resources and the inability to pay for cable TV services. Perhaps the only TV and channels they can afford are the local channels, which are mostly in Spanish.

In terms of writing and reading in English, only 11% (n=3) of the students reported that they wrote in English while 89% (n=25) reported that they did not write in English. A higher 32% (n=9) of the students reported that they read in English while 68% (n=19) reported that they did not read in English. Twenty-five percent (n=7) of the students reported that they understood what they were reading when they read in English while 75% (n=21) reported that they did not understand what they were reading when they read in English. Thus, while only 11% of the students reported that they wrote in English, a third of the students reported that they read in English, but only a fourth of the students reported that they understood what they were reading when they read in English. Given that only a third of the students read in English and that only one fourth of the students understood what they were reading, it is not surprising that 86%

(n=24) of the students reported that they liked to read only in Spanish, but only 14% (n=4) reported that they liked to read in both Spanish and English, and none reported that they liked to read only in English.

In terms of learning an L2, speaking and writing are productive skills, which are skills “with highest priority for interpersonal competence,” while listening and reading are receptive, or comprehension, skills which are skills “with highest priority in academic competence” (Saville-Troike, 2006, p. 137). A relatively low percentage of the students reported that they have productive speaking and writing skills, but a higher percentage of students (32% (n=9)) reported that they speak English than reported that they write (11% (n=3)) in English. A higher percentage of the students reported that they have receptive listening and reading skills with a higher percentage of students (46% (n=13)) who reported that they understand spoken English than reported either that they are able to read in English (32% (n=9)) or that they understand what they read in English (25% (n=7)).

In summary, from their self-report, the students’ receptive skills seem to be better than their production skills, and their listening and speaking skills seem to be better than their reading and writing skills. Thus, this thesis focuses on the creation of a teaching unit foster reading. In the next I will explain the process of the creation of the teaching unit and the teaching unit itself.

Chapter IV: The Creation of the Teaching Unit

Research Question #1: The Creation of the Teaching Unit

Research question #1 asked “*What teaching unit, focused on true and false Spanish/English cognates, can be created by using the Standards and Grade Level Expectations for the English Program from the Department of Education of Puerto Rico?*” In order to answer this question, I created a five lesson teaching unit, which focused on true and false Spanish/English cognates. Thus, the purpose of the teaching unit was to promote the positive transfer of true Spanish/English cognates and to reduce the negative transfer of false Spanish/English cognates.

Theoretical Framework for the Teaching Unit

In this section, I will present the three theoretical frameworks I used in order to create the teaching unit, which I named, and will refer to in this chapter as, *The Cognates Unit*. The three theoretical frameworks were: (1) Balanced Literacy, (2) *Using the Cognates Strategy*, (3) *Engage, Study, and Activate (ESA)*.

The first theoretical framework, Balanced Literacy, is contained in the document from the Puerto Rico Department of Education (PR DE) (2007) called *Content Standards and Grade Level Expectations*. The second theoretical framework, *Using the Cognates Strategy*, is based on an instructional strategy called *Using the Cognates Strategy* from the *Seeds of Science/Roots of Reading* curriculum program (*The Regents of the University of California, 2008*). The third theoretical framework is based on Harmer’s (1998) views on how to teach English.

The first theoretical framework, Balanced Literacy, forms the theoretical and instructional model used for the English Program in the PR DE. Balanced Literacy is “an approach to reading that incorporates both whole language and phonics instruction” (PR DE,

2007, p. 63). In *Balanced Literacy*, there are three content standards: Standard #1: Listening/Speaking, Standard #2: Reading, Standard #3: Writing. The central content standard is Standard #2: Reading. This means that content Standard # 1: Listening/Speaking and content Standard #3: Writing, are taught in context and not in fragments or in isolation from one another. They are taught around a selected reading.

To use content Standard #2: Reading, and to consider the grade level expectations, I used the document *Content Standards and Grade Level Expectations* (PR DE, 2007). The daily planning document (see Appendix K) for the five lessons that I created for *The Cognates Unit* is based on *Content Standards and Grade Level Expectations*. As shown on the daily planning document, Standard #2: Reading contains six skills for the 7th grade level (R 7.1 – 7.6). These six skills are the grade level expectations for the 7th grade. This thesis focuses on skill R 7.2. The expectation of skill 2 is that the student “applies context clues, reference sources, and other vocabulary expansion strategies to assess word meaning using prior knowledge to relate to new meaning; uses prefixes, suffixes, and root words to determine the meaning of unfamiliar, multiple-meaning, and compound words” (PR DE, 2007, p. 40). Skill 7.2 has two parts. This thesis focuses on the first part where the student “applies context clues, reference sources, and other vocabulary expansion strategies to assess word meaning using prior knowledge to relate to new meaning;” (p. 40).

The second theoretical framework, *Using the Cognates Strategy*, is one of five instructional strategies from the *Seeds of Science/Roots of Reading* curriculum program The Regents of the University of California, 2008). I chose this strategy because it was developed for the specific needs of English Language Learners (ELLs) in multilingual classrooms in the (US). It was also developed to be used with content rich texts. A content rich text is a text

which is rich in content about a specific subject or topic. *Using the Cognates Strategy* suggests that a teacher follow nine guidelines, as an instructional strategy, for using a previously selected content rich text. These nine guidelines are as follows:

1. Select a content rich text and identify cognates in the text.
2. Before reading, explain to students what cognates are.
3. Give a Spanish cognate to the students and then ask them to provide an English word, which sounds and looks like the cognate.
4. Make the students think about the meaning of the word in both languages.
5. Make the students think of related words and provide examples.
6. Provide more examples, if necessary, using guidelines 1 through 5.
7. Practice identifying cognates in the selected text.
8. Create a cognates list with cognates from all languages which are spoken in the classroom.
9. After students become familiar with true cognates, introduce them to concept of false cognates.

The third theoretical framework I used were the elements of *ESA: Engage, Study, and Activate*. According to Harmer (1998), these elements provide sufficient exposure to the second language (L2) for language learners (LL) and provide the right conditions for language learning. One way to use these elements is in the *Straight Arrow* pattern. In this pattern, these elements follow the order of *Engage, Study* and *Activate*. Harmer (1998) recommends the *Straight Arrow* pattern for students in the elementary level of language learning, but he also points out that it can be used at any other proficiency level.

In summary, in incorporating these three theoretical frameworks in the creation of *The Cognates Unit*, I first decided to follow the PR DE *Content Standards and Grade Level Expectations*. This meant that I selected the reading selection for *The Cognates Unit* with these standards and expectations in mind. Second, since using the *Using the Cognates Strategy* is consistent with the purpose of *The Cognates Unit*, I decided to use this instructional strategy to promote positive transfer of true Spanish/English cognates and to reduce negative transfer of false Spanish/English cognates. Finally, I decided to develop five lessons for *The Cognates Unit* and to organize these lessons sequentially in terms of the *ESA* elements. This means that Lesson #1 focuses on *Engage*. Lesson #2 focuses on *Study*. Lesson #3 focuses on *Activate*. Lesson #4 combines both *Engage* and *Study*. And Lesson #5 focuses on *Activate*.

Selection of the Reading Selection for *The Cognates Unit*

In this section, I justify the selection of *Puerto Rico's Music* as the reading selection for *The Cognates Unit*. To create *The Cognates Unit*, I selected a non-fiction reading about the music of Puerto Rico. According to the PR DE, a non-fiction reading is a “prose, or writing, that is based on true facts and designed to explain, describe, or persuade” (2007, p. 65). I selected the reading from the public, official website of the tourism company of Puerto Rico at <http://www.seepuertorico.com/culture>. The title of the reading selection for *The Cognates Unit* is *Puerto Rico's Music*.

According to the PR DE, a teacher should select readings so that “each student should feel committed to the vernacular language, Spanish, and to his/her Hispanic culture, while simultaneously developing a high sense of solidarity, respect, and appreciation to other people and other cultures” (2007, p.14). The reading selection *Puerto Rico's Music* contains English words with Spanish cognates. The reading also mentions many places and cultures that have

contributed to the music of Puerto Rico. These places and cultures include: Africa, Panama, Jamaica, Spain, Dominican Republic, France, Cuba, and the United States. Thus, the reading selection should enable students to “feel committed to the vernacular language” (PR DE, 2007, p.14). It should also help them develop a sense of appreciation towards the other cultures.

The Use of the Reading Selection in the Lessons

To use the reading selection *Puerto Rico’s Music* in the five lessons, I followed guideline number 1 from *Using the Cognates Strategy* (The Regents of the University of California, 2008) which is an instructional strategy. This guideline suggests that a teacher select a content rich text and identify cognates within a text. A content rich text is a text that focuses specifically and in depth on a particular topic. I chose *Puerto Rico’s Music* because I believe it is a context rich text that focuses on the topic of music in Puerto Rico. After selecting the text, I identified the English words which have Spanish cognates in the text. Table 2 shows the English words and their Spanish cognates in the order in which they appear in the reading *Puerto Rico’s Music*. Each lesson, and the activities that I created for each lesson, is based on this text. In the next section, I discuss each lesson of *The Cognates Unit*.

Table 2: English Words with Spanish Cognates in the Reading Selection

English Word	Spanish Cognate
1. Puerto Rican	Puertorriqueño
2. Music	Música
3. Taíno	Taíno
4. African	Africano
5. Spanish	Español
6. Addition	Adicción
7. Cultures	Culturas
8. Panama	Panamá
9. Dominican Republic	República dominicana
10. Cuba	Cuba
11. France	Francia
12. Characteristic	Características

13. Rhythmic	Rítmico
14. Percussion	Percusión
15. Bongos	Bongos
16. Congas	Congas
17. Instruments	Instrumentos
18. Dominates	Domina
19. Typical	Típico
20. Bomba	Bomba
21. Plena	Plena
22. Salsa	Salsa
23. Africa	África
24. Maracas	Maracas
25. Concentration	Concentración
26. Admiration	Admiración
27. Version	Versión
28. Pleneros	Pleneros
29. Panderos	Panderos
30. Rhythm	Ritmo
31. Musical	Musical
32. Important	Importante
33. Element	Elemento
34. Timbales	Timbales
35. Trumpets	Trompetas
36. Trombones	Trombones
37. Piano	Piano
38. Guitar	Guitarra
39. Timid	Tímido/a
40. Person	Persona
41. Language	Lenguaje
42. Familiar	Familiar
43. Fusion	Fusión
44. Unique	Único
45. Island	Isla
46. Hotels	Hoteles
47. Restaurants	Restaurantes

The Lesson Plans

A Lesson Plan is an official document that shows evidence that a teacher plans the lessons. A Lesson Plan also helps a teacher make sure that the material he or she is teaching is coherent. According to a policy letter from the PR DE (see Appendix A), each Lesson Plan

created and developed for use in all subjects must contain 11 required parts (policy letter cc 2-2010-2011 of the PR DE, Appendix A). These 11 required parts follow the same sequential order on the Lesson Plans used in *The Cognates Unit* and are as follows:

1. Date and Topic and/or Theme
2. General strategy (Reading trilogy)
3. Subject Integration
4. Standards and Expectations of the Subject
5. Depth of Knowledge
6. Objectives (conceptual, procedural and attitudinal)
7. Assessment
8. Sequence of Events or Activities (Initial, Development and Closure activities)
9. Materials or Resources
10. Homework (optional)
11. Teacher's Reflection

The model for the Lesson Plans I created and developed was produced by the English Facilitators of the School District of Cabo Rojo (see Appendix K). Each of the five lessons that I created and developed follows this model and contains the 11 required parts.

The first required part is the Date and Topic. Each lesson contains the date on which it was field tested and the topic. The second required part is the General Strategy. All of the lessons were based on the General Strategy of the Reading Trilogy. The General Strategy of the Reading Trilogy has three phases: Before reading activities, During reading activities, and After reading activities. The specific phase I used in each lesson was marked with an "X".

The third required part is Reading Comprehension Strategy, Cooperative Learning Strategy, and Subject Integration, all of which I identified with an “X”. The Reading Comprehension Strategy is the type of reading technique used during the class. The Cooperative Learning Strategy is the cooperative technique used during the class. Subject Integration means that topics and themes related to other subjects may be used in an English class. In the lessons I created, I integrated the subjects of Music and Social Studies on the basis of the content of the reading selection, *Puerto Rico’s Music*.

The fourth required part is the Standards and Expectations of the subject. For each lesson, I identified R 7.2 with an “X” and highlighted it.

The fifth required part is the Depth of Knowledge. This shows the level of Depth of Knowledge the students will use in the lesson. It is based on Norman Webb’s Taxonomy. I identified the level of Depth of Knowledge by marking it with an “X”.

The sixth required part contains the Objectives: Conceptual, Procedural, and Attitudinal. The Conceptual Objective refers to what the student will learn cognitively. The Procedural Objective refers to how the student will learn the Conceptual Objective. The Attitudinal Objective refers to the values or attitudes the student will develop in the lesson.

The seventh required part is the Assessment. The Assessment refers to what the students will do by themselves to demonstrate mastery. In each Lesson Plan the Assessment is written next to each objective.

The eighth required part is the Sequence of Events or Activities. The Sequence of Events or Activities follows this order: Initial Activities, Development Activities and Closure Activities. Each Lesson Plan shows, with a check mark, the specific activities for the three types of

Sequence of Events or Activities. In each lesson I created, I checked with an “X” the activities for the Initial, Development, and Closure Activities.

The ninth required part involves the Materials or Resources. In the lessons I created, I marked with an “X” the materials used for each lesson.

The tenth required part is Homework. Since Homework is optional, I did not assign homework in the teaching unit.

The eleventh required part is the Teacher’s Reflection. In this part, the teacher reflects upon the lesson. In other words, the reflection is a type of self-evaluation on the part of the teacher of his or her own performance and teaching.

The Lessons in *The Cognates Unit*

In the next section, I present the five lessons I created for *The Cognates Unit*. For each lesson I present: (1) the objectives for the students as required by the PR DE, the conceptual (C), the procedural (P), and the attitudinal (A), (2) the use of the instructional strategies from *Using the Cognates Strategy*, and (3) the *ESA* element.

In terms of the activities created for *The Cognates Unit*, Harmer (1998) states that there is a “need for variety in classroom activities and teacher behavior as an antidote to student (and teacher) boredom” (p. 125). That is why I created and gave students a variety of activities such as: comparative charts, fill-in-the-blank exercises, multiple choice exercises, reading comprehension questions, and a game. Harmer (1998) also suggests that “within that theme the students do different things” (p.125); thus, *The Cognates Unit* had a general theme, and the students engaged in a variety of activities within the theme.

Lesson #1: Introduction to True Cognates

Lesson #1 is named *Introduction to True Cognates*. The objectives for the students of this lesson were: (1) to comprehend what true cognates are, (2) to create a list of Spanish/English cognates using background knowledge, and (3) to share, with the teacher and the whole class, a created list of true Spanish/English cognates. The purpose of Lesson #1 was to introduce the concept of true Spanish/English cognates and activate background knowledge. Thus, Lesson #1 corresponds to the *ESA* element of *Engage*.

In Lesson #1, I followed guidelines number two through five from the instructional model of *Using the Cognates Strategy*. First, I provided students with the definition of true cognates. Second, I gave them three Spanish cognates and asked them to provide an English word for each one which sounded and looked like the Spanish cognate. Third, I made the students think about the meaning of the word in both languages. Fourth, I made the students think of other English words with true Spanish cognates and provide examples.

After following these guidelines, I provided the students with an activity called the *Individual T-Chart*. In this individual activity students had to use their background knowledge to recall and write 10 Spanish/English true cognate pairs. Students had 10 minutes to complete this activity. After completing the activity, students shared their lists of true Spanish/English cognates with the teacher and the class.

Lesson #2: Identifying True Cognates

Lesson #2 is named *Identifying True Cognates*. The objectives for the students of this lesson were: (1) to identify English words with true Spanish cognates in a given reading selection, (2) to scan the reading selection in order to complete a Group T-Chart, and (3) to cooperate with each other in groups to complete the Group T-Chart. The purpose of Lesson #2

was for students to identify English words that have true Spanish cognates in the reading selection *Puerto Rico's Music*. Thus, this lesson corresponds to the *ESA* element of *Study*.

In Lesson #2, I followed suggested guidelines seven and eight from the instructional strategy *Using the Cognates Strategy*. First, students practiced identifying English words with true Spanish cognates in the reading selection *Puerto Rico's Music*. Second, students completed a *Group T-Chart* with true Spanish/English cognates from the reading selection *Puerto Rico's Music*. The *Group T-Chart* activity was similar to the *Individual T-Chart* activity. The students did the *Group T-Chart* activity in groups and had 20 minutes to complete the activity.

Lesson #3: Reading Comprehension

Lesson #3 is named *Reading Comprehension*. The objectives for the students of this lesson were: (1) to identify important details from the reading selection, *Puerto Rico's Music*, (2) to apply the important details from the reading selection in order to answer eight reading comprehension questions, and (3) to show a desire to read and analyze the reading selection. In Lesson #3 I did not follow any instructional strategy from *Using the Cognates Strategy*. There is no suggested guideline that applies to reading comprehension. This may be because in *Seeds of Science/Roots of Reading*, the *Using the Cognates Strategy* fosters listening/speaking. The purpose of Lesson #3 was to focus on the comprehension of the reading selection, *Puerto Rico's Music*. Thus, this lesson corresponds to the *ESA* element of *Activate*.

In Lesson #3, I used music in the initial activity. I decided to use music for this lesson because “music is another technological instrument that can have positive effects in second language learning” (Acevedo, 2008, p.22). According to Acevedo (2008), “teachers can attract students’ attention through music because it can make the class different, interesting and can bring a variety of benefits” (p. 22). He also states that “music is a useful untraditional tool in an

ESL classroom since it exposes students to their second language, developing new vocabulary, information and analysis” (Acevedo, 2008, p. 23). Since I worked with vocabulary, true and false Spanish/English cognates, the use of music seemed to be a fun and technological way to capture students’ attention.

Lesson #4: Introduction to False Cognates

Lesson #4 is named *Introduction to False Cognates*. The objectives for the students of this lesson were: (1) to comprehend what false Spanish/English cognates are, (2) to apply prior knowledge in order to identify true Spanish/English cognates in the activity *False Cognates Competition*, and (3) to show desire to participate in class discussion. Lesson #4 had two purposes: (1) to activate students’ previous knowledge about false Spanish/English cognates and (2) to find out if students would be able to differentiate true Spanish/English cognates from false Spanish/English cognates. Thus, this lesson corresponds to the elements *ESA* elements of *Engage* and *Study*.

In Lesson #4, I followed guideline nine and guidelines two to five from the instructional strategy of *Using the Cognates Strategy*. First, after the students became familiar with the concept of true Spanish/English cognates, I introduced the concept of false Spanish/English cognates. Second, I explained to students what false cognates were. Third, I gave three Spanish cognates to the students and asked them to provide an English word for each. Fourth, I made students think about the meaning of the words in both languages. Fifth, I made students think of false Spanish cognates to English words and to provide examples.

Lesson #5: Applying Knowledge about True and False Cognates

Lesson #5 is named *Applying Knowledge about True and False Cognates*. The objectives for the students of this lesson were: (1) to remember the difference between true and false

Spanish/English cognates, (2) to complete an 8-item fill-in-the-blank exercise, and (3) to participate in the class discussion of the 8-item fill-in-the-blank exercise. In Lesson #5 I did not follow any of the suggested guidelines from the instructional strategy *Using The Cognates Strategy*. None of the instructional strategies was relevant to the activity of the class. The purpose of Lesson #5 was to assess students' knowledge about true and false Spanish/English cognates. Thus, this lesson corresponds to ESA element of *Activate*.

The Cognates Unit

In this section, I will proceed to present the five lessons that form *The Cognates Unit*. For each lesson, I provide in the following order: (1) the Lesson Plan, (2) a description of the class (Initial, Development, and Closure activities) and (3) the materials which I created for each lesson. Lesson #1, Lesson #2, and Lesson #3 focus on true Spanish/English cognates. Lesson #4 focuses on false Spanish/English cognates. Lesson #5 focuses on both true and false Spanish/English cognates.



DEPARTMENT OF EDUCATION
COMMONWEALTH OF PUERTO RICO
CABO ROJO SCHOOL DISTRICT
ENGLISH PROGRAM

**DAILY PLANNING DOCUMENT: LESSON #1: INTRODUCTION TO TRUE COGNATES
(ENGAGE ELEMENT)**

Teacher: Mrs. Sánchez Belén

Grade: 7th

Date: March 26, 2012

School: _____

Group: 7-2

Hour(s): 8:00 am – 9:00 am

Theme/Topic/Unit: True and False English and Spanish Cognates

Reading Selection: Puerto Rico's Music

Text Pages: n/a

General Strategy (Select one):

(reading) **Trilogy:** Before reading During reading After reading

(listening/speaking or writing) **ECA:** Exploration Conceptualization Application

Reading Comprehension Strategy:

- Echo/Choral Reading Answering Questions
- Independent Reading Monitoring
- Comprehension
- Popcorn Reading Summarizing
- Read Aloud Think Aloud
- Silent Reading Use of Technology
- Whole Class Reading Graphic/Semantic Organizers
- Interdisciplinary Teaching

Cooperative Learning Strategy:

- Guided Reading (group according to levels)
- Paired Reading (groups of 2)
- Role Playing (dramatizing part or whole stories)
- Response to Intervention (RTI)
- Other Complementary Strategies:** Shared reading
- Differentiated instruction (7-12 grades)

Subject Integration:

- Art Physical Education
- Health Science
- Library Skills Social Studies
- Math Theatre
- Music

Crosscutting / Transversal Theme:

- Cultural Identity Civic and ethical education Education for peace
- Environmental education Technology and education Education for work

Grade Expectations (main focus - select one):

Standard #1: Listening and Speaking

- L/S 7.1 Listens and responds during a read aloud from a variety of fiction and to comprehend, generalize, relate to character and setting
- makes connections to text.
- L/S 7.2 Listens, responds, and analyzes complex instructions and statements
- applies and clarifies instructions and directions
- answers and formulates closed and open-ended questions.
- L/S 7.3 Uses appropriate language structure to problem solve and to explain a process
- interacts in discussions and presentations.
- L/S 7.4 Applies correct language patterns to organize events in a variety of narrative texts
- identifies problem and solution within presented literature.
- L/S 7.5 Explains the main idea or topic
- identifies important details from learned concepts or a read aloud in a variety of expository texts
- applies sequence of events to summarize.

Standard #2: Reading

- R. 7.1 Analyzes the text, establishes purpose, recognizes author's purpose
- distinguishes text features to enhance comprehension.
- R. 7.2 Applies context clues, reference sources, and other vocabulary expansion strategies to assess word meaning using prior knowledge to relate to new meanings**
- uses prefixes, suffixes, and root words to determine the meaning of unfamiliar, multiple-meaning, and compound words.
- R. 7.3 Distinguishes main character from supporting characters
- compares and contrasts characters traits
- describes and explains setting in fiction.
- R. 7.4 Sorts and organizes relevant events
- states cause and effect
- makes connections, predictions and inferences and draws conclusions
- states the problem and solution in fiction and nonfiction.
- R. 7.5 Identifies and states fact and opinion
- paraphrases and states main idea or topic
- determines important details in narrative and expository texts.
- R. 7.6 Identifies imagery and the elements of poetry.

Standard #3: Writing

- W. 7.1 Combines sentences and ideas by using simple transitional phrases
- applies commas to correctly punctuate and construct sentences
- distinguishes complete sentences from fragments and run-on sentences.
- W. 7.2 Applies the parts of speech
- identifies the subjects and objects in sentences
- uses correct subject-verb agreement.
- W. 7.3 Identifies elements in descriptive, narrative, expository, and persuasive forms of writing
- uses a variety of sentence types to construct a paragraph
- applies organizational patterns to construct narrative, descriptive, and expository paragraphs.
- W. 7.4 Uses poetry and sensory elements to develop simple poems.
- W. 7.5 Uses the writing process
- applies prewriting strategies to generate ideas
- uses the dictionary and thesaurus as an aid in the writing process
- proof reads to identify errors in spelling, capitalization, and ending punctuation when prewriting, drafting, revising, and editing
- writes a final draft.

Depth of Knowledge (complexity of the activities):

DOK 1- Recall (recognition of a fact, information, details, concept or procedure)

DOK 2- Basic application (of skills & concepts beyond recall -Two- steps)

DOK 3- Strategic thinking (reasoning, planning, using evidence, explaining, generalizing, connecting ideas, multi-step problems, decision making abstract)

DOK 4- Extended Thinking (Higher order thinking, design, analyze and synthesize info. from multiple sources, justify, explain, organize and interpret data, apply information from one text to another, compare and contrast literary features orally and written, investigation or application to real world and across content areas, edits, judge, verify)

Objectives: After completing the lesson, the student will:	ASSESSMENT (what the students will do by themselves to demonstrate mastery)
Conceptual: The students will comprehend what are true cognates	Comprehend key concepts
Procedural: The students will create a list of English/Spanish cognates using their background knowledge	Create a list
Attitudinal: The students will share, with the teacher and class their created list of true Spanish/English cognates	Share created lists

Activities (what the teacher does to teach the concepts):

INITIAL	DEVELOPMENT	CLOSURE
<input checked="" type="checkbox"/> Routine (greeting, attendance, date, weather) <input type="checkbox"/> Theme on board <input type="checkbox"/> Motivation/Purpose _____ <input checked="" type="checkbox"/> Activate background knowledge by: asking questions <input type="checkbox"/> Brainstorm on: _____ <input type="checkbox"/> Imaginary trip <input type="checkbox"/> Pictures <input type="checkbox"/> Song <input type="checkbox"/> Review of previous lesson on : _____ <input type="checkbox"/> Quick review on homework: _____ <input type="checkbox"/> Other _____ Reflection or thought <input type="checkbox"/> Compassion <input type="checkbox"/> Cooperation <input type="checkbox"/> Courtesy <input type="checkbox"/> Dignity <input type="checkbox"/> Equality <input type="checkbox"/> Ethics <input type="checkbox"/> Honesty <input type="checkbox"/> Humbleness <input type="checkbox"/> Integrity <input type="checkbox"/> Justice <input type="checkbox"/> Love <input type="checkbox"/> Prudence <input type="checkbox"/> Responsibility <input type="checkbox"/> Self-control <input type="checkbox"/> Self-esteem <input checked="" type="checkbox"/> Sharing <input type="checkbox"/> Socialization <input type="checkbox"/> Solidarity <input type="checkbox"/> Tolerance <input type="checkbox"/> Other _____	Activities to explain, model and practice concept <input type="checkbox"/> Answering Questions <input type="checkbox"/> Collage <input type="checkbox"/> Comic strips <input type="checkbox"/> Debate <input type="checkbox"/> Discussion <input type="checkbox"/> Dramatization <input type="checkbox"/> Drawing <input type="checkbox"/> Grammar Skills <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Group Activity <input type="checkbox"/> Internet Activity <input type="checkbox"/> KWL Chart <input type="checkbox"/> Movie <input type="checkbox"/> Oral Report <input type="checkbox"/> Paired Work <input type="checkbox"/> Phonics – p. _____ <input type="checkbox"/> Practice WB – p. _____ <input type="checkbox"/> Poem Analysis <input type="checkbox"/> Practice on board <input type="checkbox"/> Quiz <input type="checkbox"/> Review for test/quiz <input type="checkbox"/> Sequence of Events <input type="checkbox"/> Story Elements <input type="checkbox"/> Show & Tell <input type="checkbox"/> Test <input checked="" type="checkbox"/> Vocabulary Activity <input type="checkbox"/> Word Search <input type="checkbox"/> Writing Explained activity(ies) selected: write at least 5 Spanish and English Cognates they may know in a T-Chart.	<input type="checkbox"/> Clarification of doubts <input type="checkbox"/> Exercises to be completed on the board <input type="checkbox"/> Game <input type="checkbox"/> Individual or group exercises of concept <input type="checkbox"/> Input from the students (what was learned) <input type="checkbox"/> Input from the teacher <input checked="" type="checkbox"/> Other: <u>The students will verbally share some of the cognates they have come up with while the teacher copies, on the board, the English words and corresponding Spanish cognates, shared by the students.</u>

Materials:

<input type="checkbox"/> audio CD <input type="checkbox"/> bingo <input type="checkbox"/> board <input type="checkbox"/> charts <input type="checkbox"/> computer <input type="checkbox"/> dictionary <input type="checkbox"/> flashcards <input type="checkbox"/> games <input type="checkbox"/> glossary <input type="checkbox"/> Internet <input type="checkbox"/> magazine <input type="checkbox"/> movie <input type="checkbox"/> newspaper <input type="checkbox"/> notebook <input type="checkbox"/> organizer <input type="checkbox"/> photos <input type="checkbox"/> picture <input type="checkbox"/> picture dictionary <input type="checkbox"/> play station <input type="checkbox"/> power point presentation <input checked="" type="checkbox"/> sentence strips <input type="checkbox"/> textbook <input type="checkbox"/> thesaurus <input type="checkbox"/> transparencies <input type="checkbox"/> TV/VCR/DVD Other: T-Chart, word strips
--

Teacher's reflection: _____

Observations: COMPU faculty meeting gas emanations homeroom teacher absent hurricane rainstorm workshop
 Other: _____

Homework: _____
 Practice
 Elaboration
 Preparation

Modifications for SES: <input type="checkbox"/> Additional time for activity <input type="checkbox"/> Copied material <input type="checkbox"/> Enlarged print <input type="checkbox"/> Inclusion student <input type="checkbox"/> Individual help <input type="checkbox"/> Paired to peer <input type="checkbox"/> Positive reinforcement <input type="checkbox"/> Read to <input type="checkbox"/> Resource classroom <input type="checkbox"/> Sat near the board <input type="checkbox"/> Sat near the teacher <input type="checkbox"/> Simplified directions Other: _____ Observations: _____
--

**LESSON #1: INTRODUCTION TO TRUE COGNATES
(ENGAGE ELEMENT)**

Initial Activity:

The teacher will direct the students' attention to three words in English that are written on flashcards, on the board. The teacher will ask students to read and to observe the following English words: *radio, imagination, unique*. After the students read and observe the three English words, the teacher will begin the class discussion by asking the following questions about the English words: What do these words mean in Spanish? How are they similar to the Spanish words: *radio, imaginación* and *único*? How are they different from the Spanish words: *radio, imagination, and unique*?

After the students have participated in the class discussion by answering the questions about the English words on the board, and their similarities and differences to Spanish words, the teacher will proceed to explain that the Spanish words are true cognates of the English words. The teacher will then provide students with a definition of true cognates: words in one language (L2 English) that are similar in spelling, pronunciation and meaning to words in another language (L1 Spanish).

Development Activity:

The teacher will hand out an individual T-Chart to each student. The teacher will explain to the students that there are two sides of the T-Chart. One side is labeled English Words; the other side is labeled Spanish Cognates. Each student will have 10 minutes to write at least 10 English words that they believe, using their background knowledge, have true Spanish Cognates.

Closure Activity:

The teacher will ask each student to share one of their English words with a Spanish cognate. The teacher will write all of the students' words on the board. After each student has

shared one of their English words with a Spanish cognate, the teacher will hand out the anonymous classroom poll assessment sheet. Each student will answer the following closed assessment question: Do you think that this teaching unit will help you better understand English? After the students answer this question, the teacher will tally the answers on the board and share the results with the students. The teacher will then give the students time to verbally react to the results of the poll.

Material for Lesson #1

True Cognates – words in Spanish that are similar in spelling, pronunciation and meaning to words in English

Examples:

1. English Word: *radio*
 - a. Spanish Cognate: *radio*

2. English Word: *imagination*
 - a. Spanish Cognate: *imaginación*

3. English Word: *unique*
 - a. Spanish Cognate: *único*

Individual T-Chart: Lesson #1

Name: _____

Date: _____

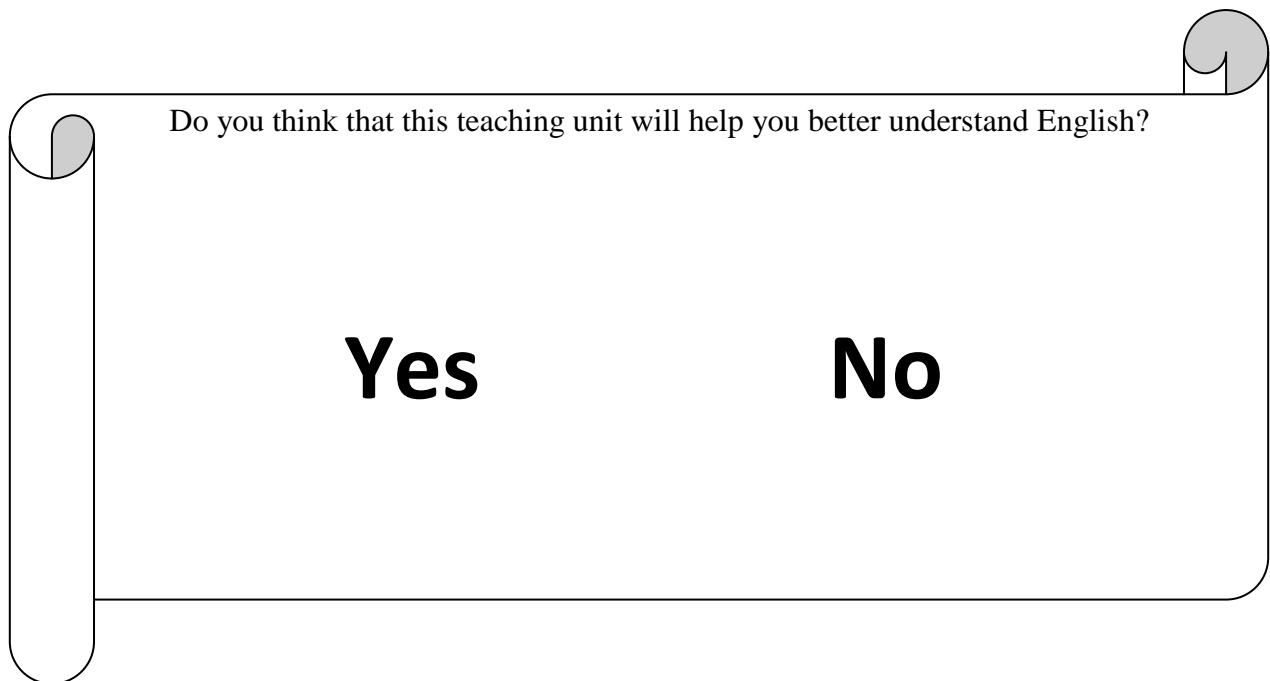
Instructions for the students: On the side labeled English Words, write the English words, and on the side labeled Spanish Cognates, write the Spanish cognates for the English words.

English Words	Spanish Cognates

*Good
Luck!*

Anonymous Classroom Poll Assessment: Lesson 1

Instructions for the teacher: The teacher will hand out a piece of paper that contains the following question: Do you think that this teaching unit will help you better understand English? Students will be asked to circle only one answer: Yes or No. After the students answer the question, the teacher will pick up the papers and tally the results on the board so the students and the teacher are able to see the results of the poll.



Do you think that this teaching unit will help you better understand English?

Yes **No**



**DEPARTMENT OF EDUCATION
COMMONWEALTH OF PUERTO RICO
CABO ROJO SCHOOL DISTRICT
ENGLISH PROGRAM**

**DAILY PLANNING DOCUMENT: LESSON #2: IDENTIFYING TRUE COGNATES
(STUDY ELEMENT)**

Teacher: Mrs. Sánchez Belén

Grade: 7th

Date: March 27, 2012

School: _____

Group: _____

Hour: 8:00 am – 9:00 am

Theme/Topic/Unit: True and False English and Spanish Cognates	Reading Selection: Puerto Rico's Music	Text Pages: n/a
--	---	------------------------

General Strategy (<i>Select one</i>):		
(reading) Trilogy: <input checked="" type="checkbox"/> Before reading	<input type="checkbox"/> During reading	<input type="checkbox"/> After reading
(listening/speaking or writing) ECA: <input type="checkbox"/> Exploration	<input type="checkbox"/> Conceptualization	<input type="checkbox"/> Application

Reading Comprehension Strategy:	Cooperative Learning Strategy:	Subject Integration:
<input type="checkbox"/> Echo/Choral Reading <input type="checkbox"/> Answering Questions <input type="checkbox"/> Independent Reading <input type="checkbox"/> Monitoring Comprehension <input type="checkbox"/> Popcorn Reading <input type="checkbox"/> Summarizing <input type="checkbox"/> Read Aloud <input type="checkbox"/> Think Aloud <input type="checkbox"/> Silent Reading <input type="checkbox"/> Use of Technology <input checked="" type="checkbox"/> Whole Class Reading <input type="checkbox"/> Graphic/Semantic Organizers <input type="checkbox"/> Interdisciplinary Teaching	<input type="checkbox"/> Guided Reading (group according to levels) <input type="checkbox"/> Paired Reading (groups of 2) <input type="checkbox"/> Role Playing (dramatizing part or whole stories) <input type="checkbox"/> Response to Intervention (RTI) <input checked="" type="checkbox"/> Other Complementary Strategies: <input checked="" type="checkbox"/> shared reading <input type="checkbox"/> Differentiated instruction (7-12 grades)	<input type="checkbox"/> Art <input type="checkbox"/> Physical Education <input type="checkbox"/> Health <input type="checkbox"/> Science <input type="checkbox"/> Library Skills <input checked="" type="checkbox"/> Social Studies <input type="checkbox"/> Math <input type="checkbox"/> Theatre <input type="checkbox"/> Music

Crosscutting / Transversal Theme:

<input checked="" type="checkbox"/> Cultural Identity	<input type="checkbox"/> Civic and ethical education	<input type="checkbox"/> Education for peace
<input type="checkbox"/> Environmental education	<input type="checkbox"/> Technology and education	<input type="checkbox"/> Education for work

Grade Expectations (*main focus - select one*):

Standard #1: Listening and Speaking	Standard #2: Reading	Standard #3: Writing
<input type="checkbox"/> L/S 7.1 Listens and responds during a read aloud from a variety of fiction and to comprehend, generalize, relate to character and setting <input type="checkbox"/> makes connections to text. <input type="checkbox"/> L/S 7.2 Listens, responds, and analyzes complex instructions and statements <input type="checkbox"/> applies and clarifies instructions and directions <input type="checkbox"/> answers and formulates closed and open-ended questions. <input type="checkbox"/> L/S 7.3 Uses appropriate language structure to problem solve and to explain a process <input type="checkbox"/> interacts in discussions and presentations. <input type="checkbox"/> L/S 7.4 Applies correct language patterns to organize events in a variety of narrative texts <input type="checkbox"/> identifies problem and solution within presented literature. <input type="checkbox"/> L/S 7.5 Explains the main idea or topic <input type="checkbox"/> identifies important details from learned concepts or a read aloud in a variety of expository texts <input type="checkbox"/> applies sequence of events to summarize.	<input type="checkbox"/> R. 7.1 Analyzes the text, establishes purpose, recognizes author's purpose <input type="checkbox"/> distinguishes text features to enhance comprehension. <input checked="" type="checkbox"/> R. 7.2 Applies context clues, reference sources, and other vocabulary expansion strategies to assess word meaning using prior knowledge to relate to new meanings <input type="checkbox"/> uses prefixes, suffixes, and root words to determine the meaning of unfamiliar, multiple-meaning, and compound words. <input type="checkbox"/> R. 7.3 Distinguishes main character from supporting characters <input type="checkbox"/> compares and contrasts characters traits <input type="checkbox"/> describes and explains setting in fiction. <input type="checkbox"/> R. 7.4 Sorts and organizes relevant events <input type="checkbox"/> states cause and effect <input type="checkbox"/> makes connections, predictions and inferences and draws conclusions <input type="checkbox"/> states the problem and solution in fiction and nonfiction. <input type="checkbox"/> R. 7.5 Identifies and states fact and opinion <input type="checkbox"/> paraphrases and states main idea or topic <input type="checkbox"/> determines important details in narrative and expository texts. <input type="checkbox"/> R.7.6 Identifies imagery elements poetry.	<input type="checkbox"/> W. 7.1 Combines sentences and ideas by using simple transitional phrases <input type="checkbox"/> applies commas to correctly punctuate and construct sentences <input type="checkbox"/> distinguishes complete sentences from fragments and run-on sentences. <input type="checkbox"/> W. 7.2 Applies the parts of speech <input type="checkbox"/> identifies the subjects and objects in sentences <input type="checkbox"/> uses correct subject-verb agreement. <input type="checkbox"/> W. 7.3 Identifies elements in descriptive, narrative, expository, and persuasive forms of writing <input type="checkbox"/> uses a variety of sentence types to construct a paragraph <input type="checkbox"/> applies organizational patterns to construct narrative, descriptive, and expository paragraphs. <input type="checkbox"/> W. 7.4 Uses poetry and sensory elements to develop simple poems. <input type="checkbox"/> W. 7.5 Uses the writing process <input type="checkbox"/> applies prewriting strategies to generate ideas <input type="checkbox"/> uses the dictionary and thesaurus as an aid in the writing process <input type="checkbox"/> proof reads to identify errors in spelling, capitalization, and ending punctuation when prewriting, drafting, revising, and editing <input type="checkbox"/> writes a final draft.

Depth of Knowledge (complexity of the activities):

DOK 1- Recall (recognition of a fact, information, details, concept or procedure)

DOK 2- Basic application (of skills & concepts beyond recall -Two- steps)

DOK 3- Strategic thinking (reasoning, planning, using evidence, explaining, generalizing, connecting ideas, multi-step problems, decision making abstract)

DOK 4- Extended Thinking (Higher order thinking, design, analyze and synthesize info. from multiple sources, justify, explain, organize and interpret data, apply information from one text to another, compare and contrast literary features orally and written, investigation or application to real world and across content areas, edits, judge, verify)

Objectives: After completing the lesson, the student will:	ASSESSMENT (what the students will do by themselves to demonstrate mastery)
Conceptual: the students will identify English words with true Spanish cognates in a given reading selection	Remember definition and examples; identify cognates
Procedural: the students will scan the reading selection in order to complete a Group T-Chart	Create group T-Chart
Attitudinal: the students will cooperate with each other in completing the Group T-Chart.	Cooperate with each other

Activities (what the teacher does to teach the concepts):

INITIAL	DEVELOPMENT	CLOSURE
<input type="checkbox"/> Routine (greeting, attendance, date, weather) <input type="checkbox"/> Theme on board <input type="checkbox"/> Motivation/Purpose _____ <input checked="" type="checkbox"/> Activate background knowledge by: asking definition of true cognates and examples <input type="checkbox"/> Brainstorm on: _____ <input type="checkbox"/> Imaginary trip <input type="checkbox"/> Pictures <input type="checkbox"/> Song <input type="checkbox"/> Review of previous lesson on : _____ _____ <input type="checkbox"/> Quick review on homework: _____ _____ <input type="checkbox"/> Other _____	Activities to explain, model and practice concept <input type="checkbox"/> Answering Questions <input type="checkbox"/> Collage <input type="checkbox"/> Comic strips <input type="checkbox"/> Debate <input type="checkbox"/> Discussion <input type="checkbox"/> Dramatization <input type="checkbox"/> Drawing <input type="checkbox"/> Grammar Skills <input type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Group Activity <input type="checkbox"/> Internet Activity <input type="checkbox"/> KWL Chart <input type="checkbox"/> Movie <input type="checkbox"/> Oral Report <input type="checkbox"/> Paired Work <input type="checkbox"/> Phonics – p. _____ <input type="checkbox"/> Practice WB – p. _____ <input type="checkbox"/> Poem Analysis <input type="checkbox"/> Practice on board <input type="checkbox"/> Quiz <input type="checkbox"/> Review for test/quiz <input type="checkbox"/> Sequence of Events <input type="checkbox"/> Story Elements <input type="checkbox"/> Show & Tell <input type="checkbox"/> Test <input checked="" type="checkbox"/> Vocabulary Activity <input type="checkbox"/> Word Search <input type="checkbox"/> Writing Explained activity(ies) selected: <u>skim the reading in order to find as many Spanish and English Cognates as they and to organize them on the group T-Chart.</u>	<input type="checkbox"/> Clarification of doubts <input type="checkbox"/> Exercises to be completed on the board _____ <input type="checkbox"/> Game <input type="checkbox"/> Individual or group exercises of concept _____ <input type="checkbox"/> Input from the students (what was learned) <input type="checkbox"/> Input from the teacher <input checked="" type="checkbox"/> Other: <u>the groups will share their findings with the rest of the class and the teacher will copy their findings on the board.</u>
Reflection or thought <input type="checkbox"/> Compassion <input checked="" type="checkbox"/> Cooperation <input type="checkbox"/> Courtesy <input type="checkbox"/> Dignity <input type="checkbox"/> Equality <input type="checkbox"/> Ethics <input type="checkbox"/> Honesty <input type="checkbox"/> Humbleness <input type="checkbox"/> Integrity <input type="checkbox"/> Justice <input type="checkbox"/> Love <input type="checkbox"/> Prudence <input type="checkbox"/> Responsibility <input type="checkbox"/> Self-control <input type="checkbox"/> Self-esteem <input type="checkbox"/> Sharing <input type="checkbox"/> Socialization <input type="checkbox"/> Solidarity <input type="checkbox"/> Tolerance <input type="checkbox"/> Other _____		

Materials:

<input type="checkbox"/> audio CD <input type="checkbox"/> bingo <input type="checkbox"/> board <input type="checkbox"/> charts <input type="checkbox"/> computer <input type="checkbox"/> dictionary <input type="checkbox"/> flashcards <input type="checkbox"/> games <input type="checkbox"/> glossary <input type="checkbox"/> Internet <input type="checkbox"/> magazine <input type="checkbox"/> movie <input type="checkbox"/> newspaper <input type="checkbox"/> notebook <input type="checkbox"/> organizer <input type="checkbox"/> photos <input type="checkbox"/> picture <input type="checkbox"/> picture dictionary <input type="checkbox"/> play station <input type="checkbox"/> power point presentation <input type="checkbox"/> sentence strips <input type="checkbox"/> textbook <input type="checkbox"/> thesaurus <input type="checkbox"/> transparencies <input type="checkbox"/> TV/VCR/DVD Other: reading selection handout, Group T-Chart
--

Teacher's reflection: _____

Observations: COMPU faculty meeting gas emanations homeroom teacher absent hurricane rainstorm workshop
 Other: _____

Homework: _____
 Practice
 Elaboration
 Preparation

Modifications for SES: <input type="checkbox"/> Additional time for activity <input type="checkbox"/> Copied material <input type="checkbox"/> Enlarged print <input type="checkbox"/> Inclusion student <input type="checkbox"/> Individual help <input type="checkbox"/> Paired to peer <input type="checkbox"/> Positive reinforcement <input type="checkbox"/> Read to <input type="checkbox"/> Resource classroom <input type="checkbox"/> Sat near the board <input type="checkbox"/> Sat near the teacher <input type="checkbox"/> Simplified directions Other: _____ Observations: _____

**LESSON #2: IDENTIFYING TRUE COGNATES
(STUDY ELEMENT)**

Initial Activity:

The teacher will help students recall the definition of true cognates and examples by explicitly asking students: What are true cognates? Give an example of a true cognate.

Development Activity:

The teacher will divide the class into small groups of three to five students. Then, the teacher will give each group a copy of the reading selection *Puerto Rico's Music*. The teacher will explain to the students that they are not going to read the reading selection, but that they are going to look it over in order to find as many Spanish/English cognates as they can. The students will record their findings on a group T-Chart that the teacher will provide to each group.

Closure Activity:

After each group has finished the activity, the teacher will ask each group to share its findings. The teacher will then proceed to copy the groups' answers on the board. The teacher will hand out a class assessment sheet. The sheet will have two closed questions: Do you like the fact that the article has Spanish/English cognates? Does this motivate you to read the article? After the students have answered their class assessment sheets, the teacher will pick them up and use them to assess the students' acceptance and liking of the selected article.

Materials for Lesson #2

Group T-Chart: Lesson #2

Group: _____ Date: _____

Instructions for the students: On the side labeled English Words, write the English words, and on the side labeled Spanish Cognates, write the Spanish cognates for the English words.

English Words

Spanish Cognates

English Words	Spanish Cognates



*Puerto Rico's Music



Like most things Puerto Rican, our music can also be traced back to Taíno, African and Spanish influences. In addition to these three cultures, Panama, the Dominican Republic, Cuba, France and the United States have also contributed to Puerto Rican music.

The defining characteristic of Puerto Rican music is the rhythmic beating of the percussion, especially the bongos and congas. These two instruments dominate the sounds of the typical music genres such as the bomba, plena and salsa.

Bomba takes most of its heritage from Africa. Played solely with a set of hand drums and maracas (or shakers), it is a passionate challenge between dancer and drummer that requires a great amount of skill and concentration from both. The hypnotizing sound of the drums and carefully choreographed moves are a spectacle worthy of admiration.

Plena is Puerto Rico's version of the Christmas carol in the United States but with a lot more kick. Its origins date back to folkloric African and Spanish music, plena is played by pleneros with hand drums called panderos, which are tambourines without the jingles and of varied sizes. A single plenero or a group of pleneros sing folk songs to the rhythm of the panderos, maracas and guiros. The catchy lyrics and the enticing beats of the panderos will have you dancing before you can say woo!

If bomba and plena don't get you to shake it, a good salsa tune will surely do the trick. Meaning sauce in Spanish, salsa is a musical genre full of flavor and spice that takes its base from Cuban Son, guaracha and son montuno. As with Puerto Rico's other great musical genres,

salsa's most **important element** is the percussion, mainly the congas, bongos and **timbales**. When combined with brass instruments, such as **trumpets** and **trombones**, the melodic sounds of the **piano** and the deep grooves of a **guitar** bass, salsa explodes into an untamable sound capable of making even the most **timid person** swing to the beat.

No matter where in the world you live, what **language** you speak, young, and old and in between, you may not be **familiar** with the word *reggaeton* but surely you've heard it. Once called "underground", because records were independently produced, distributed and sold, reggaeton's popularity has skyrocketed in these past few years. A **fusion** between Jamaican dancehall, Panamanian reggae and hip-hop from the U.S., reggaeton has developed its own **unique** sound and identity.

No matter what part of the **island** you happen to be in, reggaeton and salsa can always be heard blasting through the speakers of most bars, **hotels**, **restaurants** and homes. So bring light and airy clothes, because when a salsa, plena, bomba or reggaeton song breaks out, you'll surely break a sweat before you even know it.

Taken from: <http://www.seepuertorico.com/culture>

* The words which are high-lighted show the English words with Spanish cognates in the reading selection. The students did not receive a high-lighted text.

Anonymous Assessment Lesson #2

Answer the following questions about the class reading by making a circle around your answer

1. Do you like the fact that the reading selection has Spanish/English cognates?

Yes

No

2. Does this motivate you to read the article?

Yes

No



**DEPARTMENT OF EDUCATION
COMMONWEALTH OF PUERTO RICO
CABO ROJO SCHOOL DISTRICT
ENGLISH PROGRAM**

**DAILY PLANNING DOCUMENT: LESSON #3: READING COMPREHENSION
(ACTIVATE ELEMENT)**

Teacher: Mrs. Sánchez Belén

Grade: 7th

Date: March 28, 2012

School: _____

Group: 7th Grade

Hour: 8:00 am – 9:00 am

Theme/Topic/Unit: True and False English and Spanish Cognates	Reading Selection: Puerto Rico's Music	Text Pages: n/a
--	---	------------------------

General Strategy (<i>Select one</i>):		
(reading) Trilogy: <input type="checkbox"/> Before reading	<input checked="" type="checkbox"/> During reading	<input checked="" type="checkbox"/> After reading
(listening/speaking or writing) ECA: <input type="checkbox"/> Exploration	<input type="checkbox"/> Conceptualization	<input type="checkbox"/> Application

Reading Comprehension Strategy:	Cooperative Learning Strategy:	Subject Integration:
<input type="checkbox"/> Echo/Choral Reading	<input type="checkbox"/> Guided Reading (group according to levels)	<input type="checkbox"/> Art
<input type="checkbox"/> Independent Reading	<input type="checkbox"/> Paired Reading (groups of 2)	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Popcorn Reading	<input type="checkbox"/> Role Playing (dramatizing part or whole stories)	<input type="checkbox"/> Health
<input checked="" type="checkbox"/> Read Aloud	<input type="checkbox"/> Response to Intervention (RTI)	<input type="checkbox"/> Science
<input type="checkbox"/> Silent Reading	<input checked="" type="checkbox"/> Other Complementary Strategies: Shared Reading	<input type="checkbox"/> Library Skills
<input type="checkbox"/> Whole Class Reading	<input type="checkbox"/> Differentiated instruction (7-12 grades)	<input checked="" type="checkbox"/> Social Studies
<input type="checkbox"/> Interdisciplinary Teaching		<input type="checkbox"/> Math
		<input type="checkbox"/> Theatre
		<input type="checkbox"/> Music

Crosscutting / Transversal Theme:		
<input checked="" type="checkbox"/> Cultural Identity	<input type="checkbox"/> Civic and ethical education	<input type="checkbox"/> Education for peace
<input type="checkbox"/> Environmental education	<input type="checkbox"/> Technology and education	<input type="checkbox"/> Education for work

Grade Expectations (main focus - select one):		
Standard #1: Listening and Speaking	Standard #2: Reading	Standard #3: Writing
<input type="checkbox"/> L/S 7.1 Listens and responds during a read aloud from a variety of fiction and to comprehend, generalize, relate to character and setting <input type="checkbox"/> makes connections to text. <input type="checkbox"/> L/S 7.2 Listens, responds, and analyzes complex instructions and statements <input type="checkbox"/> applies and clarifies instructions and directions <input type="checkbox"/> answers and formulates closed and open-ended questions. <input type="checkbox"/> L/S 7.3 Uses appropriate language structure to problem solve and to explain a process <input type="checkbox"/> interacts in discussions and presentations. <input type="checkbox"/> L/S 7.4 Applies correct language patterns to organize events in a variety of narrative texts <input type="checkbox"/> identifies problem and solution within presented literature. <input type="checkbox"/> L/S 7.5 Explains the main idea or topic <input checked="" type="checkbox"/> identifies important details from learned concepts or a read aloud in a variety of expository texts <input type="checkbox"/> applies sequence of events to summarize.	<input type="checkbox"/> R. 7.1 Analyzes the text, establishes purpose, recognizes author's purpose <input type="checkbox"/> distinguishes text features to enhance comprehension. <input checked="" type="checkbox"/> R. 7.2 Applies context clues, reference sources, and other vocabulary expansion strategies to assess word meaning using prior knowledge to relate to new meanings <input type="checkbox"/> uses prefixes, suffixes, and root words to determine the meaning of unfamiliar, multiple-meaning, and compound words. <input type="checkbox"/> R. 7.3 Distinguishes main character from supporting characters <input type="checkbox"/> compares and contrasts characters traits <input type="checkbox"/> describes and explains setting in fiction. <input type="checkbox"/> R. 7.4 Sorts and organizes relevant events <input type="checkbox"/> states cause and effect <input type="checkbox"/> makes connections, predictions and inferences and draws conclusions <input type="checkbox"/> states the problem and solution in fiction and nonfiction. <input type="checkbox"/> R. 7.5 Identifies and states fact and opinion <input type="checkbox"/> paraphrases and states main idea or topic <input type="checkbox"/> determines important details in narrative and expository texts. <input type="checkbox"/> R.7.6 Identifies imagery and the elements of poetry.	<input type="checkbox"/> W. 7.1 Combines sentences and ideas by using simple transitional phrases <input type="checkbox"/> applies commas to correctly punctuate and construct sentences <input type="checkbox"/> distinguishes complete sentences from fragments and run-on sentences. <input type="checkbox"/> W. 7.2 Applies the parts of speech <input type="checkbox"/> identifies the subjects and objects in sentences <input type="checkbox"/> uses correct subject-verb agreement. <input type="checkbox"/> W. 7.3 Identifies elements in descriptive, narrative, expository, and persuasive forms of writing <input type="checkbox"/> uses a variety of sentence types to construct a paragraph <input type="checkbox"/> applies organizational patterns to construct narrative, descriptive, and expository paragraphs. <input type="checkbox"/> W. 7.4 Uses poetry and sensory elements to develop simple poems. <input type="checkbox"/> W. 7.5 Uses the writing process <input type="checkbox"/> applies prewriting strategies to generate ideas <input type="checkbox"/> uses the dictionary and thesaurus as an aid in the writing process <input type="checkbox"/> proof reads to identify errors in spelling, capitalization, and ending punctuation when prewriting, drafting, revising, and editing <input type="checkbox"/> writes a final draft.

Depth of Knowledge (*complexity of the activities*):

DOK 1- Recall (recognition of a fact, information, details, concept or procedure)

DOK 2- Basic application (of skills & concepts beyond recall -Two- steps)

DOK 3- Strategic thinking (reasoning, planning, using evidence, explaining, generalizing, connecting ideas, multi-step problems, decision making abstract)

DOK 4- Extended Thinking (Higher order thinking, design, analyze and synthesize info. from multiple sources, justify, explain, organize and interpret data, apply information from one text to another, compare and contrast literary features orally and written, investigation or application to real world and across content areas, edits, judge, verify)

Objectives: After completing the lesson, the student will:	ASSESSMENT (what the students will do by themselves to demonstrate mastery)
Conceptual: be able to analyze the text and identify important details from the text	identify details
Procedural: apply the important details from the text in order to answer 8 reading comprehension questions	Answer 8 questions
Attitudinal: show a desire to read and analyze the reading	Read the reading

Reforming Strategy (*select one, if applies according to School PCE*):

Conceptual Development Reading Comprehension Cooperative Learning Curricular Integration Problem Based Learning

Activities (*what the teacher does to teach the concepts*):

INITIAL	DEVELOPMENT	CLOSURE
<input type="checkbox"/> Routine (greeting, attendance, date, weather) <input type="checkbox"/> Theme on board <input type="checkbox"/> Motivation/Purpose <input checked="" type="checkbox"/> Activate background knowledge by: <u>asking questions related to the music they will hear</u> <input type="checkbox"/> Brainstorm on: _____ <input type="checkbox"/> Imaginary trip <input type="checkbox"/> Pictures <input type="checkbox"/> Song <input type="checkbox"/> Review of previous lesson on : _____ <input type="checkbox"/> Quick review on homework: _____ <input checked="" type="checkbox"/> Other: <u>music</u>	Activities to explain, model and practice concept <input checked="" type="checkbox"/> Answering Questions <input type="checkbox"/> Collage <input type="checkbox"/> Comic strips <input type="checkbox"/> Debate <input type="checkbox"/> Discussion <input type="checkbox"/> Dramatization <input type="checkbox"/> Drawing <input type="checkbox"/> Grammar Skills <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Group Activity <input type="checkbox"/> Internet Activity <input type="checkbox"/> KWL Chart <input type="checkbox"/> Movie <input type="checkbox"/> Oral Report <input checked="" type="checkbox"/> Paired Work <input type="checkbox"/> Phonics – p. <input type="checkbox"/> Practice WB – p. <input type="checkbox"/> Poem Analysis <input type="checkbox"/> Practice on board <input type="checkbox"/> Quiz <input type="checkbox"/> Review for test/quiz <input type="checkbox"/> Sequence of Events <input type="checkbox"/> Story Elements <input type="checkbox"/> Show & Tell <input type="checkbox"/> Test <input type="checkbox"/> Vocabulary Activity <input type="checkbox"/> Word Search <input type="checkbox"/> Writing Explained activity(ies) selected: <u>The teacher will provide students with the 8 reading comprehension questions that they will have to answer after reading "Puerto Rico's Music" in pairs.</u>	<input checked="" type="checkbox"/> Clarification of doubts <input type="checkbox"/> Exercises to be completed on the board <input type="checkbox"/> Game with the reading comprehension questions <input type="checkbox"/> Individual or group exercises of concept <input type="checkbox"/> Input from the students (what was learned) <input type="checkbox"/> Input from the teacher <input type="checkbox"/> Other: _____
Reflection or thought <input type="checkbox"/> Compassion <input checked="" type="checkbox"/> Cooperation <input type="checkbox"/> Courtesy <input type="checkbox"/> Dignity <input type="checkbox"/> Equality <input type="checkbox"/> Ethics <input type="checkbox"/> Honesty <input type="checkbox"/> Humbleness <input type="checkbox"/> Integrity <input type="checkbox"/> Justice <input type="checkbox"/> Love <input type="checkbox"/> Prudence <input type="checkbox"/> Responsibility <input type="checkbox"/> Self-control <input type="checkbox"/> Self-esteem <input type="checkbox"/> Sharing <input type="checkbox"/> Socialization <input type="checkbox"/> Solidarity <input type="checkbox"/> Tolerance <input type="checkbox"/> Other _____		

Materials:

audio CD bingo board charts computer dictionary flashcards games glossary Internet
 magazine movie newspaper notebook organizer photos picture picture dictionary play station
 power point presentation sentence strips textbook thesaurus transparencies TV/VCR/DVD Other _____

Teacher's reflection: _____

Observations: COMPU faculty meeting gas emanations homeroom teacher absent hurricane rainstorm workshop
 Other: _____

Homework: _____
 Practice
 Elaboration
 Preparation

Modifications for SES: Additional time for activity Copied material Enlarged print Inclusion student Individual help
 Paired to peer Positive reinforcement Read to Resource classroom Sat near the board
 Sat near the teacher Simplified directions Other: _____
 Observations: _____

**LESSON #3: READING COMPREHENSION
(ACTIVATE ELEMENT)**

Activities Lesson #3

Initial Activity:

The teacher will play four types of music: bomba, plena, salsa and reggeatón. After playing these types of music, the teacher will ask students the following questions:

1. Can you tell me the names of the types of music you just heard?
2. Do you consider the types of music you just heard to be Puerto Rican music? Why?
3. Where do the types of music you just heard come from?

Development Activity:

The teacher will proceed to read out loud the reading selection *Puerto Rico's Music*. While reading out loud, the teacher will verbally ask questions that will help him/her assess the students' reading comprehension of the article. The verbal questions will be a paraphrase of the written reading comprehension questions introduced in the closure activity.

Closure Activity:

The teacher will divide the class into pairs. The teacher will give each pair of students a handout with the written reading comprehension questions. After the students answer all the questions, the teacher will discuss the answers with the entire class. At the end, the teacher will hand out an assessment sheet on which students will individually express how they felt during the day's lesson.

Material for Lesson #3

Reading Comprehension Questions Lesson #3

Instructions: After reading *Puerto Rico's Music*, answer the following multiple choice questions.

1. What are some of the cultures and/or countries that have influenced our music?
 - a. Caribbean, American and Swedish
 - b. Taíno, African and Spanish
 - c. Dominican, Cuban and American

2. Which type of instrument dominates our music?
 - a. Percussion
 - b. Air
 - c. String

3. From what culture do we inherit *Bomba*?
 - a. Spanish
 - b. Taíno
 - c. African

4. From what cultures do we inherit *plena*?
 - a. African and Spanish
 - b. Taíno and Dominican
 - c. American and Puetorrican




5. What are *panderos*?
 - a. A type of maraca
 - b. A type of drums
 - c. A type of tambourines

6. What culture influences *salsa*?
 - a. American
 - b. Cuban
 - c. Dominican

7. Which cultures have influenced *reggeatón*?
 - a. Spanish, Taíno and American
 - b. Panamanian, Jamaican and US
 - c. US, Canada and Mexico

8. Why was *reggeatón* once called “underground”?
 - a. Because it was only heard in pubs at night.
 - b. Because only a small group of people liked it.
 - c. Because records were independently produced, distributed and sold.

Lesson Assessment Sheet: Lesson #3

	<p>Lesson #3 Assessment Sheet</p> <p>How much did you like today's lesson?</p> <p>  </p> <p>Very Much A Little Bit Not At All</p>	
--	--	--



**DEPARTMENT OF EDUCATION
COMMONWEALTH OF PUERTO RICO
CABO ROJO SCHOOL DISTRICT
ENGLISH PROGRAM**

**DAILY PLANNING DOCUMENT: LESSON #4: INTRODUCTION TO FALSE COGNATES
(ENGAGE AND STUDY ELEMENT)**

Teacher: Mrs. Sánchez Belén

Grade: 7th

Date: March 29, 2012

School: _____

Group: 7th

Hour: 8:00 am – 9:00 am

Theme/Topic/Unit: True and False English and Spanish Cognates	Reading Selection: <u>Puerto Rico's Music</u>	Text Pages: N/A
--	--	------------------------

General Strategy (<i>Select one</i>):		
(reading) Trilogy: <input type="checkbox"/> Before reading	<input type="checkbox"/> During reading	<input checked="" type="checkbox"/> After reading
(listening/speaking or writing) ECA: <input type="checkbox"/> Exploration	<input type="checkbox"/> Conceptualization	<input type="checkbox"/> Application

Reading Comprehension Strategy:	Cooperative Learning Strategy:	Subject Integration:
<input type="checkbox"/> Echo/Choral Reading <input type="checkbox"/> Answering Questions <input type="checkbox"/> Independent Reading <input type="checkbox"/> Monitoring Comprehension <input type="checkbox"/> Popcorn Reading <input type="checkbox"/> Summarizing <input type="checkbox"/> Read Aloud <input type="checkbox"/> Think Aloud <input type="checkbox"/> Silent Reading <input checked="" type="checkbox"/> Use of Technology <input type="checkbox"/> Whole Class Reading <input type="checkbox"/> Graphic/Semantic Organizers <input type="checkbox"/> Interdisciplinary Teaching	<input type="checkbox"/> Guided Reading (group according to levels) <input type="checkbox"/> Paired Reading (groups of 2) <input type="checkbox"/> Role Playing (dramatizing part or whole stories) <input type="checkbox"/> Response to Intervention (RTI) <input checked="" type="checkbox"/> Other Complementary Strategies: Shared Reading <input type="checkbox"/> Differentiated instruction (7-12 grades)	<input type="checkbox"/> Art <input type="checkbox"/> Physical Education <input type="checkbox"/> Health <input type="checkbox"/> Science <input type="checkbox"/> Library Skills <input checked="" type="checkbox"/> Social Studies <input type="checkbox"/> Math <input type="checkbox"/> Theatre <input type="checkbox"/> Music

Crosscutting / Transversal Theme:		
<input checked="" type="checkbox"/> Cultural Identity	<input type="checkbox"/> Civic and ethical education	<input type="checkbox"/> Education for peace
<input type="checkbox"/> Environmental education	<input type="checkbox"/> Technology and education	<input type="checkbox"/> Education for work

Grade Expectations (main focus - select one):		
Standard #1: Listening and Speaking	Standard #2: Reading	Standard #3: Writing
<input type="checkbox"/> L/S 7.1 Listens and responds during a read aloud from a variety of fiction and to comprehend, generalize, relate to character and setting <input type="checkbox"/> makes connections to text. <input type="checkbox"/> L/S 7.2 Listens, responds, and analyzes complex instructions and statements <input type="checkbox"/> applies and clarifies instructions and directions <input type="checkbox"/> answers and formulates closed and open-ended questions. <input type="checkbox"/> L/S 7.3 Uses appropriate language structure to problem solve and to explain a process <input type="checkbox"/> interacts in discussions and presentations. <input type="checkbox"/> L/S 7.4 Applies correct language patterns to organize events in a variety of narrative texts <input type="checkbox"/> identifies problem and solution within presented literature. <input type="checkbox"/> L/S 7.5 Explains the main idea or topic <input type="checkbox"/> identifies important details from learned concepts or a read aloud in a variety of expository texts <input type="checkbox"/> applies sequence of events to summarize.	<input type="checkbox"/> R. 7.1 Analyzes the text, establishes purpose, recognizes author's purpose <input type="checkbox"/> distinguishes text features to enhance comprehension. <input checked="" type="checkbox"/> R. 7.2 Applies context clues, reference sources, and other vocabulary expansion strategies to assess word meaning using prior knowledge to relate to new meanings <input type="checkbox"/> uses prefixes, suffixes, and root words to determine the meaning of unfamiliar, multiple-meaning, and compound words. <input type="checkbox"/> R. 7.3 Distinguishes main character from supporting characters <input type="checkbox"/> compares and contrasts characters traits <input type="checkbox"/> describes and explains setting in fiction. <input type="checkbox"/> R. 7.4 Sorts and organizes relevant events <input type="checkbox"/> states cause and effect <input type="checkbox"/> makes connections, predictions and inferences and draws conclusions <input type="checkbox"/> states the problem and solution in fiction and nonfiction. <input type="checkbox"/> R. 7.5 Identifies and states fact and opinion <input type="checkbox"/> paraphrases and states main idea or topic <input type="checkbox"/> determines important details in narrative and expository texts. <input type="checkbox"/> R.7.6 Identifies imagery/elements of poetry.	<input type="checkbox"/> W. 7.1 Combines sentences and ideas by using simple transitional phrases <input type="checkbox"/> applies commas to correctly punctuate and construct sentences <input type="checkbox"/> distinguishes complete sentences from fragments and run-on sentences. <input type="checkbox"/> W. 7.2 Applies the parts of speech <input type="checkbox"/> identifies the subjects and objects in sentences <input type="checkbox"/> uses correct subject-verb agreement. <input type="checkbox"/> W. 7.3 Identifies elements in descriptive, narrative, expository, and persuasive forms of writing <input type="checkbox"/> uses a variety of sentence types to construct a paragraph <input type="checkbox"/> applies organizational patterns to construct narrative, descriptive, and expository paragraphs. <input type="checkbox"/> W. 7.4 Uses poetry and sensory elements to develop simple poems. <input type="checkbox"/> W. 7.5 Uses the writing process <input type="checkbox"/> applies prewriting strategies to generate ideas <input type="checkbox"/> uses the dictionary and thesaurus as an aid in the writing process <input type="checkbox"/> proof reads to identify errors in spelling, capitalization, and ending punctuation when prewriting, drafting, revising, and editing <input type="checkbox"/> writes a final draft.

Depth of Knowledge (complexity of the activities):

DOK 1- Recall (recognition of a fact, information, details, concept or procedure)

DOK 2- Basic application (of skills & concepts beyond recall -Two- steps)

DOK 3- Strategic thinking (reasoning, planning, using evidence, explaining, generalizing, connecting ideas, multi-step problems, decision making abstract)

DOK 4- Extended Thinking (Higher order thinking, design, analyze and synthesize info. from multiple sources, justify, explain, organize and interpret data, apply information from one text to another, compare and contrast literary features orally and written, investigation or application to real world and across content areas, edits, judge, verify)

Objectives: After completing the lesson, the student will:	ASSESSMENT (what the students will do by themselves to demonstrate mastery)
Conceptual: The students will comprehend what are false cognates	Comprehend key concept
Procedural: use a dictionary, as an aid, in order to correctly complete sentences.	Complete sentences
Attitudinal: show desire to participate in class discussion	Participate in class discussion

Activities (what the teacher does to teach the concepts):

INITIAL	DEVELOPMENT	CLOSURE
<input checked="" type="checkbox"/> Routine (greeting, attendance, date, weather) <input type="checkbox"/> Theme on board <input type="checkbox"/> Motivation/Purpose <input type="checkbox"/> Activate background knowledge by: <input type="checkbox"/> Brainstorm on: _____ <input type="checkbox"/> Imaginary trip <input type="checkbox"/> Pictures <input type="checkbox"/> Song <input type="checkbox"/> Review of previous lesson on : _____ <input type="checkbox"/> Quick review on homework: _____ <input checked="" type="checkbox"/> Other: <u>by completing an E-S-L Chart</u>	Activities to explain, model and practice concept <input type="checkbox"/> Answering Questions <input type="checkbox"/> Collage <input type="checkbox"/> Comic strips <input type="checkbox"/> Debate <input type="checkbox"/> Discussion <input type="checkbox"/> Dramatization <input type="checkbox"/> Drawing <input type="checkbox"/> Grammar Skills <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Group Activity <input type="checkbox"/> Internet Activity <input type="checkbox"/> KWL Chart <input type="checkbox"/> Movie <input type="checkbox"/> Oral Report <input type="checkbox"/> Paired Work <input type="checkbox"/> Phonics – p. <input type="checkbox"/> _____ Practice WB – p. _____ Poem Analysis <input type="checkbox"/> Practice on board <input type="checkbox"/> Quiz <input type="checkbox"/> Review for test/quiz <input type="checkbox"/> Sequence of Events _____ Story Elements <input type="checkbox"/> Show & Tell _____ <input type="checkbox"/> Test <input checked="" type="checkbox"/> Vocabulary Activity <input type="checkbox"/> Word Search _____ Writing Explained activity(ies) selected: team of students will choose the true Spanish cognates for given English words in a power point Competition.	<input checked="" type="checkbox"/> Clarification of doubts <input type="checkbox"/> Exercises to be completed on the board _____ <input type="checkbox"/> Game <input type="checkbox"/> Individual or group exercises of concept _____ <input type="checkbox"/> Input from the students (what was learned) <input checked="" type="checkbox"/> Input from the teacher <input type="checkbox"/> Other _____ _____ _____ _____
Reflection or thought <input type="checkbox"/> Compassion <input checked="" type="checkbox"/> Cooperation <input type="checkbox"/> Courtesy <input type="checkbox"/> Dignity <input type="checkbox"/> Equality <input type="checkbox"/> Ethics <input type="checkbox"/> Honesty <input type="checkbox"/> Humbleness <input type="checkbox"/> Integrity <input type="checkbox"/> Justice <input type="checkbox"/> Love <input type="checkbox"/> Prudence <input type="checkbox"/> Responsibility <input type="checkbox"/> Self-control <input type="checkbox"/> Self-esteem <input type="checkbox"/> Sharing <input type="checkbox"/> Socialization <input type="checkbox"/> Solidarity <input type="checkbox"/> Tolerance <input type="checkbox"/> Other _____		

Materials:

<input type="checkbox"/> audio CD <input type="checkbox"/> bingo <input type="checkbox"/> board <input type="checkbox"/> charts <input checked="" type="checkbox"/> computer <input type="checkbox"/> dictionary <input type="checkbox"/> flashcards <input type="checkbox"/> games <input type="checkbox"/> glossary <input type="checkbox"/> Internet <input type="checkbox"/> magazine <input type="checkbox"/> movie <input type="checkbox"/> newspaper <input type="checkbox"/> notebook <input type="checkbox"/> organizer <input type="checkbox"/> photos <input type="checkbox"/> picture <input type="checkbox"/> picture dictionary <input type="checkbox"/> play station <input checked="" type="checkbox"/> power point presentation <input type="checkbox"/> sentence strips <input type="checkbox"/> textbook <input type="checkbox"/> thesaurus <input type="checkbox"/> transparencies <input type="checkbox"/> TV/VCR/DVD Other: <u>False Cognates Competition.</u>

Teacher's reflection: _____

Observations: COMPU faculty meeting gas emanations homeroom teacher absent hurricane rainstorm workshop
 Other: _____

Homework: _____
 Practice
 Elaboration
 Preparation

Modifications for SES: <input type="checkbox"/> Additional time for activity <input type="checkbox"/> Copied material <input type="checkbox"/> Enlarged print <input type="checkbox"/> Inclusion student <input type="checkbox"/> Individual help <input type="checkbox"/> Paired to peer <input type="checkbox"/> Positive reinforcement <input type="checkbox"/> Read to <input type="checkbox"/> Resource classroom <input type="checkbox"/> Sat near the board <input type="checkbox"/> Sat near the teacher <input type="checkbox"/> Simplified directions Other: _____ Observations: _____

LESSON #4: INTRODUCTION TO FALSE COGNATES (ENGAGE AND STUDY ELEMENT)

Lesson #4

Initial Activity:

The teacher will direct the students' attention to three words in English that are written on flashcards on the board. The teacher will ask students to read and observe these three words: *embarrassed*, *fabric* and *tune*, which were taken from Moreno de Martínez (1979). Next to each English word there will be another flashcard with the true Spanish cognates: *avergonzado*, *tela*, and *tonada*, but these will be covered. The teacher will hand out a teacher made E-S-L Chart. The E-S-L Chart has three columns. The first column (E) is for English words such as: *embarrassed*. The second column (S) is for the Spanish cognates. The students may already know the true Spanish cognate of *embarrassed* is *avergonzado*, but it is also possible they might write a false Spanish cognate such as: *embarazada*. The third column (L) is for the word in Spanish that they learned is the true Spanish cognate such as: *avergonzado*.

After the teacher hands out the E-S-L Charts, the students will write the English word the teacher has provided in the first column. They will write what they think is the Spanish cognate of the English word in the second column.

After the students have completed the first two columns of the E-S-L Charts, the teacher will ask students to verbally share their E-S-L Charts with the class. After discussing the charts, the teacher will provide the students with the definition of false cognates, which is: words in one language (L2 English) that are similar in spelling and pronunciation to words in another language (L1 Spanish), but have different meanings. Then, the teacher will provide the true Spanish cognate of the English words on the board: *avergonzado*, *tela*, and *tonada* so students can write

them in the third column of the E-S-L Chart. By doing so, students will complete their E-S-L Charts and learn the difference between true and false Spanish/English cognates.

Development Activity:

The teacher will divide the class into two teams for the *False Cognates Competition*. This game was created using Power Point, as shown in the print out of the Power Point presentation included in the material for Lesson #4. The teacher will present 10 in English sentences. Each sentence will have one underlined English word. Under each sentence, there will be two multiple choice answer words in Spanish. These two multiple choice answers are: the false cognate and the true cognate. The purpose will be for the students to correctly choose the true Spanish cognate for the underlined English word. If a student does not correctly choose the true Spanish cognate and choose the false cognate, a student from the opposing team will have a chance to answer.

Closure Activity:

The teacher will hand out an assessment sheet in which students will indicate whether or not they understood what false cognates are and will indicate how much they liked the day's lesson.

Materials for Lesson #4

Definition of False Cognates – are words that are similar in spelling and pronunciation, but have different meanings

Definition of Examples of False Cognates:

1. English Word: *embarrassed*
 - a. False Spanish Cognate: *embarazada*
 - b. True Spanish Translation: *avergonzado*

2. English Word: *fabric*
 - a. False Spanish Cognate: *fábrica*
 - b. True Spanish Translation: *tela*

3. English Word: *tune*
 - a. False Spanish Cognate: *tuna*
 - b. True Spanish Cognate: *tonada*

E-S-L Chart

English Word	Spanish Cognate	Learned Word
1.	1.	1.
2.	2.	2.
3.	3.	3.



Lesson #4: False Cognates Competition (Print Out)

False Cognates Competition
Professor Stephanie Sánchez
Belén
M.A.E.E. Candidate

Table of Contents

Item #1	Item #6
Item #2	Item #7
Item #3	Item #8
Item #4	Item #9
Item #5	Item #10

You Got it!




Better Luck Next Time



Item #1

You must **attend** music class everyday.


a. atender b. asistir



Item #2

The rice needs more salt. It tastes **bland**.

a. desabrido b. blando



Item #3

I must start thinking about a **career**.

- a. carrera b. profesión



Item #4

They heard a very **distinct** scream last night.

- a. distinto b. claro



Item #5

I always locate the **exit** at the movie theater.

- a. exito b. salida



Item #6

Every Thanksgiving, I prepare a delicious **feast**.

- a. banquete b. fiesta



Item #7

It may rain today, so **grab** your umbrella.

- a. agarra b. graba



Item #8

We are studying **idioms** in English class.

- a. idomas b. refranes



Item #9
People may be **influenced** by their friends.
a. influenciado b. influenza

Item #10
I liked the **lecture** on the history of music.
a. lectura b. conferencia

Assessment for Lesson #4

Assessment Lesson #4

Rate how much you liked today's lesson?

100% 50% 0%

Why?



**DEPARTMENT OF EDUCATION
COMMONWEALTH OF PUERTO RICO
CABO ROJO SCHOOL DISTRICT
ENGLISH PROGRAM**

**DAILY PLANNING DOCUMENT: LESSON #5: APPLYING KNOWLEDGE ABOUT TRUE AND FALSE COGNATES
(ACTIVATE ELEMENT)**

Teacher: Mrs. Sánchez Belén

Grade: 7th

Date: March 30, 2012

School: _____

Group: 7TH grade

Hour: 8:00 am – 9:00 am

Theme/Topic/Unit: True/False Spanish and English Cognates	Reading Selection: Puerto Rico's Music	Text Pages: N/A
--	---	------------------------

General Strategy (Select one): (reading) Trilogy: <input type="checkbox"/> Before reading <input type="checkbox"/> During reading <input checked="" type="checkbox"/> After reading (listening/speaking or writing) ECA: <input type="checkbox"/> Exploration <input type="checkbox"/> Conceptualization <input type="checkbox"/> Application
--

Reading Comprehension Strategy:	Cooperative Learning Strategy:	Subject Integration:
<input type="checkbox"/> Echo/Choral Reading <input type="checkbox"/> Answering Questions <input type="checkbox"/> Independent Reading <input type="checkbox"/> Monitoring Comprehension <input type="checkbox"/> Popcorn Reading <input type="checkbox"/> Summarizing <input type="checkbox"/> Read Aloud <input type="checkbox"/> Think Aloud <input type="checkbox"/> Silent Reading <input type="checkbox"/> Use of Technology <input checked="" type="checkbox"/> Whole Class Reading <input type="checkbox"/> <input type="checkbox"/> Graphic/Semantic Organizers <input type="checkbox"/> Interdisciplinary Teaching	<input type="checkbox"/> Guided Reading (group according to levels) <input type="checkbox"/> Paired Reading (groups of 2) <input type="checkbox"/> Role Playing (dramatizing part or whole stories) <input type="checkbox"/> Response to Intervention (RTI) Other Complementary Strategies: Shared Reading <input type="checkbox"/> Differentiated instruction (7-12 grades)	<input type="checkbox"/> Art <input type="checkbox"/> Physical Education <input type="checkbox"/> Health <input type="checkbox"/> Science <input type="checkbox"/> Library Skills <input checked="" type="checkbox"/> Social Studies <input type="checkbox"/> Math <input type="checkbox"/> Theatre <input type="checkbox"/> Music

Crosscutting / Transversal Theme:		
<input type="checkbox"/> Cultural Identity	<input type="checkbox"/> Civic and ethical education	<input type="checkbox"/> Education for peace
<input type="checkbox"/> Environmental education	<input type="checkbox"/> Technology and education	<input type="checkbox"/> Education for work

Grade Expectations (main focus - select one):		
Standard #1: Listening and Speaking	Standard #2: Reading	Standard #3: Writing
<input type="checkbox"/> L/S 7.1 Listens and responds during a read aloud from a variety of fiction and to comprehend, generalize, relate to character and setting <input type="checkbox"/> makes connections to text. <input type="checkbox"/> L/S 7.2 Listens, responds, and analyzes complex instructions and statements <input type="checkbox"/> applies and clarifies instructions and directions <input checked="" type="checkbox"/> answers and formulates closed and open-ended questions. <input type="checkbox"/> L/S 7.3 Uses appropriate language structure to problem solve and to explain a process <input type="checkbox"/> interacts in discussions and presentations. <input type="checkbox"/> L/S 7.4 Applies correct language patterns to organize events in a variety of narrative texts <input type="checkbox"/> identifies problem and solution within presented literature. <input type="checkbox"/> L/S 7.5 Explains the main idea or topic <input type="checkbox"/> identifies important details from learned concepts or a read aloud in a variety of expository texts <input type="checkbox"/> applies sequence of events to summarize.	<input type="checkbox"/> R. 7.1 Analyzes the text, establishes purpose, recognizes author's purpose <input type="checkbox"/> distinguishes text features to enhance comprehension. <input checked="" type="checkbox"/> R. 7.2 Applies context clues, reference sources, and other vocabulary expansion strategies to assess word meaning using prior knowledge to relate to new meanings <input type="checkbox"/> uses prefixes, suffixes, and root words to determine the meaning of unfamiliar, multiple-meaning, and compound words. <input type="checkbox"/> R. 7.3 Distinguishes main character from supporting characters <input type="checkbox"/> compares and contrasts characters traits <input type="checkbox"/> describes and explains setting in fiction. <input type="checkbox"/> R. 7.4 Sorts and organizes relevant events <input type="checkbox"/> states cause and effect <input type="checkbox"/> makes connections, predictions and inferences and draws conclusions <input type="checkbox"/> states the problem and solution in fiction and nonfiction. <input type="checkbox"/> R. 7.5 Identifies and states fact and opinion <input type="checkbox"/> paraphrases and states main idea or topic <input type="checkbox"/> determines important details in narrative and expository texts. <input type="checkbox"/> R.7.6 Identifies imagery/elements of poetry.	<input type="checkbox"/> W. 7.1 Combines sentences and ideas by using simple transitional phrases <input type="checkbox"/> applies commas to correctly punctuate and construct sentences <input type="checkbox"/> distinguishes complete sentences from fragments and run-on sentences. <input type="checkbox"/> W. 7.2 Applies the parts of speech <input type="checkbox"/> identifies the subjects and objects in sentences <input type="checkbox"/> uses correct subject-verb agreement. <input type="checkbox"/> W. 7.3 Identifies elements in descriptive, narrative, expository, and persuasive forms of writing <input type="checkbox"/> uses a variety of sentence types to construct a paragraph <input type="checkbox"/> applies organizational patterns to construct narrative, descriptive, and expository paragraphs. <input type="checkbox"/> W. 7.4 Uses poetry and sensory elements to develop simple poems. <input type="checkbox"/> W. 7.5 Uses the writing process <input type="checkbox"/> applies prewriting strategies to generate ideas <input checked="" type="checkbox"/> uses the dictionary and thesaurus as an aid in the writing process <input type="checkbox"/> proof reads to identify errors in spelling, capitalization, and ending punctuation when prewriting, drafting, revising, and editing <input type="checkbox"/> writes a final draft

Depth of Knowledge (*complexity of the activities*):

DOK 1- Recall (recognition of a fact, information, details, concept or procedure)

DOK 2- Basic application (of skills & concepts beyond recall -Two- steps)

DOK 3- Strategic thinking (reasoning, planning, using evidence, explaining, generalizing, connecting ideas, multi-step problems, decision making abstract)

DOK 4- Extended Thinking (Higher order thinking, design, analyze and synthesize info. from multiple sources, justify, explain, organize and interpret data, apply information from one text to another, compare and contrast literary features orally and written, investigation or application to real world and across content areas, edits, judge, verify)

Objectives: After completing the lesson, the student will:	ASSESSMENT (what the students will do by themselves to demonstrate mastery)
Conceptual: remember what are true and false cognates	Give examples of true and false cognates
Procedural: will complete an 8 item fill in the blank exercise	Identify correct English word
Attitudinal: participate in class discussion of the given exercise	Share answers

Activities (*what the teacher does to teach the concepts*):

INITIAL	DEVELOPMENT	CLOSURE
<input type="checkbox"/> Routine (greeting, attendance, date, weather) <input type="checkbox"/> Theme on board <input type="checkbox"/> Motivation/Purpose <input type="checkbox"/> Activate background knowledge by: <input type="checkbox"/> Brainstorm on: _____ <input type="checkbox"/> Imaginary trip <input type="checkbox"/> Pictures <input type="checkbox"/> Song <input checked="" type="checkbox"/> Review of previous lesson on : <u>true and false cognates</u> <input type="checkbox"/> Quick review on homework: _____ <input type="checkbox"/> Other _____	Activities to explain, model and practice concept <input type="checkbox"/> Answering Questions <input type="checkbox"/> Collage <input type="checkbox"/> Comic strips <input type="checkbox"/> Debate <input type="checkbox"/> Discussion <input type="checkbox"/> Dramatization <input type="checkbox"/> Drawing <input type="checkbox"/> Grammar Skills <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Group Activity <input type="checkbox"/> Internet Activity <input type="checkbox"/> KWL Chart <input type="checkbox"/> Movie <input type="checkbox"/> Oral Report <input type="checkbox"/> Paired Work <input type="checkbox"/> Phonics – p. <input type="checkbox"/> _____ Practice WB – p. _____ Poem Analysis <input type="checkbox"/> Practice on board <input type="checkbox"/> Quiz <input type="checkbox"/> Review for test/quiz <input type="checkbox"/> Sequence of Events _____ Story Elements <input type="checkbox"/> Show & Tell <input type="checkbox"/> Test <input checked="" type="checkbox"/> Vocabulary Activity <input type="checkbox"/> Word Search _____ Writing Explained activity(ies) selected: <u>students will individually complete an 8 item activity in which they will have to write the English word for 8 given true Spanish cognates.</u>	<input type="checkbox"/> Clarification of doubts <input type="checkbox"/> Exercises to be completed on the board _____ <input type="checkbox"/> Game <input type="checkbox"/> Individual or group exercises of concept _____ <input checked="" type="checkbox"/> Input from the students (what was learned) <input type="checkbox"/> Input from the teacher <input type="checkbox"/> Other <u>Student will answer an anonymous attitude questionnaire.</u>

Materials:

<input type="checkbox"/> audio CD <input type="checkbox"/> bingo <input type="checkbox"/> board <input type="checkbox"/> charts <input type="checkbox"/> computer <input checked="" type="checkbox"/> dictionary <input type="checkbox"/> flashcards <input type="checkbox"/> games <input type="checkbox"/> glossary <input type="checkbox"/> Internet <input type="checkbox"/> magazine <input type="checkbox"/> movie <input type="checkbox"/> newspaper <input type="checkbox"/> notebook <input type="checkbox"/> organizer <input type="checkbox"/> photos <input type="checkbox"/> picture <input type="checkbox"/> picture dictionary <input type="checkbox"/> play station <input type="checkbox"/> power point presentation <input type="checkbox"/> sentence strips <input type="checkbox"/> textbook <input type="checkbox"/> thesaurus <input type="checkbox"/> transparencies <input type="checkbox"/> TV/VCR/DVD Other _____
--

Teacher's reflection: _____

Observations: COMPU faculty meeting gas emanations homeroom teacher absent hurricane rainstorm workshop
 Other: _____

Homework: _____
 Practice
 Elaboration
 Preparation

Modifications for SES: <input type="checkbox"/> Additional time for activity <input type="checkbox"/> Copied material <input type="checkbox"/> Enlarged print <input type="checkbox"/> Inclusion student <input type="checkbox"/> Individual help <input type="checkbox"/> Paired to pee <input type="checkbox"/> Positive reinforcement <input type="checkbox"/> Read to <input type="checkbox"/> Resource classroom <input type="checkbox"/> Sat near the board <input type="checkbox"/> Sat near the teacher <input type="checkbox"/> Simplified directions Other: _____ Observations: _____
--

**LESSON #5: APPLYING KNOWLEDGE ABOUT TRUE AND FALSE COGNATES
(ACTIVATE ELEMENT)**

Activities for Lesson #5

Initial Activity:

The teacher will ask students to talk about what they have done in the previous four lessons. In order to begin the discussion, the teacher will verbally ask the following discussion questions. What are true cognates? Give me some examples! What are false cognates? Give me some examples! Name some of our cultural music! Where does our music come from? Which type of music do you like? Why?

Development Activity:

The teacher will hand out the papers for an individual activity. In this individual activity, students will complete an eight item exercise in which they will complete English sentences by writing the English word for eight true Spanish cognates. After each student has completed his/her Individual Vocabulary Activity, the teacher will discuss the vocabulary activity with the entire class.

Closure Activity:

The teacher will hand out the *Anonymous Attitude Questionnaire* (see Appendix C). Students will answer this questionnaire individually and anonymously.

Material for Lesson #5

Individual Vocabulary Activity

Name: _____ **Date:** _____

Instructions: Write the English word for each true Spanish cognate in parenthesis.

1. There are a lot of famous Puerto Rican _____ (artista).
2. Our music is influenced by many _____ (culturas).
3. *Reggeatón* is a type of music listened to by my _____ (generación).
4. Musicians are people with a lot of _____ (imaginación).
5. When I dance, I follow the music's _____ (ritmo).
6. *Reggeatón* has Jamaican, Panamanian, and US _____ (influencia).
7. *Bomba, Plena, Salsa* and *Reggeatón* are part of our _____ (legado).
8. Many Puerto Rican artists have won prizes in many _____ (categorías).

In summary, Table 3 shows an overview of *The Cognates Unit* by presenting the objectives and purpose. The first column shows the number of the lesson. The second column states the three objectives for each lesson: (C) Conceptual, (P) Procedural, (A) Attitudinal. The third column shows the main purpose for each lesson.

Table 3: The Cognates Unit Overview: Objectives and Purpose

Lesson	Objectives: After each lesson the student will:	Purpose
#1	(C) comprehend what true cognates are (P) create a list of English/Spanish cognates using previous knowledge (A) share created lists of true Spanish/English cognates	To introduce the concept of true Spanish/English cognates and activate background knowledge.
#2	(C) identify English words with true Spanish cognates in a given reading selection (P) scan the reading selection in order to complete a Group T-Chart (A) cooperate with each other in completing the Group T-Chart	To identify English words that have true Spanish cognates in the reading selection <i>Puerto Rico's Music</i> .
#3	(C) identify important details from the text (P) apply the important details from the text in order to answer eight reading comprehension questions (A) show a desire to read and analyze the reading	To focus on the comprehension of the reading selection, <i>Puerto Rico's Music</i> .
#4	(C) comprehend what are false Spanish/English cognates (P) apply background knowledge in order to identify true Spanish/English cognates in the activity <i>False Cognates Competition</i> (A) show desire to participate in class discussion.	To activate students' background knowledge about false Spanish/English cognates, and to find out if they can differentiate between true and false Spanish/English cognates.
#5	(C) remember the difference between true and false Spanish/English cognates (P) complete an 8-item fill-in-the-blank exercise (A) participate in the class discussion of the 8-item fill-in-the-blank exercise.	To assess students' knowledge about true and false Spanish/English cognates.

Table 4 also shows an overview of *The Cognates Unit* by presenting the element of *ESA* assigned (Harmer, 1998) to each lesson and the number of the guideline from *Using the Cognates Strategy* (The Regents of the University of California, 2008). The first column of Table 4 shows the number of the lesson. The second column shows the *ESA* element assigned to each lesson. The third column shows the number of the guideline from *Using the Cognates Strategy* used for each lesson. The fourth column indicates the type of cognates taught in each lesson.

Table 4: The Cognates Unit Overview: ESA and Using the Cognates Strategy

Lesson	ESA Element	Using the Cognates Strategy Guideline	Cognates
#1	Engage	#2 to #5	True
#2	Study	#7 and #8	True
#3	Activate	N/A	True
#4	Engage/Study	#2 to #5 and #9	True/False
#5	Activate	N/A	False

Chapter V: Results, Analysis and Discussion

In Chapter III, I discussed the socio-demographic data that I collected from the 28 7th grade students who participated in this study. I collected this data before I field tested the teaching unit. During the week when I field tested the Lesson Plans and the teaching unit, four students were absent, so only 24 students participated in the field test. Therefore, this chapter and the research questions that it addresses are based on 24 students, not the entire class of 28 students.

As part of the creation of *The Cognates Unit* and the lessons plans which I discussed in Chapter IV, I also created the activities for the teaching unit. According to Brown (2001), activities are “reasonably unified set of student behaviors, limited in time, preceded by some direction from the teacher, with a particular objective” (p. 129). I field tested these activities with a group of 7th grade students (n=24) in a public school in Puerto Rico. The field testing of these activities produced a lot of data which I analyze and discuss in this chapter. I discuss the attitudes that the students held towards the lessons in *The Cognates Unit*, including the activities which I developed. Research Questions #2 and #3 involve the creation of the activities for the teaching unit. Research Question #4 addresses the analysis of the data which was produced as a result of field testing the activities for *The Cognates Unit*, and Research Question #5 involves the attitudes that the students held towards the lessons in *The Cognates Unit*, including the activities. In this chapter, I address Research Questions #2 through #5.

Research Question #2: Activities Created to Promote Positive Transfer

Research Question number #2 asked: *What activities can be created, for the teaching unit, for a group of 7th graders in a public school in Puerto Rico to promote positive transfer of true Spanish-English cognates?* In order to answer research question #2, I created three

activities. The purpose of these activities was to promote positive transfer of true Spanish/English cognates for a group of 7th graders in a public school in PR. In this section, I will mention and explain the three activities for positive transfer, which are: (1) *Individual T-Chart*, (2) *Group T-Chart*, and (3) *Reading Comprehension Activity*.

The first activity created with the purpose of promoting positive transfer of true Spanish/English cognates was the *Individual T-Chart*. It is a comparative chart that I adapted from *Using the Cognates Strategy* (The Regents of the University of California, 2008). The Cognates Table is a three column comparative chart based on a reading selection. In this comparative chart students had to: (1) write the page where they found the English word in an assigned reading selection, (2) write the English word in the second column, and (3) write the Spanish cognate in the third column.

The *Individual T-Chart* that I created for the activity in Lesson #1 is also a comparative chart. This activity was not based on a reading selection; instead, I asked the students to use their background knowledge to write down at least 10 words in English that they thought had true Spanish cognates. This was an activity that the students did individually and had 10 minutes to complete. They did this activity using the *Individual T-Chart*, which had two columns. In this two column comparative chart, I asked the students: (1) to write English words that they think have true Spanish cognates in Column #1 and (2) to write the corresponding Spanish cognates of the English words in Column #2.

The second activity created with the purpose of promoting positive transfer of true Spanish/English cognates was the *Group T-Chart*. This activity, which the students did in small groups during Lesson #2, was based on the reading selection, *Puerto Rico's Music*. Before they began the activity, I asked the students to scan the reading selection. According to Brown (2001)

scanning is “quickly searching for some particular piece or pieces of information in a text” (p. 308). After they scanned the reading selection, the students had 20 minutes to do the activity and complete the *Group T-Chart*. Similar to the *Individual T-Chart* that I created for the activity in Lesson #1, the *Group T-Chart* that I created is also a comparative chart with two columns. To use this comparative chart, I asked the students: (1) to write down English words that they find in the reading selection *Puerto Rico’s Music* in Column #1 and (2) to write down the corresponding true Spanish cognates of the English words in Column #2.

By the end of Lesson #1 and Lesson #2 the students had created two lists of true Spanish/English cognates. This follows suggested guideline number eight from the instructional strategy of *Using the Cognates Strategy* (The Regents of the University of California, 2008, p. 2). This guideline suggests that students should create a cognates list.

The third activity created with the purpose of promoting positive transfer of true Spanish/English cognates was the *Reading Comprehension Activity*, which students did individually during Lesson #3. I created this activity using a multiple-choice format. The *Reading Comprehension Activity* had a total of eight multiple-choice items. Each item had three choices. Students had approximately 20 minutes to complete the activity, and after they completed it, we discussed it as a group during the class.

Research Question #3: Activities Created to Reduce Negative Transfer

Research question #3 asked “*What activities can be created, for the teaching unit, for a group of 7th graders in a public school in Puerto Rico to reduce negative transfer of false Spanish-English cognates?*” In order to answer this research question I developed three activities. The purpose of these three activities was to reduce negative transfer of false Spanish/English

cognates. In this section I will mention and explain these activities, which are: (1) *E-S-L Chart*, (2) *False Cognates Competition*, and (3) *Individual Vocabulary Activity*.

The first activity I created with the purpose of reducing negative transfer of false Spanish-English cognates was a three-column *E-S-L Chart*, which the students did individually during Lesson #4. The *E-S-L Chart* was based on the K-W-L chart. In the K-W-L chart students write "what they know (K) about the topic before an instructional activity, what they want (W) to know from the lessons, and what they learned (L) from the lesson after its completion" (PR DE, 2007, p. 79). For the *E-S-L Chart*, in the first column (E), the students write an English word. In the second column (S), the students write what they might think is the true Spanish cognate. In the third column (L), the students write what they learn the true Spanish cognate really is. The purpose of this chart was to activate students' background knowledge about the topic of false Spanish/English cognates.

The second activity I created with the purpose of reducing negative transfer of false Spanish/English cognates was the *False Cognates Competition*, which the students did during Lesson #4. This activity was a 10-item multiple-choice interactive game. It was created by using the Microsoft Power Point program. For this activity, there were 10 sentences in English. In each sentence one word was underlined. Underneath each sentences, there were two word choices in Spanish. One Spanish word was a correct Spanish translation equivalent of the English word and one Spanish word was an incorrect false cognate. Students saw a sentence with its underlined word on the screen and then had to choose the Spanish translation equivalent to the underlined English word, not the false Spanish cognate. When the students chose the correct Spanish translation equivalent, they would hear applause and see the image of a hand with a thumb up that said "You Got It!" If the students chose the incorrect false cognate, they

would hear a buzzing sound and see the image of a hand with a thumb down that said “Better Luck Next Time.” The *False Cognates Competition* allowed me to include the use of technology in *The Cognates Unit*. According to PR DE (2007, “technology in the classroom is meant to enhance engagement, accelerate learning, and benefit the total learning process” (p. 77). To carry out this activity, I divided the group of 24 students into two teams of 12 students each and did this as a class activity alternating between members of each team. Thus, the teams took turns trying to give the correct answer for the 10 items.

The third activity I created with the purpose of reducing negative transfer of false Spanish/English cognates was the *Individual Vocabulary Activity*, which the students did as an individual activity during Lesson #5. This was a fill-in-the-blank activity with eight sentences and a blank at the end of the sentence. Students were told to fill-in-the-blank with the correct true English cognate word of a Spanish word in parentheses after the blank.

Research Question #4: Results of Field Testing the Teaching Unit

Research Question #4 asked: *What are the results of field-testing the teaching unit in terms of language transfer, both positive and negative, of Spanish/English cognates?* In order to collect data and answer research question #4, I tallied students’ answers given in the three activities created to promote positive transfer. These activities were: (1) *Individual T-Chart*, (2) *Group T-Chart*, and (3) *Reading Comprehension Activity*.

Positive Transfer

For the first activity, I asked the students to use the *Individual T-Chart* and: (1) to write down English words that they think have true Spanish cognates in Column #1 and (2) to write down the corresponding true Spanish cognates of the English words in Column #2. Table 5 shows the number and percentage of students who wrote down English words with true Spanish

cognates for the *Individual T-Chart Activity*. Some of the most repeated English words with true Spanish cognates students wrote for this activity are: hospital/*hospital*, animal/*animal*, park/*parque*, introduction/*introducción*, minute/*minute*, and vocabulary/*vocabulario*.

As shown on Table 5, 62% (n=15) of the students wrote down from one to six English words with true Spanish cognates, while 38% (n=9) of the students wrote down from seven to 10 English words with true Spanish cognates.

Table 5: Individual T-Chart Activity

Number of English words with Spanish cognates	Number of students	Percentage of students
1 to 6	15	62%
7 to 10	9	38%
Total	24	

To measure if a student has mastered a skill on an activity the PR DE suggests that a student should show *adecuacidad* on at least 70% of an activity. In other words, a student should do at least 70% of an activity correctly. For this activity, nine students wrote down from seven to 10 English words with true Spanish cognates. This means that 38% (n=9) of the students did at least 70% of the activity correctly or showed *adecuacidad*. Since 62% (n=15) of the students were only able to write down from one to six English words with true Spanish cognates, 62% of the students did not do at least 70% of the activity correctly and did not show *adecuacidad*. This means that students may need to work on what English words with true Spanish cognates are before they are able to find and use them in a reading selection.

The second activity created to promote positive transfer of true Spanish/English cognates was the *Group T-Chart Activity*, which was based on the reading selection, *Puerto Rico's Music*. The first column of Table 6 shows the English words with true Spanish cognates that the students should have found in the reading selection and written down in the first column of the *Group T-*

Chart. The second column of Table 6 shows the true Spanish cognates of the English words that the students should have written down in the second column of the *Group T-Chart*. The third and fourth columns show the number and percentage of students who found an English word in the selection and gave a true Spanish cognate.

Table 6: Group T-Chart Activity: True Spanish/English Cognates

English Word in Reading Selection <u>Puerto Rico's Music</u>	True Spanish Cognate of English Word	Number of Students who Identified an English word and Gave a True Spanish Cognate (n=24)	Percentage of Students who identified an English Word and Gave a True Spanish Cognate
Cognates Nouns that are Spanish Borrowed Words (n=11)			
Salsa	Salsa	12	50%
Bomba	Bomba	3	13%
Plena	Plena	0	0%
Congas	Congas	0	0%
Pleneros	Pleneros	0	0%
Timbales	Timbales	0	0%
Trombones	Trombones	0	0%
Timbales	Timbales	0	0%
Bongos	Bongos	0	0%
Panderos	Panderos	0	0%
Maracas	Maracas	0	0%
Cognates Nouns that Refer to Places (n=8)			
Dominican Republic	República Dominicana	12	50%
Cuba	Cuba	6	25%
Restaurants	Restaurantes	6	25%
Island	Isla	3	13%
Hotels	Hoteles	3	13%
France	Francia	0	0%
Panama	Panamá	0	0%
Africa	África	0	0%
Cognates Nouns that Refer to People (n=3)			
Person	Persona	9	38%
Taíno	Taíno	3	13%
African	Africano	3	13%
Cognates Nouns that Refer to Music (n=8)			
Music	Música	18	75%
Instruments	Instrumentos	18	75%
Guitar	Guitarra	12	50%
Piano	Piano	3	13%

Percussion	Percusión	0	0%
Rhythm	Ritmo	0	0%
Rhythmic	Rítmico	0	0%
Trumpets	Trompetas	0	0%
Cognates Nouns (n=9)			
Language	Lenguaje	6	25%
Element	Elemento	6	25%
Concentration	Concentración	6	25%
Cultures	Culturas	15	63%
characteristic	Características	12	50%
Admiration	Admiración	3	13%
Version	Versión	3	13%
Fusion	Fusión	3	13%
Addition	Adicción	0	0%
Cognates that are Adjectives (n=6)			
Familiar	Familiar	15	63%
Important	Importante	6	25%
Unique	Único	3	13%
Typical	Típico	0	0%
Timid	Tímido/a	0	0%
Musical	Musical	0	0%
Cognates that are Verbs (n=0)			
Dominates	Domina	0	0%

In Table 6, the English words in the first column are classified into seven groups: 1) cognate nouns that are Spanish borrowed words (n=11), 2) English words with Spanish cognate nouns that refer to place (n=8), 3) English words with Spanish cognate nouns that refer to people (n=7), 4) English words with Spanish cognate nouns that refer to music, 5) English words with Spanish cognate nouns that refer to other things, (n=9) , 6) English words with Spanish cognate adjectives (n=6), and 7) English words with Spanish cognate verbs (n=1).

Borrowed words are words which are borrowed from one language into another language. According to Odlin (1989), language transfer should not be confused with language mixing, which is the inclusion of characteristics of two or more languages in any verbal communication in the possible forms of borrowing or code-switching. Since borrowing can be

distinguished from language transfer and since the focus of this thesis is cognates and transfer, I did not take the first group of words in the first column of Table 6 into consideration for data analysis.

In total, there are 35 non-borrowed English words with true Spanish cognates in the reading selection *Puerto Rico's Music*. Table 6 shows several findings concerning these words. First, the majority of the English words with true Spanish cognates in the reading selection, *Puerto Rico's Music*, are nouns (n=28), which refer to places, people, music or other things, not adjectives (n=6) or verbs (n=1). Therefore, the reading selection is a reading rich in English word nouns with Spanish cognate word nouns. Second, although many of the English word nouns refer to places (n=8), people (n=3), and music (n=8), the group with the highest number of items is the group of cognate nouns which refer to other things (n=9).

Students were able to identify 66% (n=23/35) of the 35 non-borrowed English words with true Spanish cognates in the reading selection *Puerto Rico's Music*; they were not able to identify 34% (n=12/35) of the 35 non-borrowed English words with true Spanish cognates. Table 6 shows the 23 English words which the highest number and percentage of students identified in the reading selection in this order: *music* (75%), *instruments* (75%), *cultures* (63%), *familiar* (63%), *Dominican Republic* (50%), *guitar* (50%), *characteristics* (50%), *person* (38%), *important* (25%), *language* (25%), *element* (25%), *concentration* (25%), *Cuba* (25%), *restaurants* (25%), *island* (12%), *hotels* (12%), *Taíno* (12%), *African* (12%), *piano* (12%), *admiration* (12%), *version* (12%), *fusion* (12%), *unique* (12%).

Table 6 also shows the 12 words that the students did not identify in the reading selection: *France*, *Panama*, *Africa*, *percussion*, *rhythm*, *rhythmic*, *trumpets*, *addition*, *typical*,

timid, *musical*, and *dominates*. There were only two English words with true Spanish cognates which were identified by more than 70% of the students: *music* and *instruments*.

In Table 6, there are also two English words with Spanish cognates that Moreno de Martínez (1979) classifies as false cognates. According to Moreno de Martínez (1979), in English the word *familiar* means something common or known while in Spanish the word *familiar* means a relative. Similarly, according to Moreno de Martínez (1979), in English the word *dominate* means to rule or to control while in Spanish the word *dominar* means to master or to have command over something. In contrast to Moreno de Martínez (1979), I have classified the English words *familiar* and *dominate* as English words with true Spanish cognates. I decided to do so for the following reasons: (1) they have similar spelling, (2) they have similar pronunciation, and (3) the English words share meaning with the Spanish cognates in the context in which the English words occurred in the reading selection *Puerto Rico's Music*.

The *Group T-Chart Activity*, which was based on the reading selection, *Puerto Rico's Music*, was created to promote positive transfer of true Spanish-English cognates, and as we have seen in Table 5, students were able to identify English words in the reading selection and then provide true Spanish cognate words. Even though the purpose of the activity was to promote positive transfer of true Spanish-English cognates, some students identified English words in the reading selection and then provided false Spanish cognate words.

According to Moreno de Martínez (1979) false cognates are “are words from two languages, which look and sound similar, but have different meanings” (p. 8). Table 7 shows the six English words and the false Spanish cognate words that students identified in the reading selection. As shown in the table, 50% (n=12) of the students identified the English word *Puerto Rican* with the false Spanish cognate *Puerto Rico*. I classified *Puerto Rico* as a false Spanish

cognate because the English word Puerto Rican looks and sounds like *Puerto Rico*, but the meanings of the two words differ. The English word, Puerto Rican, refers to the name given to the people that live in Puerto Rico or identify themselves as being from this place and/or culture. The false Spanish cognate *Puerto Rico* refers to the island itself. Although the students identified false Spanish cognate words in the reading selection during Lesson #2, I did not introduce the topic of false cognates in Lesson #2 but instead waited until Lesson #4.

Table 7: False Spanish/English Cognates

English Word in Reading Selection <u>Puerto Rico's Music</u>	False Spanish Cognate of English Word	Number of Students who Identified an English word and Gave a True Spanish Cognate (n=24)	Percentage of Students who identified an English Word and Gave a True Spanish Cognate
1. Puerto Rican	Puerto Rico	12	50%
2. Date	Día	3	7%
3. Breaks	breaking	3	7%
4. Dancer	Danza	3	7%
5. Identity	Identificación	3	7%
6. Tune	Tuna	0	0%

The third activity, created with the purpose of promoting positive transfer of true cognates was the *Reading Comprehension Activity*. For this individual activity, the students were asked to answer eight multiple choice reading comprehension questions about the reading selection, *Puerto Rico's Music*. They were allowed to use the reading selection while they did the activity. No student was able to correctly answer all eight items, but 38% (9/24) of the students were able to correctly answer seven out of eight items, 25% (6/24) of the students were able to correctly answer six out of eight items, and 38% (9/24) of the students were able to correctly answer five out of eight items. As six out of eight items is 75% of the items, 63% (n=15/24) of the students were able to answer more than 70% of the items correctly and showed *adecuacidad* for this reading comprehension activity.

Table 8 shows: (1) each question from the *Reading Comprehension Activity*, (2) the number of students that correctly answered each question, and (3) the percentage of students that correctly answered each question.

Table 8: Reading Comprehension Questions

Questions from the <i>Reading Comprehension Activity</i>	Number of Students that Correctly Answered each Question	% of Students that Correctly Answered Each Question
1. What culture influences <i>salsa</i> ?	24	100%
2. What cultures and/or countries have influenced our music ?	21	88%
3. Which cultures have influenced <i>reggeatón</i> ?	18	75%
4. From what culture do we inherit <i>Bomba</i> ?	18	75%
5. Which type of instruments dominates our music ?	18	75%
6. From what cultures do we inherit <i>plena</i> ?	15	63%
7. Why was <i>reggeatón</i> once called “underground”?	15	63%
8. What are <i>panderos</i> ?	15	63%

As shown on Table 8, reading comprehension questions one to six contain at least one English word with true Spanish cognates from the reading selection, *Puerto Rico’s Music* in bold. Reading comprehension questions seven and eight do not contain an English word with a true Spanish cognate as found in the reading selection, *Puerto Rico’s Music*. As shown in the table, the questions to which students answered correctly 70% or more of the time mainly had to

do with influences of other cultures in Puerto Rican music. Perhaps these questions activated students' background knowledge about the influences of other cultures in Puerto Rican music, and, thus, the majority of students answered these questions correctly.

Negative Transfer

In order to answer research question #3, in terms of negative transfer of Spanish/English cognates, I also collected and tallied data about students' answers in the activities created to reduce negative transfer, which were: *E-S-L Chart*, *False Cognates Competition* and *Individual Vocabulary Activity*.

The first activity was the *E-S-L Chart*. To do this activity, I gave the students three words in English: *fabric*, *tune*, and *embarrassed*, and I asked the students to write down the Spanish cognate word for these three words. Overall, for the English word *fabric*, the students wrote down two false Spanish cognate words: *fábrica* and *fabricante*. For the English word *tune*, the students wrote down one false Spanish cognate word: *tuna*. For the English word *embarrassed*, the students wrote down two false Spanish cognate words: *embarrar* and *embarazada*. They also wrote down the correct Spanish translation equivalent: *avergonzado*. In this activity, students were not able to correctly provide one true Spanish cognate for the three English words. They could only correctly provide a true Spanish cognate for the English word *embarrassed*. This means that students may need to work on what false cognates are, how to identify them, and how to correctly transfer or translate them before interpreting them in a reading selection.

The second activity created to reduce negative transfer of Spanish/English cognates was the *False Cognates Competition*. For this activity, two teams of twelve students each took turns choosing which of two choices in Spanish could substitute for an underlined English word in 10

sentences in English. One Spanish word was a correct Spanish translation equivalent to the English word; the other Spanish word was an incorrect false cognate. Table 9 shows the 10 English sentences used in the *False Cognates Competition*, the ten underlined English words, and the two Spanish word choices. The Spanish word which is underlined is the correct Spanish translation equivalent of the underlined English word; the Spanish word which is not underlined is the incorrect Spanish false cognate. The sentences are presented in the order in which they occurred in the *False Cognates Competition*. An “X” marks the items which a team got correct the first time when it was the team’s turn. As shown in Table 9, the teams were able to give the correct answer of a Spanish translation equivalent for the following seven items with their English words: Item #1 *attend*, Item #2 *bland*; Item #3 *career*; Item #5 *exit*, Item #6 *feast*, Item #7 *grab*, and Item #9 *influenced*. They gave the incorrect answer of a false Spanish cognate for the following three items with their English words: Item #4 – *distinct*, Item #8 *idioms*, and Item #10 – *lecture*.

Table 9 also shows that the students correctly choose the Spanish equivalent to the underlined word 70% of the time. This may mean that after discussing true and false Spanish/English cognates, students were capable of distinguishing some false cognates from true cognates. This may also mean that students were using context clues or background knowledge to correctly choose the Spanish equivalent to the English word, thus helping them to better relate to new meanings. This is a strategy that they might use on other reading tasks to foster reading

Table 9: False Cognates Competition: Spanish Translation Equivalent Chosen the 1st Time

English sentences	Spanish translation equivalent chosen the 1 st time
1. You must attend music class everyday. a. atender b. <u>asistir</u>	X
2. The rice needs more salt. It tastes bland . a. <u>desabrido</u> b. blando	X
3. I must start thinking about a career . a. carrera b. <u>profesión</u>	X
4. They heard a very distinct scream last night. a. distinto b. <u>claro</u>	
5. I always locate the exit at the movie theater. a. éxito b. <u>salida</u>	X
6. Every Thanksgiving, I prepare a delicious feast . a. <u>banquete</u> b. fiesta	X
7. It may rain today, so grab your umbrella. a. <u>agarra</u> b. graba	X
8. We are studying idioms in English class. a. idomas b. <u>refr�nes</u>	
9. People may be influenced by their friends. a. <u>influenciado</u> b. influenza	X
10. I liked the lecture on the history of music. a. lectura b. <u>conferencia</u>	

Table 10 has five columns. The first column shows a Spanish word. The second column shows the number and percentage of students who positively transferred the Spanish word to a true English cognate. The third column shows the Spanish cognate. The fourth column shows the number and percentage of students who negatively transferred the Spanish word to a false English cognate. The fifth column shows the false English cognate. As shown in Table 10, from

88% to 96% of the students were able to correctly fill-in-the-blank with an English cognate for five English sentences with the following true cognate Spanish words in parentheses: *artista*, *imaginación*, *culturas*, *generación*, and *categorías*. The English words the students gave were: *artist*, *imagination*, *cultures*, *generation*, and *categories*. Only 25% to 67% of the students were able to correctly fill-in-the-blank with the English word for three English sentences with the following true cognate Spanish words in parentheses: *influencia*, *ritmo*, and *legado*. The correct English words the students gave were: *influence*, *rhythm*, and *legacy*.

Table 10: Individual Vocabulary Activity

Spanish Word	Number and percentage of students (n=24) with positive transfer	True English cognate	Number and percentage of students (n=24) with negative transfer	False English cognate
artista	96% (n=23)	artist	4% (n=1)	art
imaginación	96% (n=23)	imagination	4% (n=1)	image
culturas	92% (n=22)	cultures	8% (n= 2)	cult
generación	92% (n=22)	generations	8% (n=2)	generator
categorías	88% (n=21)	category	12% (n=3)	catering
influencia	67% (n=16)	influence	33% (n=8)	influenza
ritmo	54% (n=13)	rhythm	46% (n=11)	rite
legado	25% (n=6)	legacy	75% (n=18)	legal

Research Question #5: Results about Attitudes Towards the Teaching Unit

Research question #5 asked: *What attitudes do the students have towards the field tested teaching unit?* In order to answer this question, first, I analyzed the students' answers in the *End of Lesson Assessments*. Second, I tallied students' answers to the *Anonymous Attitude Questionnaire* (see Appendix C). Third, I reported and analyzed the classroom observations.

End of Lesson Assessments

The purpose of the *End of Lesson Assessments* was to gather data about students' attitudes towards the individual lessons. In the first class guided by Lesson Plan #1, the end of class assessment asked the following yes/no question: Do you think that this teaching unit will help you better understand English? Students answered this question by circling "yes" or "no." When I tallied the results, I found that the majority of the students (96% n=23/24) thought that the teaching unit would help them better understand English.

In the second class guided by Lesson Plan #2, the *End of Lesson Assessment* activity had two yes/no questions. The first question asked: Do you like the fact that the article has Spanish/English cognates? According to the data, all of the students (100% n=24) expressed that they liked the fact that the reading selection had Spanish/English cognates. The second question asked: *Does this motivate you to read the article?* According to the data, 92% (n=22/24) of students were motivated to read the reading selection, *Puerto Rico's Music* because it had Spanish/English cognates.

In the third class guided by Lesson Plan #3, the *End of Lesson Assessment* activity had one question: How much did you like today's lesson? Students answered this question by circling one of the three cartoon faces on the assessment sheet. The happy face meant they liked the lesson "very much." The serious face meant they liked the lesson "a little bit." The sad face meant they liked the lesson "not at all." According to the data, 83% (n= 20/24) of the students liked the day's lesson "very much" while 17% (n=4/24) of the students liked the day's lesson "a little bit." None said they liked the lesson "not at all."

In the fourth class guided by Lesson Plan #4, the *End of Lesson Assessment* activity had two parts. The first part asked them to rate how much they liked the day's lesson. Students

provided a rating by circling a percentage. The percentages were: 100%, 50% or 0%. According to the data, all students were 100% satisfied with the day's lesson. The second part asked the students to express themselves in writing and tell why they liked the day's lesson. No student wrote about why she or he had liked the day's lesson.

Anonymous Attitude Questionnaire

In the fifth class guided by Lesson Plan #5, there was no *End of Lesson Assessment* activity. Instead, I administered the *Anonymous Attitude Questionnaire*, which was created with the purpose of collecting data about students' attitudes towards *The Cognates Unit* as a whole. This questionnaire contained two parts. Part I contained nine closed yes/no questions. Students had to read the question and circle either "yes" or "no." Part II contained three questions that students could answer using a five point rating scale. Students could circle one of the following points on the scale: 5 – very good, 4 – good, 3 – same as usual, 2 – bad, 1 – very bad. After each question, students had a space labeled "comments." This space was provided so that they could express themselves, in written form, about the question. No student expressed him/herself in the comments section.

Table 11 shows the students' responses to the first part of the *Anonymous Attitude Questionnaire*. Even though the questionnaire was administered to 24 students, there were three students who answered all the questions twice. I took out the questionnaires for these three students and report the results for 21 students

As shown in Table 11, it seems that students had a positive attitude towards the lessons in *The Cognates Unit*, the reading selection, *Puerto Rico' Music*, and the activities done before, during and after the reading selection. This table also shows that the majority of students (67%) reported not knowing about true and false Spanish/English cognates before *The Cognates Unit*.

After the field testing of *The Cognates Unit*, 89% of students reported to have understood true and false Spanish/English cognates, and 93% reported they liked learning about cognates. Thus, it seems that students had a positive attitude towards the lessons, reading selection and activities in *The Cognates Unit*.

Table 11: Part I of the Anonymous Attitude Questionnaire

Question	No. of students (n=21) that answered yes	%	No. of students (n=21) that answered no	%
Question #1: Did you like the lessons?	19	90%	2	10%
Question #2: Did you know what cognates were before these lessons?	9	43%	12	57%
Question #3: Do you now understand what cognates are?	18	86%	3	14%
Question #4: Did you like learning about cognates?	19	90%	2	10%
Question #5: Do you think these lessons helped you better understand English?	20	96%	1	4%
Question #6: Did you like the reading selection used in this lesson?	18	86%	3	14%
Question #7 Did you like the activities done before the reading?	18	86%	3	14%
Question #8 Did you like the activities done during the reading?	18	86%	3	14%
Question #9 Did you like the activities done after the reading	18	86%	3	11%

Table 12, shows the results for Part II of the *Anonymous Attitude Questionnaire*.

According to this table, the majority of students felt very good or good about learning English before the lessons, during the lessons and after the lessons. Thus, the majority of students had a positive attitude about learning English before, during and after the field testing of the lessons in

The Cognates Unit, and they even felt better about learning English after the lessons than before or during the lessons. No student said he/she felt bad or very bad about learning English before, during or after the field testing of the lesson in *The Cognates Unit*.

Table 12: Part II of the Anonymous Attitude Questionnaire

Questions	Very Good	%	Good	%	Same as usual	%	Total Number of Students
How did you feel about learning English <u>before</u> the lessons?	10	48%	8	38%	3	14%	21
How did you feel about learning English <u>during</u> the lessons?	10	48%	7	33%	4	19%	21
How do you feel about learning English <u>after</u> the lessons?	14	66%	5	24%	2	10%	21

Class Observations

In this section, I will report my class observations, which include observations about the students, as a whole class. I also include individual comments and reactions by some of the students.

During Lesson #1, the regular English teacher introduced me. The students had previously seen me and talked to me when I was collecting the Informed Consent forms, but this was the first time I would be giving them class. Most of them had serious faces because they did not know me, but some had comfortable faces. Since I had worked in this school for two years, some of them already knew me. After introducing myself and explaining my purpose for being there, I started the class. The first thing I did was direct their attention to three words that were written on flashcards, taped to the board. The words were: *radio, imagination, unique*. A few seconds later, they read the words, and some of them started to say, out loud, the Spanish

cognate. But one of them immediately stood up and said “Misis, yo se. Eso es radio, imaginación y único!” [Mrs., I know. That is radio, imagination and unique]. He said it proudly and with joy. Immediately he made a comment to one of his classmates “Vistes, yo se inglés” [see, I know English].

I then proceeded to ask the students the following questions in regard to the words on the board: What do these words mean? How are they similar? How are they different? They made various observations, but the one that captured my attention, because it was the one closely related to the answer I was looking for was “Son iguales en español también” [They are the same in Spanish too]. After listening to this answer, I then proceeded to provide the definition for true cognates.

After providing students with the definition of true cognates, I then handed out the activity called the *Individual T-Chart*. All of the students, except one, started to work on the activity. When I asked the regular teacher about the student that was not working on the activity, she informed me that he was from the Special Education program. He did not know how to read or write independently. I then approached him and ask him if he was going to do the activity, and he told me “No, yo no sé como hacerlo” [No, I don’t know how to do it]. I then asked him if he would do the activity if I guided him, and he accepted. I read the instructions in English and then translated them into Spanish. He thought for a while and then gave me the English word *pizza*. I patiently spelled the word as he wrote it. I then congratulated him and he smiled. It was the only word he gave me. I considered it a success taking into consideration that the regular teacher told me that he never participates and can’t read nor write independently.

After 10 minutes, I asked each student to share one of the English words with a Spanish cognate and told the group that we would create a class T-Chart on the board. When it came

time to share, most of the students were willing to participate and were anxious to share a word. They even started a kind of informal competition among themselves. They got a little upset any time someone said a word they wanted to share and applauded and cheered every time someone shared a new word.

During the class guided by Lesson #2, I began by reviewing the material I had discussed in the previous class. I asked if anyone could give me the definition of a true cognate and an example. Immediately, a few students raised their hands and I asked one of them to answer. She answered correctly and was able to give me the following example: *radio*. As soon as this student answered, more students raised their hands to give me more examples. They were quite engaged in the topic.

After reviewing the material from the previous class, I announced that we were going to do an activity in a group. Many of the students rolled their eyes disapprovingly and sighed in disappointment. When I told the students that they could choose their own working partners and make up their own groups of three people, their attitude changed. They immediately began to form groups and seemed more enthusiastic about the activity. After they were all in their small groups, I explained the activity. I told them that we would be doing something similar to what we had done the day before, but with two changes. We were going to do the activity in a group and we were going to use a reading selection. The activity was to scan the reading selection titled *Puerto Rico's Music* in order to identify as many true Spanish/English cognates as they could in 20 minutes. The students seemed to have understood the instructions because they got to work quickly. As with the previous class, as they shared the words they found with me and among themselves, they started an informal competition among themselves. They wanted to see what group found the most words. This informal competition among the students kept going

throughout the entire class discussion of the *Group T-Chart* activity and showed that the students were engaged in the lesson.

For Lesson #3, I played three types of music in the initial activity. I played: *bomba*, *salsa* and *reggeatón*. When I played *bomba* music, some of the students started laughing, but some started to imitate playing some instruments with their hands. This served as an icebreaker for the class. When I played *salsa*, one student got out of his seat and started to dance, while another said out loud “eso es!” [That’s it!], as a way of agreeing and acknowledging his liking of that type of music. When I started to play *reggeatón*, they all were amazed that I was playing it in the classroom. One of the students quickly identified the duo that was singing the song, and many started to sing along with the singers.

After this introduction, I proceeded to ask the following questions: Mention the names of the music, you just heard, do you consider the types of music, you just heard, to be Puerto Rican music? Why? Where do the types of music, you just heard, come from? In answering these questions, the students were able to correctly identify each type of music, and they all considered all three types of music to be Puerto Rican music. They also said that the music came from Africa and Puerto Rico.

I then handed out the reading selection *Puerto Rico’s Music*. I read it out loud by doing alternate reading, meaning that I read one paragraph and a student volunteer read another. I was surprised to see at least five students raise their hands to volunteer to read. I thought that the fact I was not their regular English teacher might intimidate them or make them shy to read out loud, but this did not seem to be the case. I told each volunteer “Thank you for volunteering” and I saw an expression of satisfaction in their faces each time I thanked them for reading. As I read, I asked questions out loud for each paragraph, and the students were able to answer them.

After reading and discussing the reading selection, I gave each student the individual *Reading Comprehension Activity*. I read the instructions out loud, and I told them to read the selection. I could hear them re-reading the reading selection and reading the questions. After all the students had finished, we discussed the exercise as a whole class. Once again, an informal competition started among them to see who would raise their hand first and answer correctly.

Lesson #4 was the first lesson that introduced false cognates. As soon as I got to the class-room, before class started, I started to set up my computer and digital projector. Some students saw me doing this, and they asked with a kind of hopeful tone in their voices “Misis vas a usar la computadora hoy?” [Mrs, are you going to use the computer today?]. When I told them that we were going to play a computer game, they excitedly replied “¡Si! [Yes!].

I officially began class with an initial activity in which they had to figure out the correct true Spanish cognate for three English words. The three English words were: *embarrassed*, *fabric* and *tune*. When I asked what the words meant in Spanish, various students raised their hands high up in the air. As they answered, I wrote their responses on the board. After writing all the possible answers, I then proceeded to give the true Spanish cognates for each English word. As I said the true cognates, their faces showed amazement and confusion. One student said “Pero misis, pero si se parecen, ¿Por qué no son *cognates*?” [But Mrs, if they look a like, why are they not cognates?]. As a result of this comment, I said “Very good observation. They do look alike, but remember: true cognates have to look the same, be pronounced the same and have the same meaning. These words look alike, may be pronounced alike, but their meanings are different, so that means that they are what we will call false cognates.” Almost all in unison said "oh!"

I then proceeded to explain that many times when we find English words that look the same and may be pronounced the same as Spanish words, we should take into consideration context clues in order to infer the correct meaning. I then asked “Who is ready for a game?” Almost all of them raised their hands excitedly and one asked “¿Vamos a usar la computadora ahora?” [Are we going to use the computer now?]I said “Yes, yes we are”. Then I said “But first, we have to divide the class into two teams”. One of them quickly asked “¿Una competencia misis?” [A competition Mrs.?], to which I answered “Yes”. The same student said “¡Ahora es! ¡Mi equipo va a ganar!” [Now it is! My team is going to win!]. I then proceeded to divide the class into two teams, and gave them the instructions for the game.

During the game, the students were very engaged in it. They really enjoyed the applause the game made when they answered correctly and the buzzing sound when they answered incorrectly. It was fun for them to hear the sounds. They read the sentences and tried their best to answer them. They were really working as teams to do their best to win the competition. I could see and hear as they read the sentences, shared their opinions about the correct answers among themselves, and helped each other to answer correctly. Once the competition finished, I heard a big loud “aw!” throughout the classroom. They wanted the competition to be longer. They really enjoyed it.

The last class was guided by Lesson #5. I began by asking the students what they remembered about the previous four lessons. Many were more than willing to answer, while others were still too shy to participate. But in general terms, they had a very good grasp on what true and false cognates were and were able to give me good examples of them. I then told them that they would be doing an individual activity.

I then proceeded to hand out the *Individual Vocabulary Activity*, and I gave them the instructions for the activity. After giving them the instructions, I had them do the activity by themselves. Some students told me “Misis, yo se como decirlo, pero no se como escribirlo” [Mrs, I know how to say it, but I don’t know how to write it]. I told them that they had to try to do their best, and that as long as I understood what the words they wrote meant, even if they were not spelled correctly, they would be considered correct answers. When I told them this, I saw relief in their faces. After they finished the activity, we discussed the activity as a class. I enjoyed seeing their faces light up when they found out that they had answered correctly. Some students had no expression whatsoever on their faces; they just paid attention to the discussion. This does not mean they answered incorrectly, but just that they were not as expressive as the others.

After discussing this last activity, I proceeded to hand out the *Anonymous Attitude Questionnaire*, with the corresponding instructions. I asked the regular teacher if she could walk around the room to see if any of the students had any questions about the questionnaire and to make sure they answered everything. She agreed to do this. As the teacher did this, I stepped out of the classroom. I came back in when the regular teacher told me that the students had finished and that she had collected the questionnaires.

Discussion of Results for Research Question #5

In regards to the assessment done at the end of Lesson #1, 96% of the students had a positive attitude towards *The Cognates Teaching Unit*. In terms of the reading selection, 100% of the students liked the fact that the reading selection had true Spanish/English cognates.

In terms of motivation, 94% of the students said that the fact that the reading had true Spanish/English cognates motivated them to read. Only 6% of the students said that this did not

motivate them. This does not necessarily mean that they did not like the fact that the reading selection had true Spanish/English. It may reflect these students' general attitudes towards reading. Even though only 94% of the students said they were motivated to read the reading selection *Puerto Rico's Music* because it had true Spanish/English cognates, 100% of the students liked the reading selection used in *The Cognates Unit*.

The *End of Lesson Assessment* for Lesson #4 showed that 100% of the students liked the day's lesson. It is important to point out that just seeing me setting up the computer and digital projector, students were already excited and had a positive expectation of what was going to be done in class. Also, at the end of the *False Cognates Competition*, students said that they would have liked the game to be longer. This means that the incorporation of technology in this particular lesson motivated students to be engaged with the lesson. At the end of Lesson #4, students said that they would have liked more exercises for the *False Cognates Competition*.

At the end of Lesson #5, students answered the *Anonymous Attitude Questionnaire*. The results from this questionnaire are in Table 11 and 12. According to the results in Table 9, it seems that students had an overall positive attitude towards the lessons in *The Cognates Unit*, the reading selection, *Puerto Rico's Music*, and the activities done before, during and after the reading selection. Table 10 shows that the majority of students felt very good or good about learning English before the lessons, during the lessons and after the lessons, but even better after the lessons. Thus, the majority of students had a positive attitude about learning English before, during and after the field testing of the lessons in *The Cognates Unit*.

In summary, it seems that the majority of students had a positive attitude towards the lessons, and activities created for *The Cognates Unit*. They also had a positive attitude towards the reading selection selected for the teaching unit, *Puerto Rico's Music*. Thus, it also seems that

the majority of students had positive attitude towards *The Cognates Unit*. In addition, it seems that the majority of students also had a positive attitude towards the English language.

Chapter VI: Conclusion

In this chapter, I will present the following: the conclusions, pedagogical implications, and the limitations of this study. Also, I will provide directions for future research.

Conclusion

The first objective of this thesis was to create a teaching unit focused on true and false Spanish/English cognates for a group of 7th graders in a public school in Puerto Rico (PR). This teaching unit was based on three theoretical frameworks: (1) Balanced Literacy (Puerto Rico Department Education, 2007), (2) *Using the Cognates Strategy* (The Regents of the University of California, 2008), and (3) *Engage, Study, and Activate* (Harmer, 1998).

The second objective of this thesis was to create activities for the teaching unit that would promote positive transfer of true Spanish/English cognates. This objective was achieved through the creation and field testing of the following activities with the purpose of promoting positive transfer of true Spanish English cognates: *Individual T-Chart*, *Group T-Chart* and *Reading Comprehension Activity*. As the results from the *End of Lesson Assessments* in Lesson #1 to #3 and Part I of the *Anonymous Attitude Questionnaire* (see Table 11) show, the majority of students had a positive attitude towards these activities.

The third objective of this thesis was to create activities for the teaching unit that would reduce negative transfer of false Spanish/English cognates among a group of 7th graders in a public school in PR. This objective was achieved through the creation and field testing of the following activities: *E-S-L Chart*, *False Cognates Competition*, and *Individual Vocabulary Activity*. As the results from the *End of Lesson Assessments* for Lesson #4 and #5 and Part I of the *Anonymous Attitude Questionnaire* (see Table 11) show, the majority of students had a positive attitude towards these activities.

Through the creation and field testing of these activities for *The Cognates Unit*, I was able to follow Harmer's (1998) suggestion that there is a "need for variety in classroom activities and teacher behavior as an antidote to student (and teacher) boredom" (p. 125). Thus, the creation of these varied activities may be one of the reasons why the majority of students had a positive attitude towards these activities.

The fourth objective of this thesis was to analyze the results, in terms of positive and negative transfer of true and false Spanish/English cognates, elicited through the field testing of the teaching unit. Odlin (1989) defines positive transfer as "the facilitating influence of cognate vocabulary or any other similarities between the native and target languages" (p. 26). In the activities created for promoting positive transfer, such as the *Individual T-Chart*, *Group T-Chart* and *Reading Comprehension Activity*, students were able to positively transfer English words to Spanish cognates and Spanish words to English cognates. Thus, the use of cognate vocabulary in the activities seemed to facilitate the influence between students' first language (L1) Spanish and the target language (TL). Even though the purpose of the activities found in Lesson #1 to Lesson #3 was to promote positive transfer of true Spanish/English cognates, negative transfer did occur for a few words in the *Group T-Chart* activity in Lesson #3. According to Saville-Troike (2006) negative transfer is "when an L1 structure or rule is used in an L2 utterance and that use is inappropriate and considered an "error" (p.19). The fact that some words are negatively transferred does not necessarily mean that students lack proficiency, but rather that they are trying to communicate and perform in the L2 and thus, "they are prone to use false cognates at one time or another" (Moreno de Martínez, 1979, p. 8). In the activities created for reducing negative transfer of false Spanish/English cognates, students were able to positively transfer or identify true Spanish cognates or Spanish equivalents, thus reducing negative transfer. In other

words, I followed Helman's (2004) suggestion that "illustrating the commonalities between a student's first language and English through roots, prefixes, suffixes, and cognates supports moving from known words to acquiring new words" (as cited in Swanson & Howerton, 2007, p.292).

The fifth objective of this thesis was to find out what attitudes the students had towards the lessons, activities and the reading selection in *The Cognates Unit*. This objective was achieved by analyzing the results from the *End of Lesson Assessments*, the *Anonymous Attitude Questionnaire* and Class Observations. As in the study done by Irizarry (2005) in which students "had an overall positive attitude toward English and the English class" (p. 94) and in the study done by Duprey (2009) where "the students had positive attitudes towards the English language" (p. 161), the results of this thesis also show that the majority of students had a positive attitude towards the lessons, activities, and reading selection in *The Cognates Unit*. The results also show that the majority of students had a positive attitude before, before, and after the lessons towards the English language.

Pedagogical Implications

The first pedagogical implication of this thesis is that English teachers should take advantage of Helman's (2004) suggestion that "illustrating the commonalities between a student's first language and English through roots, prefixes, suffixes, and cognates supports moving from known words to acquiring new words" (as cited in Swanson & Howerton, 2007, p.292). Thus, English teachers should point out the commonalities and differences that exist between true and false Spanish/English cognates in order to foster vocabulary acquisition and reading.

The second pedagogical implication of this study is based on the results from the *Anonymous Attitude Questionnaire*. As the results from this questionnaire show, students had a positive attitude towards the English language before, during and after the field testing of *The Cognates Unit*. Thus, it is possible that the teaching of cognates may contribute to creating a positive attitude towards and learning English in general.

The third pedagogical implication of this study is that English teachers should take a more active role as administrators. According to the PR DE (2007), an administrator uses “the standards as a curriculum and literacy framework in order to adopt materials, strengthen professional development, implement project work plans, strategies, programs, and coach to increase student achievement” (p. 21). By taking a more active role as classroom administrators, English teachers can create and adapt materials, according to their groups’ specific needs without moving away from the content standards and grade level expectations. Thus, teacher can create and adopt materials, so students may become more engaged in the class and hence, engage in active learning.

The fourth pedagogical implication that comes about from this thesis is that teachers should incorporate the use of technology during their lessons. Technology includes: computers, internet, digital projectors, television (for watching movies and/or educational programs), among other technological devices and programs that a teacher might have access. As results from this thesis showed, students had a 100% positive attitude towards Lesson #4, in which technology was incorporated. Thus, by incorporating more technology in the lessons, students may become engaged and motivated during English lessons.

Limitations of the Study

The first limitation of this study is that in that in Part II of the *Anonymous Attitude Questionnaire* students did not write any comments in the spaces provided for doing so. This may have been because even though I verbally translated the *Anonymous Attitude Questionnaire* to Spanish, they may have thought they had to write their comments in English. This means that if students had any comments about the lessons, activities and/or *The Cognates Unit*, they may have felt limited to do so by thinking that they had to write in English.

The second limitation of this study is that since homework is optional, I decided not to assign homework. By assigning homework, I could have given students additional practice for identifying true and false Spanish/English cognates. In addition, additional results from the homework could have been analyzed.

Directions for Future Research

Based on this thesis there are several directions for future research. These directions for future research may contribute to a broader understanding of positive language transfer of true Spanish/English cognates in order to foster vocabulary acquisition and reading development. These directions for future research have to do with: participants, field testing and material development.

In terms of the participants, a direction for future research would be to do similar study taking into consideration the Special Education students. A researcher could take into consideration the Special Education population as a separate population, within a group of mainstream students, or as a separate population in itself. This would contribute to a broader understanding of positive language transfer of true Spanish/English cognates, among Special Education students, for vocabulary acquisition and reading development.

In terms of field testing, a direction for future research is to create a similar study in which all the activities are individualized. By individualizing all the activities, a researcher could use the PR DE suggested 70% of *adecuadidad* for a more rigorous study on the role of positive transfer of true Spanish/English cognates. Another suggestion that has to do with field testing is to do a similar study with six lessons, three lessons to address true Spanish/English cognates and three lessons to address false Spanish/English cognates.

In terms of materials development, a researcher could examine existing materials for other grades such as k-6 and 8-12 in order to study the need for materials that contain true Spanish/English cognates. Another suggestion that has to do with material development is to do a similar teaching unit that incorporates technology in all lessons. This would allow researchers to see if the incorporation of technology in all lessons promotes positive language transfer of true Spanish/English cognates and elicits more positive attitude from the students.

In conclusion, taking into consideration the directions for future research, in terms of participants, field testing and materials development, and the limitations of this study, I would like to point out that there is need to do more studies that create and develop teaching materials that use positive transfer of true Spanish/English cognates. Also, these teaching materials should be developed taking into consideration the socio demographic composition of Puerto Rico and the particular language needs of the population, especially at the classroom level. Also, there is a need for more studies, in terms of second language acquisition, use of English and positive transfer of true Spanish/English cognates for both mainstream and Special Education students. Finally, there is also need to incorporate the use of technology in the development and creation of teaching materials in order to capture and maintain students' attention.

Reference List

- Acevedo, F. (2008). *The creation of English curricular unit for 10th graders in a public school in western Puerto Rico*. Unpublished master's thesis, University of Puerto Rico, Mayaguez. Retrieved from <http://grad.uprm.edu/oeg/TesisDisertacionesDigitales/Ingles/>
- Adjémian, C. (1983). The transferability of lexical properties. In S. Gass & L. Selinker (Eds.), *Language Transfer in Language Learning* (pp. 250-268). Rowley, MA: Newbury.
- Algren De Guitierrez, E. (1987). *The movement against teaching English in schools in Puerto Rico*. Lanham, MD: University Press of America.
- Ard, J., & Homburg, T. (1992). Verification of language transfer. In S. Gass & L. Selinker (Eds.), *Language Transfer in Language Learning* (pp. 47-70). Philadelphia: John Benjamins.
- August, D., Carlo, M., Dressler, C., & Snow, C. (1995). The critical role of vocabulary development for English language learners. *Learning Disabilities Research and Practice*, 20, 50-57.
- Baker, C. (1992). *Attitudes and language*. Philadelphia: Multilingual Matters.
- Blau, E., & Dayton, E. (1997). Puerto Rico as an English-using society. In R.M. Hammond & M.G. McDonald (Eds.), *Linguistic studies in honor of Bohdan Saciuk* (pp. 137-148). Custom Publishing Division: Foreign Language Series.
- Boricua OnLine*. (n.d.). Boricua OnLine. Retrieved October 12, 2012, from http://boricuaonline.com/index.php?option=com_content&task=view&id=76&Itemid=73
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Addison Wesley Longman.

- Cervetti, G.N., Pearson, P. D., Barber, J., Hiebert, E.H., & Bravo, M.A. (2007). Integrating literacy and science: The research we have, the research we need. In M. Pressley, A. K. Billman, K. Perry, K. Refitt & J. Reynolds (Eds.), *Shaping literacy achievement* (pp. 157-174). New York: Guilford. Retrieved from http://scienceandliteracy.org/sites/scienceandliteracy.org/files/biblio/cervetti_pearson_barber_hiebert_bravo_2007_10873.pdf
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). New York: Routledge.
- Duprey, M. (2009). *Language use, attitudes, perception and production of English vowels among tenth graders in a public high school in Aguadilla, Puerto Rico*. Unpublished master's thesis, University of Puerto Rico, Mayaguez. Retrieved from <http://grad.uprm.edu/oeg/TesisDisertacionesDigitales/Ingles/>
- Harmer, J. (1998). *How to teach English*. UK: Addison Wesley Longman.
- Irizarry, M. (2005). *Attitudes of ninth graders in a rural middle school in Yauco, Puerto Rico toward the English language and the English class* Unpublished master's thesis, University of Puerto Rico, Mayaguez. Retrieved from <http://grad.uprm.edu/oeg/TesisDisertacionesDigitales/Ingles/>
- Kachru, B., Kachru Y., & Nelson, C. (2006). *The Handbook of World Englishes*. Malden, MA: Blackwell.
- McElroy, E. (2005). Supporting English language learners. *Teaching PreK-8*. Retrieved from: <http://www.essentiallearningproducts.com/supporting-english-language-learners-edward-j-mcelroy>

- Moreno de Martínez, M. (1979). *Confusing words in English and Spanish*. Aguadilla, PR: Editorial Mester.
- Nickels, E. (2005). English in Puerto Rico. *World Englishes*, 24, 227-237.
- Odlin, T. (1989). *Language transfer: Cross-linguistic influence in language learning*. New York: Cambridge University Press.
- Pérez, J. (2012). *Integrating technology in the English classroom*. Unpublished master's thesis, University of Puerto Rico, Mayaguez. Retrieved from [http://grad.uprm.edu/oeg/TesisDisertacionesDigitales/Ingles/Phonics Instruction](http://grad.uprm.edu/oeg/TesisDisertacionesDigitales/Ingles/Phonics%20Instruction). (n.d.). Literacy information and communication systems. Retrieved from <http://lincs.ed.gov/childhood/phonicsIns.html>
- Puerto Rico Department of Education. (2007). *Content standards and grade level expectations*. Blackwell.
- Saville-Troike, M. (2006). *Introducing Second Language Acquisition*. New York: Cambridge University Press.
- Schweers, C. W. (1999). Using L1 in the L2 classroom. *English Teaching Forum*, 6-13.
- Swanson, E., & Howerton, D. (2007). 20 ways to influence vocabulary acquisition for English language learners. *Intervention in School and Clinic*, 42, 290-294.
- The Regents of the University of California. (2008). *Using the cognates strategy with 'Walk in the Woods' from Seeds of Science/Roots of Reading*. Retrieved from http://www.scienceandliteracy.org/sites/scienceandliteracy.org/files/strategyguides/1268813_SG_Walk%20in%20the%20woods.pdf

U.S. Census Bureau (2010). American FactFinder income in the past 12 months (in inflation-adjusted dollars): Sabana Grande, P.R. Retrieved December 11, 2012 from:

http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_5YR_S1901&prodType=table

U.S. Census Bureau (2010). American FactFinder language spoken at home table: Sabana Grande, P.R. Retrieved December 11, 2012, from:

http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_5YR_S1601&prodType=table

U.S. Census Bureau (2010). 2010 Census Interactive Population Search: Sabana Grande, P.R. Retrieved December 11, 2012, from:

<http://2010.census.gov/2010census/popmap/ipmtext.php?fl=72>

Wallace, C. (2008). Vocabulary: The key to teaching English language learners to read. *Reading Improvement, 44*, 36-39.

Appendices

Appendix A: Puerto Rico Department of Education Policy Letter #2-2012-2011



**ESTADO LIBRE ASOCIADO DE PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN**

Oficina del Secretario

22 de julio de 2010

CARTA CIRCULAR NÚM. 2-2010-2011

Subsecretarios, Secretario Asociado de Educación Especial, Secretarios Auxiliares, Directora Ejecutiva del Instituto de Capacitación Administrativa y Asesoramiento a Escuelas, Director del Instituto para el Desarrollo Profesional del Maestro, Directores de Oficinas, Programas y Divisiones, Directores de las Regiones Educativas, Superintendentes de Escuelas a cargo de los Distritos Escolares, Superintendentes de Escuelas, Superintendentes Auxiliares, Facilitadores Docentes, Directores de Escuelas y Maestros

PLANIFICACIÓN DEL PROCESO DE APRENDIZAJE

La planificación del proceso de aprendizaje es una actividad inherente al rol docente. Constituye un espacio de transición en el que se articulan las metodologías pedagógicas del maestro¹ y las condiciones particulares de la tarea. Es la previsión de las actividades y los recursos para el logro de los objetivos conceptuales (conceptos), procedimentales (procesos) y actitudinales (valores y actitudes) que se desean alcanzar. Se ubica entre la reflexión y la acción, y puede ser una vía para garantizar el cumplimiento de los principios de orden y sistematización del aprendizaje. Incluye procedimientos y prácticas que tienen como objetivo concretar las intenciones pedagógicas determinadas en el currículo y adecuarlas a la particularidad de cada escuela y situación docente. Ofrece, además, un marco institucional visible que organice el trabajo escolar.

El éxito de la gestión educativa depende, en gran medida, de una planificación efectiva, coherente y progresiva. Brinda mayor coherencia funcional racionalizando las tareas, preparando el material, revisando los contenidos y anticipando situaciones. Permite, además: evitar la improvisación y reducir la incertidumbre y las actuaciones contradictorias, unificar criterios racionalizando las tareas del docente, garantizar el uso

¹ Nota Aclaratoria - Para propósitos de carácter legal, con relación a la Ley de Derechos Civiles de 1964, el uso de los términos maestro, director, supervisor, superintendente, estudiante y cualquier otro que pueda hacer referencia a ambos sexos, incluye tanto el masculino como el femenino.

P.O. BOX 190759, SAN JUAN, P.R. 00919-0759 * TEL: (787) 773-5800 * FAX: (787) 250-0275

El Departamento de Educación no discrimina por razón de raza, color, sexo, nacimiento, origen nacional, condición social, ideas políticas o religiosas, edad o impedimento en sus actividades, servicios educativos y oportunidades de empleo.

racional del tiempo lectivo y coordinar la participación de todos los recursos involucrados. Además, es una función esencial e ineludible del maestro.

La planificación facilita el desarrollo de los contenidos programáticos y la organización de los procesos de aprendizaje que serán desarrollados en una jornada. En ésta, se plasma de manera concreta y directa la interacción de los temas transversales con los contenidos, las actividades (inicio, desarrollo y cierre) y el avalúo. Estas actividades deben ir dirigidas hacia el desarrollo de los cuatro niveles de pensamiento: memorístico, de procesamiento, estratégico y extendido.

El plan diario de clase es un documento oficial de trabajo. Además, sirve de guía para la elaboración de las pruebas. En el plan diario se presentan los objetivos que serán medidos en la prueba.

La planificación sirve como evidencia de la labor docente que el maestro realiza y forma parte de su evaluación profesional. Siendo un documento oficial, debe estar accesible en todo momento y cuando los funcionarios administrativos lo requieran. Su formato debe contener, como mínimo, los siguientes elementos:

1. Fecha y Tema de estudio
2. Estrategia General y Fase:
 - ECA: Exploración, Conceptualización, Aplicación
 - Trilogía de Lectoescritura: Antes de la lectura, Durante la lectura, Después de la Lectura
 - Ciclos de Aprendizaje: Enfocar, Explorar, Reflexionar, Aplicar
3. Integración con otras materias
4. Estándares y expectativas de las materias
5. Nivel de profundidad del conocimiento en el que se desarrollan las expectativas
6. Objetivos: dirigidos a desarrollar
 - Conceptos, principios, datos, hechos (conceptuales)
 - Procesos, habilidades, estrategias, destrezas (procedimentales)
 - Actitudes, valores, normas (actitudinales)
7. Avalúo: debe estar relacionado con los tres objetivos y contener indicadores de logros

8. Secuencia de actividades (diversas, estimulantes, motivadoras). Las actividades deben estar dirigidas a promover el enfoque constructivista.

- Inicio: Su propósito es enfocar a los estudiantes en la lección del día, estableciendo actividades que sirvan de motivación e interés hacia el aprendizaje. Incluye la reflexión diaria, introducción de ideas y objetivos del aprendizaje, repaso breve de la clase anterior, discusión de asignaciones, así como las expectativas respecto al quehacer del estudiante.
- Desarrollo: Su propósito es el logro de los objetivos a través de actividades pertinentes para los estudiantes, variadas (de acuerdo a las inteligencias múltiples) y estimulantes (para que provoquen curiosidad y deseos de seguir aprendiendo).
- Cierre pedagógico: Su propósito es determinar si se lograron los objetivos de aprendizaje. Busca la opinión del estudiante respecto al tema y actividades realizadas, con lo que se puede establecer la construcción de conocimiento que cada estudiante realizó (metacognición). Es fundamental, ya que de esto depende la planificación de la clase del día siguiente.

9. Materiales o recursos

10. Asignación: (opcional) recordando que existen tres tipos de asignaciones

- Práctica: para reforzar conceptos o procesos ya discutidos en clase
- Preparación: para exponer al estudiante a unos conceptos o procesos que serán discutidos en clase
- Elaboración: para facilitar la construcción de conceptos y procesos relacionados con los ya discutidos en clase

11. Reflexión sobre la praxis: actividad de reflexión del maestro sobre sus prácticas educativas²

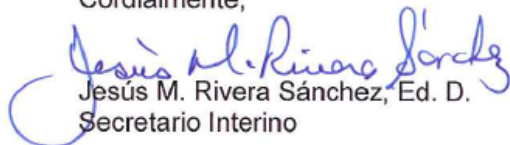
La planificación de actividades especiales (actividades culturales y/o excursiones, entre otras) deben realizarse siguiendo los debidos procesos de autorización y con evidencia de la planificación: antes, durante y después de la actividad.

Los planes de clase orientan la práctica educativa, por lo cual, deben ser concebidos como documentos de carácter flexible, realistas y prácticos que se elaboran **día a día** y no como un conjunto de documentos meramente formalistas, descontextualizados o simplemente decorativos.

² Ver Anejo - Modelo de Formato de Planificación

Este documento deroga la Carta Circular Núm. 15-2008-2009 y cualquier otra disposición que esté en conflicto, parcial o totalmente con las normas aquí establecidas.

Cordialmente,


Jesús M. Rivera Sánchez, Ed. D.
Secretario Interino

Appendix B: Anonymous Socio-Demographic Questionnaire

Instructions: Read each question carefully. After reading, please answer each question accordingly.

Demographic

1. Sex: Female Male
2. Age:
3. Grade:
4. Where were you born? PR USA Other:
5. What town do you live in?
6. Where was your father born?
7. Where was your mother born?
8. Have you ever lived anywhere in the U.S. besides PR? Yes No

Educational History

9. Did you attend pre-school? Yes No
10. If so, what kind of pre-school? Public Private
11. Where did you attend elementary school? PR USA Other
12. What type of elementary school did you attend? Public Private
13. Have you ever attended a bilingual school (private or public)? Yes No

Social Demographics (you may choose both answer if applicable)

14. What language do you mostly use at home? Spanish English
15. What language do you mostly use with friends? Spanish English
16. What language do you mostly use at school? Spanish English
17. In what language do you like to hear music? Spanish English
18. In what language do you like to read? Spanish English
19. In what language do you like to watch TV? Spanish English
20. In what language do you like to watch movies? Spanish English
21. Do you speak English? Yes No
22. Do you understand spoken English? Yes No
23. Do you read in English? Yes No
24. Do you understand when reading in English? Yes No
25. Do you write in English? Yes No

Appendix C: Anonymous Attitude Questionnaire

Instructions: Read each question carefully. After reading, please answer each yes/no question by marking your answer with an "X".

Part I. Closed Questions

- 1. Did you like the lessons? Yes No
- 2. Did you know what cognates were before these lessons? Yes No
- 3. Do you now understand what cognates are? Yes No
- 4. Did you like learning about cognates? Yes No
- 5. Do you think this lesson helped you better understand English? Yes No
- 6. Did you like the reading selection used in this lesson? Yes No
- 7. Did you like the activities done BEFORE the reading? Yes No
- 8. Did you like the activities done DURING the lessons? Yes No
- 9. Did you like the activities done AFTER the reading? Yes No

Part II. Rating Scale

Instructions: Read each question carefully. After reading, please circle one of the five possible answers. If you have anything else you would like to say in reference to what is being asked, please write in the "comment" section.

- 1. How did you feel about learning English BEFORE the lessons?

5 – very good 4 – good 3 – the same as usual 2 – bad 1 – very bad

Comment: _____

- 2. How did you feel about learning English DURING the lessons?

5 – very good 4 – good 3 - the same as usual 2 - bad 1- very bad

Comments: _____

- 3. How do you feel about learning English AFTER the lessons?

5 – very good 4 – good 3 – the same as usual 2 – bad 1 – very bad

Comments: _____

Appendix D: Institutional Review Board Letter of Authorization to Conduct Study



Comité para la Protección de los Seres Humanos en la Investigación
CPSHI/IRB 00002053
Universidad de Puerto Rico – Recinto Universitario de Mayagüez
Decanato de Asuntos Académicos
Call Box 9000
Mayagüez, PR 00681-9000



15 de diciembre de 2011

Sa. Stephanie Sánchez Belén
Bo. Maginas
Calle Flamboyán #133
Sabana Grande, PR 00637

Estimada Sa. Sánchez Belén:

El Comité para la Protección de los Seres Humanos en la Investigación (CPSHI) consideró su Solicitud de Revisión corregida, así como los anejos, incluyendo las cartas rescritas de Consentimiento Informado y de Asentimiento para su proyecto de investigación, titulado *The creation and field testing of a teaching unit focused on Spanish and English cognates with a seventh grade class in PR. A world English perspective*, como cumplimiento parcial de los requisitos del grado de Maestría en Educación en Inglés y la autoriza a realizarla.

Esta aprobación es por un año, comenzando hoy, 15 de diciembre de 2011 y terminando el 14 de diciembre de 2012. Cualquier cambio o alteración a la documentación deberá ser notificada al Comité.

Con los mejores deseos para su investigación, queda de usted.

Atentamente,

Rosa F. Martínez Cruzado, Ph.D.
Presidente
CPSHI/IRB – RUM



**Universidad de Puerto Rico
Recinto de Mayagüez
Estudios Graduados
Departamento de Inglés**

Carta Informativa: Ayudante Especial III Distrito Cabo Rojo

1 de marzo de 2012

Srta. _____
Ayudante Especial III
Distrito Escolar de Cabo Rojo

Estimada (o) _____:

Reciba un cordial saludo. Mi nombre es la Sra. Stephanie Sánchez Belén. Actualmente soy estudiante Graduada del Departamento de Inglés de la Universidad de Puerto Rico, Recinto de Mayagüez. Como requisito para completar el grado de Maestría en Educación en Inglés debo realizar un proyecto de investigación (tesis). Mi investigación consiste en poner en práctica una unidad de enseñanza, creada por mí, titulada *The Creation and Field Testing of a Teaching Unit Focused on Positive Transfer of Spanish/English Cognates with a Group of 7th Graders in a Public School in Puerto Rico*.

La investigación tiene como objetivo determinar si la unidad de enseñanza creada tiene efecto en la cantidad de vocabulario que el estudiante puede aprender en inglés. La unidad de enseñanza cumple e incluye los estándares y expectativas establecidas por el Departamento de Educación de PR correspondiente al séptimo grado. Además, a través de la investigación deseo auscultar las actitudes (mediante el uso de un cuestionario anónimo) que presentan los estudiantes ante la unidad de enseñanza dada.

Es mi deseo hacer mi estudio investigativo con estudiantes del séptimo grado de la Escuela Segunda Unidad _____, del municipio de Sabana Grande. Es por esto que respetuosamente solicito su consentimiento a realizar mi investigación en dicha escuela. Como parte del proceso de investigación, la maestra regular de inglés de los estudiantes del séptimo grado de la Escuela Segunda Unidad _____, del municipio de Sabana Grande, la _____ será maestra colaboradora de la investigación a llevarse a cabo.

También deseo informarle que toda la información recopilada se mantendrá en estricta confidencialidad y se utilizará únicamente para propósitos de esta investigación.

Debe saber que usted no está obligada a consentir en dicha investigación y que los estudiantes del séptimo grado de la Escuela Segunda Unidad _____, ni la maestra (o) regular de inglés la Sra. _____, están obligados a participar de dicha investigación. Su consentimiento, la de los estudiantes y la maestra regular de inglés, debe ser completamente libre y voluntaria y no recibirán incentivo o compensación alguna por su consentimiento y/o participación.

También sepa que tanto usted, como los estudiantes y la maestra regular de inglés. Pueden tomar la decisión de no continuar consentimiento y/o participando en la investigación en cualquier momento, incluso si a ya la ha comenzado.

Adjunto, la carta de consentimiento, la cual le agradeceré lea cuidadosamente y de estar de acuerdo, firme.

Gracias por su cooperación al respecto

Cordialmente,

Stephanie Sánchez Belén
Maestra de Inglés/Investigadora
(787) _____

_____ Si acepto
_____ No acepto



**Universidad de Puerto Rico
Recinto Universitario de Mayagüez
Estudios Graduados
Departamento de Inglés**

Consentimiento Informado: Ayudante Especial III Distrito Escolar Cabo Rojo

1 de marzo de 2012

Srta. _____
Ayudante Especial III
Distrito Escolar de Cabo Rojo

Estimada _____:

Por este medio, respetuosamente solicito su consentimiento informado para llevar a cabo una investigación que desarrollaré, como parte de los requisitos para el grado de Maestría en Educación en Inglés de la Universidad de Puerto Rico, Recinto Universitario de Mayagüez. La información que se provee a continuación le ayudará a usted a tomar una decisión al respecto. Si tiene alguna pregunta o inquietud, por favor, consulte a mi persona.

El título de mi investigación es: *The Creation and Field Testing of a Teaching Unit Focused on Positive Transfer of Spanish/English Cognates with a Group of 7th Graders in a Public School in Puerto Rico* La investigación consiste de poner en práctica una unidad de enseñanza, creada por esta servidora, para determinar si tiene efecto en la cantidad de vocabulario que el estudiante puede aprender en inglés. La investigación cumple e incluye los estándares y expectativas establecidas por el Departamento de Educación de PR correspondiente al séptimo grado. Además, ausculta las actitudes (mediante el uso de un cuestionario) que presentan los estudiantes ante la unidad de enseñanza dada. Toda la información recopilada se mantendrá en estricta confidencialidad y se utilizará únicamente para propósitos de esta investigación.

De usted consentir a dicha investigación debe saber que los estudiantes del séptimo grado de la Escuela Segunda Unidad _____ deberán:

- a) asistir a la escuela como de costumbre
- b) tomar su clase de inglés como regularmente lo hace
- c) llenar un cuestionario anónimo socio-demográfico (le tomará 20 minutos leer y llenarlo)
- d) contestar un cuestionario anónimo sobre su actitud hacia la unidad de enseñanza (le tomará 20 minutos leer y llenarlo)
- e) tomar una prueba (que NO formará parte de su evaluación en la clase de inglés regular) al finalizar la unidad de enseñanza.

También, de usted consentir a dicha investigación debe saber que la maestra regular de inglés, la Sra. _____ deberá:

- a) asistir a su centro de trabajo como regularmente lo hace
- b) asistir al salón de la clase de inglés de séptimo grado como lo hace regularmente.
- c) colaborar y ayudar a los estudiantes al contestar un cuestionario anónimo sobre sus actitudes hacia la unidad de enseñanza dada
- d) de surgir la necesidad, atender a los estudiantes que decidan no participar en la investigación.

Esta investigación se desarrollará durante un período cinco días escolares (aproximadamente) como parte de la clase regular de inglés. El hecho de usted consienta a esta investigación, que la maestra regular de inglés sirva de maestra colaboradora y que los estudiantes participen, no perjudicará sus labores como Ayudante Especial III, maestra de inglés; ni perjudicará a los estudiantes del séptimo grado de la Escuela Segunda _____, respectivamente.

Riesgos de participar en el estudio:

El estudio se llevará a cabo en la sala de clases normal y no representa ningún riesgo para usted como Ayudante Especial III, a la maestra colaboradora, ni para los estudiantes. Su consentimiento debe ser libre y voluntaria, por lo cual, de consentir en que se lleve a cabo la investigación, deberá firmar este documento. Debe saber que su consentimiento no conlleva compensación, remuneración o incentivo alguno.

También deseo informarle que usted puede tomar la decisión de no consentir la investigación en cualquier momento, incluso si ya la ha comenzado, sin penalidad alguna.

Beneficios de participar en el estudio:

Los beneficios esperados del estudio para el estudiante son: Recopilar información sobre la cantidad de vocabulario que el estudiante pudo adquirir durante la unidad de enseñanza y auscultar su actitud hacia la unidad de enseñanza.

La información obtenida en la investigación, en términos de hallazgos, puede ser publicada en revistas científicas y profesionales, presentada en conferencias o ser utilizado con propósitos educativos solamente. Finalizada la investigación, los resultados estarán disponibles para su estudio en la Universidad de Puerto Rico, Recinto de Mayagüez en la Oficina de Estudios Graduados, en la Biblioteca General de la Universidad de Puerto Rico, Recinto de Mayagüez, en la División de Investigaciones Pedagógicas del Departamento de Educación, en el Comité para la Protección d Seres Humanos en la Investigación del Recinto de Mayagüez o a través de esta servidora.

Si tiene preguntas adicionales respecto a estos, puede comunicarse conmigo a mi celular (787) _____.

Se releva al Departamento de Educación de toda responsabilidad por cualquier reclamación que pueda surgir como consecuencia de la administración de los cuestionarios y las entrevistas en los grupos focales y de la información que se solicite y provea a través de los mismos.

El Departamento de Educación no se solidariza necesariamente con las opiniones o preferencias que puedan surgir por razón de esta investigación. El Departamento de Educación no se hace responsable de cualquier daño o reclamación producto del proceso de realización, o del resultado de la investigación, ya que la misma es una de naturaleza independiente, no auspiciada por el Departamento.

De acuerdo a la Carta Circular 5-2001-2002 cláusula # 6 la copia del consentimiento informado que firma el participante será archivado en la oficina del director escolar o dependencia del Departamento de Educación de Puerto Rico donde se realizó el estudio.

DOCUMENTACIÓN DE CONSENTIMIENTO INFORMADO

USTED ESTÁ TOMANDO UNA DECISIÓN VOLUNTARIA DE SI PARTICIPAR O COMO COLABORADORA EN LA INVESTIGACIÓN. SU FIRMA CERTIFICA QUE USTED HA TOMADO LA DECISIÓN DE PARTICIPAR HABIENDO LEÍDO Y ENTENDIDO LA INFORMACIÓN PRESENTADA.

TAMBIEN ESTA CONSIENTE QUE UNA VEZ COMENZADA LA INVESTIGACION, DE ASI DESEARLO, USTED PUEDE TOMAR LA DECISION DE NO PARTICIPAR MAS, SIN PENALIDAD ALGUNA.

SE LE ENTREGARÁ UNA COPIA DE ESTE CONSENTIMIENTO PARA QUE LO CONSERVE EN SUS ARCHIVOS.

Ayudante Especial III

Fecha

A MI JUICIO _____, AYUDANTE ESPECIAL III, ESTÁ TOMANDO UNA DECISION VOLUNTARIAMENTE Y SE ENCUENTRA EN CAPACIDAD LEGAL Y EN PLENO CONOCIMIENTO PARA PARTICIPAR EN LA INVESTIGACIÓN.

Sra. Stephanie Sánchez Belén
Maestra/Investigadora

Fecha



Estado Libre Asociado de Puerto Rico
DEPARTAMENTO DE EDUCACION
Distrito Escolar de Cabo Rojo

9 de marzo de 2012

Sr (a). *Stephanie Sánchez Belén*
Estudiante
Universidad de Puerto Rico
Recinto Universitario de Mayagüez.

Estimada señora Sánchez:

Recibimos su solicitud para realizar un proyecto de investigación. De acuerdo a la evidencia sometida el tema es: **"The creation and field testing of a teaching unit focused on Spanish and English cognates with a seventh grade class in PR. A world English perspective"**.

Procedimos a evaluar los documentos que nos fueron entregados. Una vez concluido ese proceso la estamos autorizando para realizar la misma.

Me permito recordarle que aunque usted sometió los documentos requeridos, es necesario que se cumpla con los Reglamentos y las Leyes aplicables para proteger y salvaguardar los derechos de los estudiantes y del personal, la seguridad de éstos; así como la confidencialidad de las respuestas y los expedientes. Además, debe cumplir con:

a. El inciso #10 de la página cuatro de la Carta Circular 5-2001-2002 y que establece lo siguiente:

"Durante inicio y final de semestre académico, períodos de informes y Pruebas Sistemáticas, no se autorizarán visitas a las escuelas con el propósito de entrevistar, o encuestar estudiantes, maestros y directores de escuelas."

b. El inciso #9 del memorando emitido por el Dr. César A. Rey el 22 de octubre de 2001 (cuyo tema es: Aspectos a considerar en torno a la implantación de la Carta Circular 5-2001-2002) y que indica:

"Las autorizaciones se expedirán para que los (as) investigadores puedan realizar las investigaciones en el periodo lectivo. En los casos en que los (as) solicitantes sean empleados (as) del Departamento de Educación y esta gestión sea una de carácter personal, que responda a un requisito para obtener un grado universitario, el tiempo que utilicen para administrar los instrumentos de investigación o realizar trámites relacionados, será con cargo a su balance acumulado por días de vacaciones. Así deberá constar, por escrito, en la autorización que se les expida".

El mismo memorando dispone que "Las autorizaciones para llevar a cabo investigaciones se expedirán por un año". Por lo tanto, usted dispondrá de ese tiempo para realizar el mismo.

Le deseamos mucho éxito.

Cordialmente,

Ayudante Especial III/
Distrito Escolar de Cabo Rojo

Appendix F: Informed Consent Forms for School Director



**Universidad de Puerto Rico
Recinto Universitario de Mayagüez
Estudios Graduados
Departamento de Inglés**

(le tomará aproximadamente 20 minutos leer y firmar este documento)

20 de marzo de 2012

A: Sr. _____
Superintendente Auxiliar en Destaque
Encargado de Escuela Segunda Unidad

De: Stephanie Sánchez Belén
Maestra de Inglés Nivel Secundario
Escuela _____

Asunto: Petición de autorización para una investigación académica en su escuela

Estimado _____

Mi nombre es la Sra. Stephanie Sánchez Belén. Actualmente soy maestra de inglés en la escuela intermedia _____ en el Programa _____ I. También soy estudiante de estudios graduados en la Universidad de PR, Recinto de Mayagüez. Como requisito para completar mi grado de maestría en Educación en Inglés debo llevar a cabo un estudio investigativo (tesis).

Para cumplir con este requisito y como parte de mi investigación, crearé una unidad de enseñanza titulada *The Creation and Field Testing of a Teaching Unit Focused on Positive Transfer of Spanish/English Cognates with a Group of 7th Graders in a Public School in Puerto Rico*

La investigación consiste de poner en práctica esta unidad de enseñanza, creada por esta servidora, para determinar si tiene efecto en la cantidad de vocabulario que el estudiante puede aprender en inglés. Además, ausculta las actitudes (mediante el uso de un cuestionario anónimo) que presentan los estudiantes ante la unidad de enseñanza dada. La unidad de enseñanza ha sido

desarrollada cumpliendo con los estándares y expectativas establecidos por el programa académico de inglés del Departamento de Educación.

Es mi deseo hacer mi estudio investigativo con estudiantes del séptimo grado, por lo cual respetosamente solicito me autorice a hacerla en su escuela con los estudiantes del séptimo grado de la Sra. _____.

Ni usted, ni la _____, ni los estudiantes recibirán incentivo alguno como parte de su participación libre y voluntaria en esta investigación. Si en algún momento usted, la Sra. _____ o algún estudiante desean retirarse de esta investigación lo pueden hacer en cualquier momento, inclusive si ya ha comenzado, sin penalidad alguna.

También deseo informar, que de autorizar la investigación, por este medio relevo de toda y cualquier responsabilidad al Departamento de Educación de PR de cualquier reclamación que pueda surgir como parte de esta investigación.

Gracias anticipadas por contar con su cooperación y autorización.

Cordialmente,

Stephanie Sánchez Belén
Maestra de Inglés/Investigadora
Tel: _____

_____ Autorizo a llevar a cabo el estudio
_____ No Autorizo a llevar a cabo el estudio

Vo. Bo. _____

P.D. Adjunto copia de la autorización de la Ayudante Especial III del Distrito Escolar de Cabo Rojo _____ para llevar a cabo la investigación.

Nota: Esta petición de autorización de investigación relevo al Departamento de Educación de toda responsabilidad por cualquier reclamación que pueda surgir como consecuencia de la administración de la unidad, los cuestionarios y de la información que se solicita y provea a través de los cuestionarios.

Appendix G: Informed Consent Forms for Regular/Homeroom English Teacher



**Universidad de Puerto Rico
Recinto de Mayagüez
Estudios Graduados
Departamento de Inglés**

(le tomará aproximadamente 20 minutos leer y firmar este documento)

Carta de Presentación a Maestra Colaboradora

20 de marzo de 2012

Sra. _____
Maestra de Inglés / Nivel Intermedio
Escuela Segunda Unidad _____
Sabana Grande, P.R.

Estimada Sra. _____:

Reciba un cordial saludo. Mi nombre es la Sra. Stephanie Sánchez Belén. Actualmente soy estudiante Graduada del Departamento de Inglés de la Universidad de Puerto Rico, Recinto de Mayagüez. Como requisito para completar el grado de Maestría en Educación en Inglés debo realizar un proyecto de investigación (tesis). Mi investigación consiste en poner en práctica una unidad de enseñanza, creada por mí, titulada *The Creation and Field Testing of a Teaching Unit Focused on Positive Transfer of Spanish/English Cognates with a Group of 7th Graders in a Public School in Puerto Rico*

La investigación tiene como objetivo determinar si la unidad de enseñanza creada tiene efecto en la cantidad de vocabulario que el estudiante puede aprender en inglés. La unidad de enseñanza cumple e incluye los estándares y expectativas establecidas por el Departamento de Educación de PR correspondiente al séptimo grado. Además, a través de la investigación deseo auscultar las actitudes (mediante el uso de un cuestionario anónimo) que presentan los estudiantes ante la unidad de enseñanza dada.

Es mi deseo hacer mi estudio investigativo con estudiantes del séptimo grado, por lo cual respetuosamente solicito me autorice a hacerla con sus estudiantes de dicho grado. Es por esto que respetuosamente solicito su consentimiento a realizar mi investigación en su salón de clases y con sus estudiantes del séptimo grado.

También deseo informarle que toda la información recopilada se mantendrá en estricta confidencialidad y se utilizará únicamente para propósitos de esta investigación.

Debe saber que ni usted ni sus estudiantes están obligados a participar de dicha investigación. Su participación, y la de sus estudiantes, debe ser completamente libre y voluntaria y no recibirán incentivo o compensación alguna por su participación. También sepa que tanto usted, como sus estudiantes, pueden tomar la decisión de no continuar participando en la investigación en cualquier momento, incluso si a ya la ha comenzado.

Adjunto la carta de consentimiento, la cual le agradeceré lea cuidadosamente y de estar de acuerdo, firme y copia de la autorización de investigación de la Ayudante Especial III, _____ del Distrito Escolar de Cabo Rojo.

Gracias por su cooperación al respecto

Cordialmente,

Stephanie Sánchez Belén
Maestra de Inglés/ Investigadora

Firma: _____

_____ Si Acepto

Sra. _____

_____ No Acepto



**Universidad de Puerto Rico
Recinto Universitario de Mayagüez
Estudios Graduados
Departamento de Inglés**

(le tomará aproximadamente 20 minutos leer y firmar este documento)

Consentimiento Informado a Maestra Colaboradora de Investigación

Sra. _____
Maestra de Inglés / Nivel Intermedio
Escuela Segunda Unidad _____
Sabana Grande, P.R.

Estimada Sra. _____:

Por este medio le invito a servir de maestra colaboradora en la investigación que desarrollaré, como parte de los requisitos para el grado de Maestría en Educación en Inglés de la Universidad de Puerto Rico, Recinto Universitario de Mayagüez.

La información que se provee a continuación le ayudará a usted a tomar una decisión al respecto. Si tiene alguna pregunta o inquietud, por favor, consulte a mi persona.

El título de mi investigación es: *The Creation and Field Testing of a Teaching Unit Focused on Positive Transfer of Spanish/English Cognates with a Group of 7th Graders in a Public School in Puerto Rico* La investigación consiste de poner en práctica una unidad de enseñanza, creada por esta servidora, para determinar si tiene efecto en la cantidad de vocabulario que el estudiante puede aprender en inglés. La investigación cumple e incluye los estándares y expectativas establecidas por el Departamento de Educación de PR correspondiente al séptimo grado. Además, ausculta las actitudes (mediante el uso de un cuestionario) que presentan los estudiantes ante la unidad de enseñanza dada. Toda la información recopilada se mantendrá en estricta confidencialidad y se utilizará únicamente para propósitos de esta investigación.

De usted participar como colaboradora en la investigación deberá:

- a) asistir al salón de la clase de inglés de séptimo grado como lo hace regularmente.
- b) colaborar y ayudar a los estudiantes al contestar un cuestionario anónimo sobre sus actitudes hacia la unidad de enseñanza dada
- c) de surgir la necesidad, atender a los estudiantes que decidan no participar en la investigación.

Esto se desarrollará durante un período de tres semanas (aproximadamente) como parte de la clase regular de inglés y el hecho de que usted participe como maestra colaboradora no afectará su ejecución como maestra de inglés, ni perjudicará a los estudiantes que usted atiende regularmente.

Riesgos de participar en el estudio:

El estudio se llevará a cabo en la sala de clases normal y no representa ningún riesgo para usted como maestra colaboradora, ni para los estudiantes. Su participación debe ser libre y voluntaria, por lo cual, de estar de acuerdo a participar en la investigación, deberá firmar este documento. Debe saber que su participación no conlleva compensación, remuneración o incentivo alguno.

También deseo informarle que usted puede tomar la decisión de no continuar participando en la investigación en cualquier momento, incluso si ya la ha comenzado, sin penalidad alguna.

Beneficios de participar en el estudio:

Los beneficios esperados del estudio para el estudiante son: Recopilar información sobre la cantidad de vocabulario que el estudiante pudo adquirir durante la unidad de enseñanza y auscultar su actitud hacia la unidad de enseñanza.

La información obtenida en la investigación, en términos de hallazgos, puede ser publicada en revistas científicas y profesionales, presentada en conferencias o ser utilizado con propósitos educativos solamente. Finalizada la investigación, los resultados estarán disponibles para su estudio en la Universidad de Puerto Rico, Recinto de Mayagüez en la Oficina de Estudios Graduados, en la Biblioteca General de la Universidad de Puerto Rico, Recinto de Mayagüez, en la División de Investigaciones Pedagógicas del Departamento de Educación, en el Comité para la Protección d Seres Humanos en la Investigación del Recinto de Mayagüez o a través de esta servidora.

Si tiene preguntas adicionales respecto a estos, puede comunicarse conmigo a mi celular

Se releva al Departamento de Educación de toda responsabilidad por cualquier reclamación que pueda surgir como consecuencia de la administración de los cuestionarios y las entrevistas en los grupos focales y de la información que se solicite y provea a través de los mismos.

El Departamento de Educación no se solidariza necesariamente con las opiniones o preferencias que puedan surgir por razón de esta investigación. El Departamento de Educación no se hace responsable de cualquier daño o reclamación producto del proceso de realización, o del resultado de la investigación, ya que la misma es una de naturaleza independiente, no auspiciada por el Departamento.

De acuerdo a la Carta Circular 5-2001-2002 cláusula # 6 la copia del consentimiento informado que firma el participante será archivado en la oficina del director escolar o dependencia del Departamento de Educación de Puerto Rico donde se realizó el estudio.

DOCUMENTACIÓN DE CONSENTIMIENTO INFORMADO

USTED ESTÁ TOMANDO UNA DECISIÓN VOLUNTARIA DE SI PARTICIPAR O NO COMO COLABORADORA EN LA INVESTIGACIÓN. SU FIRMA CERTIFICA QUE USTED HA TOMADO LA DECISIÓN DE PARTICIPAR HABIENDO LEÍDO Y ENTENDIDO LA INFORMACIÓN PRESENTADA.

TAMBIEN ESTA CONSIENTE DE QUE UNA VEZ COMENZADA LA INVESTIGACION, DE ASI DESEARLO, USTED PUEDE TOMAR LA DECISION DE NO PARTICIPAR MAS SIN PENALIDAD ALGUNA.

SE LE ENTREGARÁ UNA COPIA DE ESTE CONSENTIMIENTO PARA QUE LO CONSERVE EN SUS ARCHIVOS.

Maestra colaboradora

Fecha

A MI JUICIO LA SRA. _____ ESTÁ TOMANDO UNA DECISIÓN VOLUNTARIAMENTE Y SE ENCUENTRA CON LA CAPACIDAD LEGAL Y EN PLENO CONOCIMIENTO PARA PARTICIPAR EN LA INVESTIGACIÓN.

Sra. Stephanie Sánchez Belén
Maestra/Investigadora

Fecha

Appendix H: Informative Letter for Parents and/or Legal Guardians



**Universidad de Puerto Rico
Recinto de Mayagüez
Estudios Graduados
Departamento de Inglés**

(le tomará aproximadamente 20 minutos leer y firmar este documento)

Carta Informativa para Padres, Madres y/o Encargados

20 de marzo de 2012

Padres, Madres y/o Encargado/a de estudiantes de séptimo grado
Escuela Segunda Unidad

Sabana Grande, P.R.

Estimados padres:

!Saludos! Mi nombre es la Sra. Stephanie Sánchez Belén. Soy maestra de inglés y a la vez estudiante graduada del Programa de Maestría en Educación en Inglés del Departamento de Inglés de la Universidad de Puerto Rico, Recinto de Mayagüez. Como parte de los requisitos para obtener el grado de Maestría en Educación en Inglés debo llevar a cabo un proyecto de investigación.

Por tal motivo deseo solicitar su consentimiento informado (autorización) para que su hijo/a pueda participar en mi proyecto de investigación titulado: *The Creation and Field Testing of a Teaching Unit Focused on Positive Transfer of Spanish/English Cognates with a Group of 7th Graders in a Public School in Puerto Rico*

De usted, como padre/madre y/o encargado, consentir con la participación de su hijo/a en esta investigación deberá saber que su hijo/a:

1. Tomará la clase de inglés como regularmente lo hace
2. Contestará un cuestionario anónimo socio-demográfico (le tomará 20 minutos leer y llenarlo)
3. Contestará un cuestionario anónimo de actitudes hacia la unidad de enseñanza (le tomará 20 minutos leer y llenarlo)

La investigación consiste de poner en práctica una unidad de enseñanza creada por esta servidora, para determinar si tiene efecto en la cantidad de vocabulario que el estudiante puede aprender en inglés. Además, ausculta las actitudes (mediante el uso de un cuestionario anónimo) que presentan los estudiantes ante la unidad de enseñanza dada.

La unidad de enseñanza cumple e incluye los estándares y expectativas establecidas por el Departamento de Educación de PR correspondiente al séptimo grado.

Toda la información recopilada se mantendrá en estricta confidencialidad y se utilizará únicamente para propósitos educativos de esta investigación en particular. De ninguna manera las notas de su hijo/a se afectarán.

Usted debe saber que de autorizar a su hijo/a a participar en esta investigación usted ni su hijo recibirá compensación o incentivo alguno.

También deseo informarle que usted puede tomar la decisión de que su hijo/a no continúe participando en la investigación en cualquier momento, incluso si su hijo/a ya ha comenzado a participar, sin penalidad alguna.

Adjunto la carta de consentimiento, la cual le agradeceré lea cuidadosamente, marque si desea que su hijo/a participe o no de la investigación y firme.

Gracias por su cooperación al respecto.
Cordialmente,

Sra. Stephanie Sánchez Belén
Maestra / Investigadora
Teléfono_____



**Universidad de Puerto Rico
Recinto de Mayagüez
Estudios Graduados
Departamento de Inglés**

(le tomará aproximadamente 20 minutos leer y firmar este documento)

Hoja de Consentimiento Informado de Padres, Mares y/o Encargados

20 de marzo de 2012

Estimados padres, madres y/o encargados:

Por este medio le invito a que de su consentimiento informado (autorización) libre y voluntariamente a que su hijo(a) _____ participe en la investigación que desarrollaré, como parte de los requisitos de mis estudios graduados en la Universidad de Puerto Rico, Recinto de Mayagüez. El título de la investigación es *The Creation and Field Testing of a Teaching Unit Focused on Positive Transfer of Spanish/English Cognates with a Group of 7th Graders in a Public School in Puerto Rico*. A continuación le proveo información que le ayudará a usted como madre, padre o encargado a tomar una decisión al respecto.

Estoy solicitando su consentimiento informado para que su hijo/a pueda participar de esta investigación ya que es elegible para participar dado el caso de que actualmente cursa el 7mo grado en la Escuela Segunda Unidad _____ de Sabana Grande y es el grupo con el cual deseo y puedo hacer la investigación.

El propósito de esta investigación es poner en práctica una unidad de enseñanza, creada por esta servidora, para determinar si tiene efecto en la cantidad de vocabulario que el estudiante puede aprender en inglés. En la unidad de enseñanza se utilizarán nuevas estrategias para enriquecer el aprendizaje de vocabulario en la clase de inglés para estudiantes de nivel intermedio. Además, ausculto las actitudes (mediante el uso de un cuestionario) que presentan los estudiantes ante la unidad de enseñanza dada.

La unidad de enseñanza creada cumple e incluye los estándares y expectativas establecidas por el Departamento de Educación de PR correspondiente al séptimo grado.

De dar su consentimiento informado, su hijo/a formará parte del grupo donde se pondrá en práctica esta unidad de enseñanza. De usted consentir con la participación de su hijo/a en la investigación debe conocer que su hijo/a deberá:

- f) asistir a la escuela como de costumbre
- g) tomar su clase de inglés como regularmente lo hace

- h) llenar un cuestionario anónimo socio-demográfico (le tomará 20 minutos leer y llenarlo)
- i) contestar un cuestionario anónimo sobre su actitud hacia la unidad de enseñanza (le tomará 20 minutos leer y llenarlo)
- j) tomar una prueba (que NO formará parte de su evaluación en la clase de inglés regular) al finalizar la unidad de enseñanza.

Esta investigación se llevará a cabo por un período de tres semanas (aproximadamente) como parte de su clase regular de inglés y el hecho de que usted determine que su hijo/a participe o no de la investigación, de ninguna manera afectará su nota.

Riesgos de participar en el estudio:

El estudio se llevará a cabo en la sala de clases normal y no representa ningún riesgo para su hijo/a. La participación de su hijo/a debe ser libre y voluntaria, por lo cual, de consentir que su hijo/a participe en la investigación, deberá firmar este documento. Usted debe saber que de autorizar a su hijo/a a participar en esta investigación usted ni su hijo recibirá compensación o incentivo alguno.

También deseo informarle que usted puede tomar la decisión de que su hijo/a no continúe participando de la investigación en cualquier momento, incluso si ya la ha comenzado, sin penalidad alguna.

Beneficios de participar en el estudio:

Los beneficios esperados del estudio para el estudiante son: Recopilar información sobre la cantidad de vocabulario que el estudiante pudo adquirir durante la unidad de enseñanza y auscultar su actitud hacia la unidad de enseñanza.

La información obtenida en la investigación, en términos de hallazgos, puede ser publicada en revistas científicas y profesionales, presentada en conferencias o ser utilizado con propósitos educativos solamente. Finalizada la investigación, los resultados estarán disponibles para su estudio en la Universidad de Puerto Rico, Recinto de Mayagüez en la Oficina de Estudios Graduados, en la Biblioteca General de la Universidad de Puerto Rico, Recinto de Mayagüez, en la División de Investigaciones Pedagógicas del Departamento de Educación, en el Comité para la Protección d Seres Humanos en la Investigación del Recinto de Mayagüez o a través de esta servidora.

Si tiene preguntas adicionales respecto a estos, puede comunicarse conmigo a mi celular (787) _____.

Se releva al Departamento de Educación de toda responsabilidad por cualquier reclamación que pueda surgir como consecuencia de la administración de los cuestionarios y las entrevistas en los grupos focales y de la información que se solicite y provea a través de los mismos.

El Departamento de Educación no se solidariza necesariamente con las opiniones o preferencias que puedan surgir por razón de esta investigación. El Departamento de Educación no se hace responsable de cualquier daño o reclamación producto del proceso de realización, o del resultado de la investigación, ya que la misma es una de naturaleza independiente, no auspiciada por el Departamento.

De acuerdo a la Carta Circular 5-2001-2002 cláusula # 6 la copia del consentimiento informado que firma el participante será archivado en la oficina del director escolar o dependencia del Departamento de Educación de Puerto Rico donde se realizó el estudio.

DOCUMENTACIÓN DE CONSENTIMIENTO INFORMADO

USTED ESTÁ TOMANDO UNA DECISIÓN VOLUNTARIA DE SI PERMITE O NO A SU HIJO(A) PARTICIPAR EN LA INVESTIGACIÓN. SU FIRMA CERTIFICA QUE USTED HA TOMADO LA DECISIÓN DE PERMITIR A SU HIJO(A) PARTICIPAR HABIENDO LEÍDO Y ENTENDIDO LA INFORMACIÓN PRESENTADA.

SE LE ENTREGARÁ UNA COPIA DE ESTE CONSENTIMIENTO PARA QUE LO CONSERVE EN SUS ARCHIVOS.

Autorizo

NO Autorizo

Firma del padre y/o encargado

Fecha

Nombre del estudiante

Fecha

A MI JUICIO EL PADRE/MADRE/ENCARGADO LEGAL ESTÁ VOLUNTARIAMENTE Y EN PLENO CONOCIMIENTO DE DAR EL CONSENTIMIENTO INFORMADO, ADEMÁS POSEÉ LA CAPACIDAD LEGAL DE DAR EL CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN LA INVESTIGACIÓN.

Sra. Stephanie Sánchez Belén
Maestra/Investigadora _____

Fecha

Appendix I: Students/Participants' Informative Letter and Consent Form



**Universidad de Puerto Rico
Recinto de Mayagüez
Estudios Graduados
Departamento de Inglés**

(le tomará aproximadamente 20 minutos leer y firmar este documento)

Carta Informativa y Hoja de Asentimiento para Estudiantes del 7mo grado de la Escuela _____

20 de marzo de 2012

Estimado estudiante del séptimo grado
de la Escuela Segunda Unidad

Sabana Grande, P.R.

Favor de leer detenidamente este documento. Luego, en la parte posterior, debes marcar si aceptas o no aceptas participar en esta investigación en el espacio correspondiente.

!Saludos! Mi nombre es la Sra. Stephanie Sánchez Belén. Soy maestra de inglés. También soy estudiante graduada del Programa de Maestría en Educación en Inglés del Departamento de Inglés de la Universidad de Puerto Rico, Recinto de Mayagüez. Para poder graduarme de maestría debo hacer una investigación (tesis).

El titular de mi investigation es The Creation and Field Testing of a Teaching Unit Focused on Positive Transfer of Spanish/English Cognates with a Group of 7th Graders in a Public School in Puerto Rico

Mi investigación se trata de poner en práctica una unidad de enseñanza creada por mí. Deseo hacer esto para determinar si la unidad de enseñanza tiene efecto en la cantidad de vocabulario que tú puedes aprender en inglés. Además, deseo saber tu opinión y tu reacción (mediante el uso de un cuestionario anónimo) hacia la unidad de enseñanza.

Debes saber que la unidad de enseñanza cumple e incluye los estándares y expectativas establecidas por el Departamento de Educación de PR correspondiente al séptimo grado para la materia de inglés.

Es por esto que solicito tu asentimiento informado (permiso) para participar en mi investigación. De asentir (estar de acuerdo) en participar en mi investigación debes saber que:

1. Tomarás la clase de inglés como regularmente lo haces
2. Contestarás un cuestionario anónimo socio-demográfico (le tomará 20 minutos leer y llenarlo)
3. Contestarás un cuestionario anónimo de actitudes hacia la unidad de enseñanza (le tomará 20 minutos leer y llenarlo)

Debes saber que tu decisión de participar es libre y voluntaria. Si estas de acuerdo en participar no recibirás notas, premios o dinero a cambio de tú participación.

Puedes retirarte en cualquier momento de la investigación, sin que sufra penalidad alguna. Si decides no formar más parte de la investigación, deberás comunicármelo para estar consciente de tu decisión.

Si no estas en acuerdo en participar en esta investigación, yo, como investigadora continuaré trabajando de forma regular con aquellos estudiantes que si desean ser parte de esta investigación. La Sra. _____ – maestra regular de inglés - te ofrecerá la clase de inglés como regularmente lo hace.

Cualquier información personal que obtenga para esta investigación se mantendrá bajo estricta confidencialidad. Tu nombre nunca se dará a conocer en ninguna publicación, a menos que tú así lo consientas.

Aquí la carta de asentimiento (permiso), la cual le agradeceré leas cuidadosamente, marque si estas o no de acuerdo en participar y firmes.

Gracias por su cooperación al respecto.
Cordialmente,

Sra. Stephanie Sánchez Belén
Maestra / Investigadora
Teléfono _____

Se releva al Departamento de Educación de toda responsabilidad por cualquier reclamación que pueda surgir como consecuencia de la administración de los cuestionarios y las entrevistas en los grupos focales y de la información que se solicite y provea a través de los mismos.

El Departamento de Educación no se solidariza necesariamente con las opiniones o preferencias que puedan surgir por razón de esta investigación. El Departamento de Educación no se hace responsable de cualquier daño o reclamación producto del proceso de realización, o del resultado de la investigación, ya que la misma es una de naturaleza independiente, no auspiciada por el Departamento.

De acuerdo a la Carta Circular 5-2001-2002 cláusula # 6 la copia del consentimiento informado que firma el participante será archivado en la oficina del director escolar o dependencia del Departamento de Educación de Puerto Rico donde se realizó el estudio.

Luego de leer esta carta, si tuvieras alguna pregunta relacionada con este estudio, puedes comunicarte conmigo Sra. Stephanie Sánchez Belén, persona a cargo de la investigación en la Escuela _____, al número telefónico 787-_____

ASENTIMIENTO INFORMADO (PERMISO) DE ESTUDIANTES DEL 7MO GRADO DE LA ESCUELA _____ SABANA GRANDE, PR

Yo _____ (nombre del/la estudiante) certifico que he leído la información y que mis preguntas han sido contestadas a mi entera satisfacción. Entiendo de qué se trata el estudio y el por qué se está realizando, por lo que voluntariamente acepto o rechazo en participar de la investigación titulada: *The Creation and Field Testing of a Teaching Unit Focused on Positive Transfer of Spanish/English Cognates with a Group of 7th Graders in a Public School in Puerto Rico*

_____ Acepto

_____ Rechazo

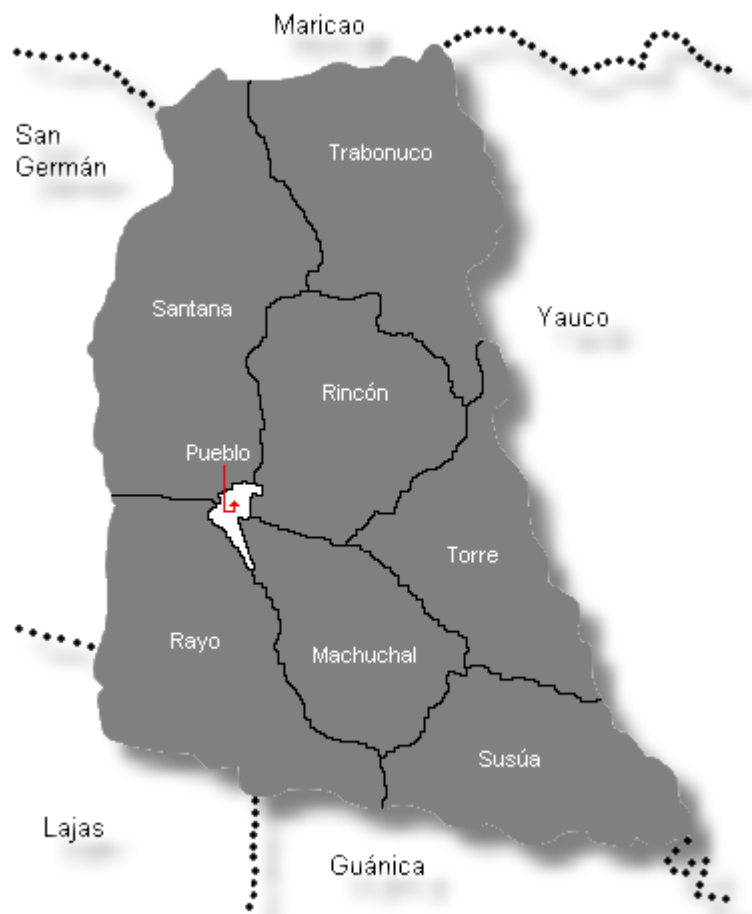
Firma del/la estudiante participante

Fecha

Stephanie Sánchez Belén – Investigadora

Fecha

Appendix J: Map of Sabana Grande



(Boricua OnLine) from:

http://boricuaonline.com/index.php?option=com_content&task=view&id=76&Itemid=73

Appendix K: Lesson Plan Template



**Department of Education
Commonwealth of Puerto Rico
Cabo Rojo School District
English Program**

DAILY PLANNING DOCUMENT:

Teacher: Mrs. Sánchez Belén

Grade: 7th

Date: _____

School: _____

Group: _____

Hour(s): _____

Theme/Topic/Unit: _____

Reading Selection: _____

Text Pages: N/A

General Strategy(*Select one*):

(*reading*) **Trilogy:** Before reading During reading After reading
 (*listening/speaking or writing*) **ECA:** Exploration Conceptualization Application

Reading Comprehension Strategy:	Cooperative Learning Strategy:	Subject Integration:
<input type="checkbox"/> Echo/Choral Reading <input type="checkbox"/> Answering Questions <input type="checkbox"/> Independent Reading <input type="checkbox"/> Monitoring Comprehension <input type="checkbox"/> Popcorn Reading <input type="checkbox"/> Summarizing <input type="checkbox"/> Read Aloud <input type="checkbox"/> Think Aloud <input type="checkbox"/> Silent Reading <input type="checkbox"/> Use of Technology <input type="checkbox"/> Whole Class Reading <input type="checkbox"/> Graphic/Semantic Organizers <input type="checkbox"/> Interdisciplinary Teaching	<input type="checkbox"/> Guided Reading (group according to levels) <input type="checkbox"/> Paired Reading (groups of 2) <input type="checkbox"/> Role Playing (dramatizing part or whole stories) <input type="checkbox"/> Response to Intervention (RTI) Other Complementary Strategies <input type="checkbox"/> Differentiated instruction (7-12 grades)	<input type="checkbox"/> Art <input type="checkbox"/> Physical Education <input type="checkbox"/> Health <input type="checkbox"/> Science <input type="checkbox"/> Library Skills <input type="checkbox"/> Social Studies <input type="checkbox"/> Math <input type="checkbox"/> Theatre <input type="checkbox"/> Music

Crosscutting / Transversal Theme:

Cultural Identity Civic and ethical education Education for peace
 Environmental education Technology and education Education for work

Grade Expectations (*main focus - select one*):

Standard #1: Listening and Speaking	Standard #2: Reading	Standard #3: Writing
<input type="checkbox"/> L/S 7.1 Listens and responds during a read aloud from a variety of fiction and to comprehend, generalize, relate to character and setting <input type="checkbox"/> makes connections to text. <input type="checkbox"/> L/S 7.2 Listens, responds, and analyzes complex instructions and statements <input type="checkbox"/> applies and clarifies instructions and directions <input type="checkbox"/> answers and formulates closed and open-ended questions. <input type="checkbox"/> L/S 7.3 Uses appropriate language structure to problem solve and to explain a process <input type="checkbox"/> interacts in discussions and presentations. <input type="checkbox"/> L/S 7.4 Applies correct language patterns to organize events in a variety of narrative texts <input type="checkbox"/> identifies problem and solution within presented literature. <input type="checkbox"/> L/S 7.5 Explains the main idea or topic <input type="checkbox"/> identifies important details from learned concepts or a read aloud in a variety of expository texts <input type="checkbox"/> applies sequence of events to summarize.	<input type="checkbox"/> R. 7.1 Analyzes the text, establishes purpose, recognizes author's purpose <input type="checkbox"/> distinguishes text features to enhance comprehension. <input type="checkbox"/> R. 7.2 Applies context clues, reference sources, and other vocabulary expansion strategies to assess word meaning using prior knowledge to relate to new meanings <input type="checkbox"/> uses prefixes, suffixes, and root words to determine the meaning of unfamiliar, multiple-meaning, and compound words. <input type="checkbox"/> R. 7.3 Distinguishes main character from supporting characters <input type="checkbox"/> compares and contrasts characters traits <input type="checkbox"/> describes and explains setting in fiction. <input type="checkbox"/> R. 7.4 Sorts and organizes relevant events <input type="checkbox"/> states cause and effect <input type="checkbox"/> makes connections, predictions and inferences and draws conclusions <input type="checkbox"/> states the problem and solution in fiction and nonfiction. <input type="checkbox"/> R. 7.5 Identifies and states fact and opinion <input type="checkbox"/> paraphrases and states main idea or topic <input type="checkbox"/> determines important details in narrative and expository texts. <input type="checkbox"/> R.7.6 Identifies imagery and elements of poetry.	<input type="checkbox"/> W. 7.1 Combines sentences and ideas by using simple transitional phrases <input type="checkbox"/> applies commas to correctly punctuate and construct sentences <input type="checkbox"/> distinguishes complete sentences from fragments and run-on sentences. <input type="checkbox"/> W. 7.2 Applies the parts of speech <input type="checkbox"/> identifies the subjects and objects in sentences <input type="checkbox"/> uses correct subject-verb agreement. <input type="checkbox"/> W. 7.3 Identifies elements in descriptive, narrative, expository, and persuasive forms of writing <input type="checkbox"/> uses a variety of sentence types to construct a paragraph <input type="checkbox"/> applies organizational patterns to construct narrative, descriptive, and expository paragraphs. <input type="checkbox"/> W. 7.4 Uses poetry and sensory elements to develop simple poems. <input type="checkbox"/> W. 7.5 Uses the writing process <input type="checkbox"/> applies prewriting strategies to generate ideas <input type="checkbox"/> uses the dictionary and thesaurus as an aid in the writing process <input type="checkbox"/> proof reads to identify errors in spelling, capitalization, and ending punctuation when prewriting, drafting, revising, and editing <input type="checkbox"/> writes a final draft.

Depth of Knowledge (*complexity of the activities*):

DOK 1- Recall (recognition of a fact, information, details, concept or procedure)

DOK 2- Basic application (of skills & concepts beyond recall -Two- steps)

DOK 3- Strategic thinking (reasoning, planning, using evidence, explaining, generalizing, connecting ideas, multi-step problems, decision making abstract)

DOK 4- Extended Thinking (Higher order thinking, design, analyze and synthesize info. from multiple sources, justify, explain, organize and interpret data, apply information from one text to another, compare and contrast literary features orally and written, investigation or application to real world and across content areas, edits, judge, verify)

Objectives: After completing the lesson, the student will:	ASSESSMENT (what the students will do by themselves to demonstrate mastery)
Conceptual: _____ _____	_____ _____
Procedural: _____ _____	_____ _____
Attitudinal: _____ _____	_____ _____

Reforming Strategy (*select one, if applies according to School PCE*):

Conceptual Development Reading Comprehension Cooperative Learning Curricular Integration Problem Based Learning

Activities (*what the teacher does to teach the concepts*):

INITIAL	DEVELOPMENT	CLOSURE
<input type="checkbox"/> Routine (greeting, attendance, date, weather) <input type="checkbox"/> Theme on board <input type="checkbox"/> Motivation/Purpose _____ <input type="checkbox"/> Activate background knowledge by: _____ <input type="checkbox"/> Brainstorm on: _____ <input type="checkbox"/> Imaginary trip <input type="checkbox"/> Pictures <input type="checkbox"/> Song <input type="checkbox"/> Review of previous lesson on : _____ _____ <input type="checkbox"/> Quick review on homework: _____ _____ <input type="checkbox"/> Other _____	Activities to explain, model and practice concept <input type="checkbox"/> Answering Questions <input type="checkbox"/> Collage <input type="checkbox"/> Comic strips <input type="checkbox"/> Debate <input type="checkbox"/> Discussion <input type="checkbox"/> Dramatization <input type="checkbox"/> Drawing <input type="checkbox"/> Grammar Skills <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Group Activity <input type="checkbox"/> Internet Activity <input type="checkbox"/> KWL Chart <input type="checkbox"/> Movie <input type="checkbox"/> Oral Report <input type="checkbox"/> Paired Work <input type="checkbox"/> Phonics – p. _____ <input type="checkbox"/> Practice WB – p. _____ <input type="checkbox"/> Poem Analysis <input type="checkbox"/> Practice on board <input type="checkbox"/> Quiz <input type="checkbox"/> Review for test/quiz <input type="checkbox"/> Sequence of Events <input type="checkbox"/> Story Elements <input type="checkbox"/> Show & Tell <input type="checkbox"/> Test <input type="checkbox"/> Vocabulary Activity <input type="checkbox"/> Word Search <input type="checkbox"/> Writing Explained activity(ies) selected: _____ _____ _____	<input type="checkbox"/> Clarification of doubts <input type="checkbox"/> Exercises to be completed on the board _____ <input type="checkbox"/> Game <input type="checkbox"/> Individual or group exercises of concept _____ <input type="checkbox"/> Input from the students (what was learned) <input type="checkbox"/> Input from the teacher <input type="checkbox"/> Other _____ _____ _____ _____

Materials:

audio CD bingo board charts computer dictionary flashcards games glossary Internet
 magazine movie newspaper notebook organizer photos picture picture dictionary play station
 power point presentation sentence strips textbook thesaurus transparencies TV/VCR/DVD Other _____

Teacher's reflection: _____

Observations: COMPU faculty meeting gas emanations homeroom teacher absent hurricane rainstorm workshop

Other: _____

Homework: _____

Practice
 Elaboration

Modifications for SES: Additional time for task Copied material Enlarged print Inclusion student Individual help Paired to peer
 Positive reinforcement Read to Resource classroom Sat near the board Sat near the teacher Simplified directions

Other: _____

Observations: _____