UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del trabajo de Titulación previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés

---

Theme: Cognate-Based Language Teaching and Vocabulary Learning

---

.

Author: Carvajal Álvarez Dayana Estefanía
Tutor: Lcdo. Mg. Sulca Guale Manuel Xavier

Ambato – Ecuador

2023

SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Manuel Xavier Sulca Guale, holder of the I.D No. 1802447548, in my capacity as supervisor of the Research dissertation on the topic: "Cognate-Based Language Teaching and Vocabulary Learning" investigated by Miss Dayana Estefanía Carvajal Álvarez with I.D No. 1850703107, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

…………………………………

Lcdo. Mg. Sulca Guale Manuel Xavier

I.D 1802447548

DECLARATION PAGE

I declare this undergraduate dissertation entitled "Cognate-Based Language Teaching and Vocabulary Learning" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

…………………………………………………

Carvajal Álvarez Dayana Estefanía

I.D. 1850703107

AUTHOR

Board of Examiners Approval Page

to the Directive Council of Facultad de Ciencias
Humanas y de la Educación

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "Cognate-Based Language Teaching and Vocabulary Learning" which is held by Dayana Estefanía Carvajal Álvarez undergraduate student from Pedagogía de los Idiomas Nacionales y Extranjeros, academic period April 2023 – September 2023, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, *August, 2023.*

REVISION COMMISSION

………………………………...   …..…………………………..
Lcda. Mg. Wilma Elizabeth Suárez Mosquera   Lcda. Mg. Elsa Mayorie Chimbo Cáceres
REVISER   REVISER

DEDICATION

TO:

To me, for the effort, time and dedication given. To my mother Verónica who has been the main inspiration of all my achievements. To my grandparents, who have been my second parents and have watched over my well-being my entire life. To all my uncles who have been a fundamental pillar for me, especially my uncle Mauricio who always motivates me to be better. To my siblings Melanie, Camila and Max for their support and love. To my life and love partner Alan, who has made my life easier. And to my daughter Emma, who is my motivation to grow every day.

Dayana.

ACKNOWLEDGEMENTS

First of all, I want to thank God for giving me the opportunity to achieve my goals. To my mother Verónica, for being my guide and who has given me all the necessary conditions to have a good life. To my grandmother Yolanda, who instilled in me all the values that make me what I am today. And finally, I would like to thank all my professors, who have been fundamental in my academic formation. Especially my tutor, who was patient with me, motivated me and guided me throughout this process.

Dayana.

TABLE OF CONTENTS

INDEX OF TABLES

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: "Cognate-Based Language Teaching and Vocabulary Learning"

AUTHOR: Dayana Estefanía Carvajal Álvarez

TUTOR: Lic. Mg. Manuel Xavier Sulca Guale

ABSTRACT

This current research determined the importance of learning vocabulary through the use of cognates. A total of 73 university students (26 males and 47 females), of the higher levels at Universidad Técnica de Ambato, were enrolled in descriptive research. The data were collected through a survey with 23 items on a Likert scale and 3 open-ended questions. It was validated with the coefficient Cronbach 's Alpha (0,898). Furthermore, the research was based on the following three research questions: What types of cognates do learners use when learning vocabulary? What are the strategies that learners use to learn vocabulary? What activities of Cognate-based language teaching are used to foster vocabulary learning? The results revealed that the types of cognates students used to learn vocabulary were exact cognates, partial cognates, false cognates, cognates with Latin and Greek roots and cognates with prefixes and suffixes. On the other hand, most of the students mentioned different strategies to learn vocabulary, among the strategies, were watching videos, using words every day and using them to write or speak about their own lives. Then the cognate-based activities students choose to learn vocabulary were cognates word families, use of cognates from the teachers during the class and cognate guessing game. Finally, it was evidenced that cognates are a very good tool for vocabulary learning, since they help students take advantage of their L1 to learn L2.

Keywords: Cognates, types of cognates, cognate-based language teaching, strategies, vocabulary learning.

UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

RESUMEN

La presente investigación determinó la importancia de aprender vocabulario a través del uso de cognados. Un total de 73 estudiantes universitarios (26 varones y 47 mujeres), de los niveles superiores de la Universidad Técnica de Ambato, participaron en la investigación descriptiva. Los datos fueron recolectados a través de una encuesta con 23 ítems en escala tipo Likert y 3 preguntas abiertas. Se validó con el coeficiente Alfa de Cronbach (0.898). Además, la investigación se basó en las siguientes tres preguntas de investigación: ¿Qué tipos de cognados usan los estudiantes cuando aprenden vocabulario? ¿Cuáles son las estrategias que utilizan los estudiantes para aprender vocabulario? ¿Qué actividades de enseñanza de idiomas basadas en cognados se utilizan para fomentar el aprendizaje de vocabulario? Los resultados revelaron que los tipos de cognados que los estudiantes usaban para aprender vocabulario eran cognados exactos, cognados parciales, cognados falsos, cognados con raíces del latín y griegas y cognados con prefijos y sufijos. Por otro lado, la mayoría de los estudiantes mencionaron diferentes estrategias para aprender vocabulario, entre las estrategias estaban ver videos, usar palabras todos los días y usarlas para escribir o hablar sobre sus propias vidas. Luego, las actividades basadas en cognados que los estudiantes escogieron para aprender vocabulario fueron familias de palabras cognadas, uso de cognados de los maestros durante la clase y juegos de adivinanzas cognados. Finalmente, se evidenció que los cognados son una muy buena herramienta para el aprendizaje de vocabulario, ya que ayuda a los estudiantes a aprovechar su L1 para aprender su L2.

Palabras clave: cognados, tipos de cognados, enseñanza de idiomas basada en cognados, estrategias, aprendizaje de vocabulario

<div align="center">**CHAPTER I**</div>

1.1. Research background

      The current study was supported by prior research and data that were obtained from different virtual libraries and online databases, including Google Scholar, Taylor & Francis Group, ResearchGate, among others. These sources were chosen because of their extensive collection of up-to-date books, journals, articles, papers, and documents. Finally, this research focused on crucial details about the importance of cognates-based language teaching strategy to teach and learn English vocabulary.

      Robinson et al. (2022) investigated the influence of language proficiency on the skills' transfer across cognitive-linguistic levels from L1 to L2 in bilingual preschool students. In addition, the research aims to improve the comprehension of transfer, because it is important to take into account the influence of language dominance. As a matter of fact, the data focuses on the analysis of different topics, for example, language proficiency which was analyzed with the help of a questionnaire, cognate effects which were assessed by performance on the Peabody Picture Vocabulary Test-Third Edition, and metalinguistic awareness examined by word manipulation and word swap tasks. On the whole, the results reflect that the transfer from a primary language to a less proficient secondary language occurs in preschoolers both at the linguistic and cognitive-linguistic level, potentially influenced by the level of proficiency in the second language.

      Cenoz et al. (2021) explained that pedagogical translanguaging or also known as planned instructional strategies is used mainly in a multilingual educational context. For this reason, the main objective of the research was to achieve cognate identification and cognate awareness, using a multilingual primary school as the population. Moreover, the data analysis was obtained through a questionnaire including sociodemographic data such as gender, age, and home language and an interview. In the end, the study analyzed exploratory data suggesting that incorporating all existing languages into a student's linguistic repertoire can facilitate language learning opportunities.

Briceño (2017) developed a comparative case study analysis about language transfer patterns (cognates, morphology, and contrastive analysis) in two elementary schools' dual immersion (DI) classrooms. The principal purpose was to use these practices to demonstrate similarities between Spanish and English. The observation of three months of classes and the monthly interviews with the teachers were used as the main tool to obtain the research data. All in all, the final results reflect that the use of cognates, morphology, and contrastive analysis could support second language acquisition, due to these practices helping linguistic strengthening and the production of intentional conversations about language in the DI classrooms.

Lubliner and Hiebert (2011) analyzed the cognates comparison between English and Spanish word frequency of students from upper elementary to secondary school levels. In addition, the aim was to recognize characteristics that could either assist or impede bilingual students in identifying cognates and cross-language transfer of vocabulary knowledge. The authors employed the comparative method to examine the corpora. The tools utilized in the study were two lists: The General Service List (GSL) frequently written language words, and the Academic Word List (AWL) habitually selected words for their appearance across various content areas. The collected data were studied with three different analyses: a pattern analysis, a transparency analysis, and a frequency analysis. Finally, results revealed that both lists included a significant proportion of English-Spanish cognates. In addition, targeted instruction on cognates may confer a "cognate advantage" to Spanish-speaking students in comprehending academic English texts.

Otwinowska and Szewczyk (2019) researched a study about the factors that rule the knowledge of L2 words with orthographic neighbors in L1, which means the use of cognates and false cognates. This study was tested on 150 Polish students at the University of Warsaw. The objective was to assess the confidence of each cognate and non-cognates translation between Polish and English words. In addition, an analytical procedure was applied to differentiate cognates and false cognates through guessing. Nevertheless, the data was obtained through the application of a test about translated words and the level of confidence that each student had about their translation on a scale, finally, these data were statistically analyzed. In a nutshell, the results reflect that the capacity to acquire new words in a second language may be affected by the level of

similarity between languages, leading to the acquisition of cognates and false cognates through a guessing mechanism.

Theoretical Framework

Independent variable

Linguistics

Linguistics is the scientific study of language; this word was first used in the mid-19th century (Hamp et al., 2023) or is the discipline that describes the structure of language (Ratner & Gleason, 2004). Linguistics is needed in English language teaching because it helps teachers explain the English components and structures to the students. Every language has a system or linguistic rules that can be learned in terms of phonology, morphology, syntax, and semantics (Gultom, 2015). Researchers have been studying the application of linguistics to foreign language learning for many years, one example is the use of metaphors to learn vocabulary (Briggs, 2022).

Linguistics in language learning has some advantages, it attempts to advance scientific research of natural language, and it interacts with areas like cognitive psychology, computer science, and brain science. Linguistics emphasizes an interdisciplinary and open minded approach to language; dealing with the theoretical fields of linguistics (such as syntax, semantics, and phonology) and with the applied and experimental fields (such as first and second language acquisition, bilingualism and language impairments) (Bar-Ilan University, 2022). Furthermore, one of the most useful linguistic resources is the International Phonetic Alphabet (IPA) which can help learners to improve their pronunciation. Because a given letter can vary in sound between languages and dialects, the main job of the IPA chart is to standardize these sounds by giving each its own unique letter or symbol (Language Matters, 2018).

Linguistics has some benefits that help learners improve their knowledge in different branches. The main benefits of linguistics are interdisciplinary in nature. This means that it is not only used in languages, but also in early childhood development, psychology, and anthropological education. Apart from this, linguistics is not only the study of language, it also studies different aspects such as the evolution and historical context of language development, speech and memory. It also includes the structure and

meaning of spoken and written languages, as well as understanding the context in which certain words are used (McQuerrey, 2018). Additionally, Webb (2018) mentioned that Linguistics is a beneficial tool, because it gives to the students the opportunity to learn how speech and sound work, how sentences are structured, the power struggle in open discourse, how people convey meanings in speech writing and how people have the ability to learn multiple languages.

Psycholinguistics

Psycholinguistics is the discipline that investigates and describes the psychological processes that make it possible for humans to master and use language (Ratner & Gleason, 2004), psycholinguistics is part of the field of cognitive science (Nordquist, 2019). Psycholinguistic approaches in the field of language teaching are used as the basic theories in developing language teaching methods. Psycholinguistic approach views learning as a cognitive individual process happening within the individual and then moves to the social dimension (Purba, 2018).

Psycholinguistics helps to study the psychological factors involved in language learning. It focuses essentially on the application of language and real communication. The developmental psycholinguistics is important, because it is related to language acquisition, both first language (L1) and second language (L2) acquisition. Developmental Psycholinguistics evaluates phonological, semantic and syntactic acquisition, process by stages, gradual and integrated (Purba, 2018). Moreover, there are different strategies, such as the natural method, whole physical response methods, and suggested contemporary methods, which are founded on the theory of the psycholinguist. These methods use psychological concepts, like learning the first or second language, learning a language (linguistic perception), and language (second language learning). The perception of languages refers to hearing and reading, while the creation of languages refers to speaking and writing (Pozilova, 2021).

Some of the benefits that psycholinguistics can offer us is to understand that: Using critical periods allow people to learn a language better in people's younger periods; It is better to know a great deal of languages, it becomes easier to learn other foreign languages; Talking about grammar and structure, usually explicitly describing how the language works, can help speed up the learning and understanding process; The second

4

language will improve the first language and; Acquiring a large vocabulary is not enough (Briggs, 2022). Finally, another important insight from psycholinguistics is that the architecture of the monolingual and bilingual lexicon is very similar in the sense that they both get organized according to semantic and phonological relatedness (Bosma et al., 2022).

Translanguaging

The origins of translanguaging lie in Welsh bilingual education in the 1980s. 'Trawsieithu'—a Welsh term coined by Cen Williams, and later translated into English as 'translanguaging'—was constructed as a purposeful cross-curricular strategy for 'the planned and systematic use of two languages for teaching and learning inside the same lesson (Conteh, 2018). Into the bargain, translanguaging is known as the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential (García, 2009). In addition, translanguaging can be understood as planned instructional strategies used with a pedagogical purpose in a multilingual educational context. Due to, in pedagogical translanguaging the focus is on language integration and the use of resources from the whole linguistic repertoire to enhance language and content learning (Cenoz et al., 2021).

Translanguaging refers to the use of language unrestricted by language boundaries. They want to establish what is traditionally described as bilingual and multilingual usage as normative behavior (Sabino, 2018). In the field of learning, Bosma et al. (2022) affirmed that translanguage in the classroom supports the development of the bilingual lexicon by improving interlinguistic transfer. There are teaching strategies such as cognate facilitation that monolingual children like bilinguals benefit from, because they strengthen the mental connections between semantically and phonologically cognate words. For closely related languages, home language stimulation has the additional benefit of implicitly facilitating the transfer of cognate vocabulary. Explicit instruction on cognates could promote the development of cognate consciousness.

There are plenty of benefits of using translanguaging in a class. According to Panagiotopoulou et al., (2020) one of them is the educators feeling freed and encouraged to "regularly translate […] from a second language to a home language other than a

second language and vice versa", even keeping up the children's home language to support their "well-being, identity and language learning. Another benefit is facilitating communication and meaning-making. Bosma et al. (2022) considered facilitating the transfer of cognate vocabulary is considered as a benefit as well. Finally, translanguaging can make a student feel more comfortable and at ease in other ways. It shows students that their prior experience, knowledge, first language and background are respected and valued equally by those in their new environment (University of Louisiana Monroe, 2022).

Cognate-Based Language Teaching

The etymology of the word cognate is from the Latin COGNATUS (co- 'together' + gnatus, 'to be born') (Morán, 2014). Cognates are defined as vocabulary items in two different languages that are similar both orthographically and semantically (Solak & Cakir, 2012). Cognates are also defined as words in two languages that share a similar meaning, spelling, and pronunciation (Zoghi & Sahebkheir, 2014). In this regard, Cognate Linguistics and its approach to language acquisition are not based on theories or trends but on the already existing and frequently used cognate lexis and syntax shared by certain Germanic and Romance languages. Approaches and methods come and go, but the cognate nature of these languages has always been and will always be there (Morán, 2014).

The facilitating role of cognates in L2 learning has been examined at a psycholinguistic level, with Spanish-English bilinguals responding to L2 cognates faster. The cognate words activated L1 in addition to L2 lexical representation, accelerating activation and word recognition (Gulseker & Cakir, 2012). Just like the monolingual lexicon, the bilingual mental lexicon is organized according to semantic and phonological relatedness (Bosma et al., 2022). Cognates play a facilitating role in helping students gain a general understanding of texts (cognates and skimming). Cognates also play a role in the process of making successful predictions. Furthermore, cognate helps students to recall vocabulary in a big quantity and in a good quality (Morán, 2014).

The effect of cognates on bilingual people, the cognate facilitation effect was found to be available in languages that have the same root as English and Spanish, and even in languages that differ in spelling, such as Japanese and English According to

studies it was found that, even when the two languages did not share the same script, there was an activation of phonology between languages. Some research struggles to explain how cognates facilitate L2 vocabulary activation, reading, and listening comprehension (Gulseker & Cakir, 2012). This phenomenon is produced by a basic but crucial psycholinguistic principle on foreign language acquisition; the immediate and effortless recognition of linguistic input without engaging in any type of translation process (Morán, 2014).

Bosma et al. (2022) mentioned cognate comparison as one of the translanguage strategies where the teacher encourages children to actively compare vocabulary from different languages. The goal of this strategy is to enhance cognate awareness, that is, the skill to identify the cognate relationship between words in different languages, and, consequently, to enhance cross-linguistic transfer at the lexical level. On the other hand, Briceño (2017) mentioned cognate-recognition strategy is the suffix or word-ending generalizations that exist between English and Spanish. Thousands of English words can be transformed into their Spanish cognates by knowing a few rule-governed suffixes and word-ending rules. For example, English nouns ending in /–tion/ can be converted into Spanish cognates ending in /–ción/, as exemplified by the pair collaboration/colaboración. English adjectives possessing the ending /–ate/ become Spanish cognates having the /–ado/ending (e.g., delicate/delicado).

Just as important, there are plenty of benefits and advantages of cognate-based language teaching in vocabulary learning. To illustrate it, there are plenty of benefits for students. This is evidence that cognate knowledge gave students an advantage in vocabulary and that they used both sound and print to make the connection between the English and the Spanish words. Also, students could identify cognates with shared phonological and orthographic features more easily than more opaque cognates. The frequency of a term in Spanish also contributed to the identification of English cognates (Cenoz et al., 2021). Cognate facilitation effect is one of the benefits that bilingual students have, because it would already activate the correct meaning (Lemhöfer et al., 2018). This cognate facilitation effect demonstrated that word processing in one language is affected by other languages, supporting the idea of interacting lexicons and an integrated bilingual language system (Verreyt et al., 2013).

Researchers who study first and second language acquisition have found that students benefit from cognate awareness. Cognate awareness is the ability to use cognates in a primary language as a tool for understanding a second language (Zoghi & Sahebkheir, 2014). Findings revealed that students whose native languages share cognates with their second language have an advantage over speakers of languages that do not share cognates with a second language such as English. This is because they experience fewer language barriers (Kazemian, 2022). Also, the awareness of lexical and syntactic cognates in language teaching and learning, there is an immediate and permanent associative effect affecting most future language input and output, regardless of the approach or method being used (Morán, 2014).

There are disadvantages of cognate-based language teaching, especially considering bilingualism as a disadvantage (Runnqvist et al., 2011). Students could translate a false cognate from L2 into their L1, producing more errors than in the case of non–cognates words (Marecka et al., 2021). With false cognates, for the same reasons, the increasing L2 proficiency might sensitize learners to orthographic or phonological correspondences between false cognates and their less similar formal equivalents. This sensitivity to similarity might, paradoxically, negatively affect the learning of false cognates by more highly proficient L2 learners. The more similarity they spot, the more misleading some new false cognate forms might be for them (Otwinowska & Szewczyk, 2019). Finally, it is important to mention that, non-cognate translation equivalents only share a semantic representation, do not benefit from facilitator convergation spreading, and therefore are recognized slower (Verreyt et al., 2013).

All things considered, something important to mention is the different official word list of cognates. Based on the findings of Lubliner and Hiebert (2011) there are two main lists, the General Service List (GSL), which consists of words based on high frequency in written language overall. This list included 2,000 headwords (base words) that were identified as most useful to English learners because of their frequency and usefulness in written English. Additionally, the Academic Word List (AWL) consists of words chosen for their appearance in numerous content areas. This list was developed by Coxhead as a means of providing university students, who were learning English as a second language, with words that were critical in reading academic texts in a variety of

disciplines. Coxhead (2000) identified 570 headwords representing 3110 words not included in the GSL and likely to be found in academic texts.

Types of cognates

According to Morán (2014) cognates can be classified into different types. All of them are: exact cognates, partial cognates, real cognates, false cognates, cognates according to Latin roots, cognates according to Greek roots, cognates according to their prefixes, cognates according to their suffixes. Furthermore, Otwinowska and Szewczyk et. al (2019) mentions a classification that contains the 3 main categories cognates, non-cognate words and false cognates.

In the first-place exact cognates, identical cognates or perfect cognates are described as orthographically identical words which share the same meaning and have identical translation between L1 and L2 (Frances et al., 2021). There are some examples such as: actor, doctor, error, terror, animal, general, hospital, hotel, cruel, angel, terrible, visible, radio, audio, kilo, casino, piano, chocolate, mosquito, among others (Morán, 2014). Even orthographically exact cognates may sound very different in the two languages. For example, the word animal is spelled the same in both languages, but the English word is pronounced [an-uh-muhl] while the Spanish word is pronounced [ah-nee-mal]. Another example is the large group of cognates that end in /tion/ in English and /ción/ or /sión/ in Spanish. These words are orthographically similar, but the final syllable is pronounced [shuhn] in English and [see-ohn] (Lubliner & Hiebert, 2011).

Partial cognates share the same meaning for some, but not all contexts (Lefever et al., 2020). Partial cognates are those which differ by two or more letters (not necessarily consecutive): e.g., 'Conclude' [konˈkl̪uːd] / 'concluir' [konˈklwiɾ] and 'access' [ˈæksɛs] / 'acceder' [akˈse ð̞eɾ] (Aguinaga, 2017). A minimal level of similarity is also used to delimit the partial cognates. At least three of the same letters have to remain. For example, words as 'luxury' [ˈlʌkʃəɹi] and 'lujo' [ˈluχo]. Moreover, students encounter partial cognates that can be similar in sound but less so in spelling, e.g. 'peace' and 'paz'. There are three phonemes for each word, but there are three graphemes for the Spanish word and five for the English word (Lefever et al., 2017). There are more examples such as: perfect - perfecto, direct - directo, basic - básico, citric - cítrico, to visit - visitar, to limit

- limitar, to indicate - indicar, to eliminate - eliminar, famous - famoso, fabulous - fabuloso (Morán, 2014).

False cognates or better known as false friends, Lefever et al. (2017) explained that they are words which have a similar form but different meaning. A characteristic of this type of cognates is that they contribute to the notorious problem of source language interference for translators. Lubliner and Hiebert (2011) defined the term false cognate as often applied to any set of words that do not mean precisely the same thing in two languages, such as molest/molestar. It is because the Spanish word molestar descended directly from the Latin word molestare ("to bother or annoy") and retained the original meaning. The cognate equivalent "molests" entered English via Old French around the 12th century, gradually diverging from "molestare" and acquiring a deviant sexual connotation. In agreement with Morán (2014) there are examples such as: mayor in English is the head of a city; mayor in Spanish is older or higher. "Arena" in English is a coliseum; arena in Spanish is "sand". "Care" in English is carefulness; "cara" in Spanish is face.

More than 180,000 different words with Latin and Greek roots are included in different school texts and reading material. The majority of words are written in English, but they share Latin and Greek roots. These words are a powerful tool in unlocking new vocabulary and word meaning (Rasinski et al., 2008). There are cognates that share Latin roots, such as: dict = to say: dictate - dictar, diction - dicción, edict - edicto, dictator - dictador, didactic - didáctico (Morán, 2014), or the word "cursor" and a "race course" both come from the latin verb "curro" that means, "to run" (Rasinski et al., 2008). On the other hand, they are also cognate with Greek roots such as: dem = people: democracy - democracia, demography - demografía, endemic - endémico, demagogue - demagogo (Morán, 2014), in addition there are other examples such as: phobia (fear of), as in arachnophobia – the fear of spiders and micro (small), as in microscopic – so small it is hard to see (Peraki & Vougiouklaki, 2015).

Cognates according to their prefixes and suffixes are described as an academic standard in English, which helps students connect new words with the ones they know in Spanish, realizing that because they are composed with suffixes and prefixes they already know half of these words (Briceño, 2017). There are some examples acording to the use

of prefixes, such as: monocycle - monociclo, monochromatic - monocromático, monopoly - monopolio, monologue - monólogo, monogamy – monogamia (Morán, 2014). Therefore, plenty of examples with the use of suffixes: English adverbs ending in /-ly/ become the Spanish adverbs ending in /-mente/ (Briceño, 2017), globally - globalmente, frankly - francamente, logically - logicamente, obviously - obviamente, and legally - legalmente (Morán, 2017).

Non-cognate words are the ones which are similar semantically but not orthographically (Sánchez & García, 2005). These words do not share significant formal similarity with L1 words. It has been repeatedly demonstrated that bilinguals process, recognize and produce cognates faster than non–cognates in a variety of tasks, a phenomenon known as the cognate facilitation effect or the cognate advantage (Marecka et al., 2021). For example, the word "apple" in English, is proportional semantically to the word "manzana", but they are not orthographically the same (Robinson et al., 2022).

Cognate-Based language teaching activities

Some activities to introduce cognates in a class can be: Cognate Word Matching, where the teacher introduce the concept with an interactive activity where students pair the cognates in English and Spanish and respond with the meaning and a justification for each pair; Additionally, teachers may routinely sprinkle cognates throughout comments, questions, and stories. That allows the students to find a cognate. If students already know the meaning of a word in Spanish, this knowledge helps them to understand what they are reading in English (Butrón & McGregor, 2016). Cognate Word Hunt, is another activity to compare cognates using different texts in the native and target languages. Students will use their background knowledge and context clues to determine the meaning of each word (Aguinaga, 2017). Puzzle activities are designed to get students thinking, teachers could use puzzles with images in Spanish and English vocabulary to help students think more about the similarities (Garlock, 2020).

There are also other activities, such as: Cognate flashcards activity, this activity is developed as follows: flashcards are placed around the room to facilitate the students' visualization, they move to see the different cards and try to find the pair of each word in English with its equal in Spanish (Garlock, 2020). On the other hand, cognate word families have the idea of a systematic approach to vocabulary teaching and for deciding

the vocabulary load of texts. These criteria are applied to English affixes and its cognates. Word family consists of a base word and all its derived and inflected forms that can be understood by a learner without having to learn each form separately (Bauer & Nation, 1993). For example: use the word economía in Spanish and find its word family in English: economy, economist, economics (Spratt et al., 2011).

Finally, cognate guessing tasks, by contrast, participants have no prior knowledge of the target language, and whatever automatic lexical activation effects the stimuli may bring about are often buried under a thick layer of decision processes. The cognate guessing task was a paper-and-pencil task and consisted of four lists featuring words without context. These words have a translation-equivalent cognate, which could in principle render them intelligible to readers without prior competences in the target language (Vanhove & Berthele, 2015).

Dependent variable

English as a second language

ESL stands for English as a Second Language. People who study ESL speak other languages such as Spanish, Arabic, Chinese, or Swahili as their first or native language. However, they live in places where English is used as the first or native language, such as Australia, New Zealand, Canada, the United Kingdom and the United States (Gebhard, 2006). Traditionally, ESL teachers have one main goal, that is, to help English language learners achieve fluency in English. It means that ESL teachers work with students so that they can communicate more effectively in English, both orally and in writing (Nuñes, 2020). Consequently, ELL is an acronym for English language learners. The term refers to individuals who have limited proficiency in the English language and includes children and adults of all ages (Amanjuck, 2021).

As seen by Palomo (2018) there are plenty of benefits of studying English as a Second Language. This is evidenced by different points. One of the most important benefits is that the first language is improved, another is that ESL enhances networking skills, boosts communicative proficiency, improves functioning in other academic areas, it is easier to learn other languages, boosts students' creativity, builds-up self-confidence,

improves brain power, improves memory, and provides better career choices. Contrasting this based on the findings of Herbert (2022), there are more benefits, for example, learning English can help people get a better job, it can improve the communication skills, it can help learners understand other cultures, it can make traveling easier, it can give a competitive edge in school or college applications, and it could help people be able to enjoy more TV shows, movies, and books.

English language learning

Learning English is developing the ability to speak English contextually and acceptably according to the context and conditions and daily situations of students. Learning English is essential for today's generation to adapt to global communication, literature, media, and work in the present and future (Wendiyarti, 2022). Otherwise, a Teacher should play various roles such as Learner, Facilitator, Assessor, Manager and Evaluator. Before teaching the students, a teacher has to first place himself/ herself as a learner and think from the learners' perspective. In doing so, students can be captured with interest (Archana & Kumbakonam, 2016). On the other hand, the main goal of an English Language Learner (ELL) is to get proficient in English as quickly as possible. This allows ELL students to communicate effectively and integrate into classrooms and social settings (Hanson, 2023).

Along those lines the importance of learning English is described. There are some reasons, for example: English is the Language of International Communication, English gives access to more entertainment and more access to the Internet, English makes it easier to travel, and English can make people 'smarter' (ETS, 2020). Then again the importance is explained by the findings of Rumsey (2020) who argued that it is important to learn English because it is a global language, studying English can help people to get a job, with English, is more probably to study all over the world, English is the language of the media industry, it is the language of the Internet, it will help persons to understand other languages, traveling could be easier with a good knowledge of English, and learn more than just the language, learn the culture.

English vocabulary

Vocabulary (from the Latin for "name," also called word-stock, lexicon, and lexis) refers to all the words in a language that are understood by a particular person or group

of people (Nordquist, 2019). Vocabulary is a collection of words and phrases in a language that all of its speakers understand. The person uses these groups of words for effective communication. It forms an integral part of the child's reading process. Without the presence of vocabulary, children cannot convey English vocabulary (PlanetSpark, 2021). Finally, according to Merriam Webster Dictionary (2023) vocabulary is defined as a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined.

There are two main types of vocabulary: active and passive. An active vocabulary consists of the words that learners understand and use in everyday speaking and writing. Passive vocabulary is made up of words that are recognizable but not generally used in the course of normal communication (Nordquist, 2019). On the other hand, Planet Spark (2021) classified the different types of vocabulary based on spoken and written vocabulary. As a first example, there is reading vocabulary, this vocabulary refers to the words and letters students can recognize while reading texts. Then there is speaking vocabulary which comprises words people use while speaking. After that, there is Writing vocabulary, the type of vocabulary that represents the words students have to retain while writing. The last type of vocabulary is the listening vocabulary which comprises the words people understand through hearing, by adulthood, most people can remember almost 50000 words.

Benefits of English vocabulary, vocabulary matters because it helps people to improve reading comprehension, it is also important to language development, it helps students to communicate their ideas, it helps to express students themselves in writing, and a person's vocabulary level is the best single predictor of occupational success (Seifert, 2016). According to Om (2021) there are plenty of benefits of English Vocabulary such as: It makes writing and speech more beautiful, it gives breath and aesthetics to the words that flow when students are writing or speaking. Also, it helps learners write and speak concise and better sentences rather than longer and humdrum ones. It opens a vast landscape of new ideas. In addition, with every word that learners know, it has the potential to provide new ideas to form statements and speak and write more meaningful sentences. Finally, it boosts confidence while articulating.

Vocabulary learning

Vocabulary learning is the process by which people learn vocabulary in another language after the acquisition of the first language. L2 vocabulary acquisition is different from L1 vocabulary acquisition because an L2 learner has already developed a conceptual and semantic system linked to L1 (Wu, 2012). Learning vocabulary is one of the major most important concerns of the foreign language learning. Vocabulary learning demands the learners' competence in both theory and practice and it is a vital indication of language proficiency. In EFL learning without having adequate vocabulary knowledge, learners may not show the desired results in the language learning process and its competence (Khan et al., 2018). Vocabulary knowledge is the knowledge of a word that not only implies a definition, but also implies how that word fits into the world. People continue developing vocabulary throughout their lives, because words are powerful. Words open up possibilities, and that is what teachers want for all the learners (Stahl, 2005).

Something important to mention is the role of vocabulary learning in language learning. Some studies indicate that vocabulary size can be significantly associated with vocabulary rating. However, learners with large vocabulary sizes will not necessarily be able to produce lexically sophisticated L2 words during speech (Uchihara & Clenton, 2020). Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language. It is because vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication, apart of this, "lexical knowledge is central to communicative competence and to the acquisition of a second language" (Alqahtani, 2015). In a nutshell, vocabulary learning is an important part of language learning, for that reason, it plays different roles in the four main skills such as: speaking, reading, listening and writing.

The role of vocabulary is important in the speaking skill development and early literacy (Hill, 2012). On the other hand, identifies vocabulary as one of the unconstrained skills, meaning that it is a skill that students continue to develop over their lifespan (Paris, 2005). Many researchers indicate that real communication is a result of suitable and adequate vocabulary learning as compared with learning grammar rules only. However, most EFL students claim that they understand the new vocabulary items during the lecture but they tend to forget newly learned words after a short period of time. Perhaps this is

because of the lack of the opportunity to use these words in their conversation. It recommends the realization for the training of strategy in EFL classes to boost the process of vocabulary learning for the development of oral communication in and out of the language classrooms (Khan et al., 2018).

The role of vocabulary learning in reading skills is important, because English language learners (ELLs) who experience slow vocabulary development are less able to comprehend text at grade level than their English-only peers. Such students are likely to perform poorly on assessments in these areas and are at risk of being diagnosed as learning disabled (August et al., 2005). Otherwise, the crucial role of vocabulary knowledge in reading comprehension has been well recognized in first language (L1) situations and this also seems to be true in second language (L2) situations. Based on the results of some studies, it is suggested that students' vocabulary knowledge at the 2000 and 3000 word levels was directly correlated with their reading comprehension (Zhang & Anual, 2008). Plenty of unknown words, which learners encounter while reading, could cause difficulties in processing the text. The reading comprehension breakdowns experienced by students involve word recognition and lexical access (Moghadam et al., 2012).

The role of vocabulary learning in listening skills. Existing vocabulary knowledge specifically might also be expected to influence how much vocabulary is gained through spoken input, given that vocabulary breadth is positively correlated with listening proficiency. Learners with larger vocabulary sizes might go on to acquire more words from aural input because they comprehend more of the input in the first place. This has been found to be the case for studies of incidental learning through listening. Vocabulary learning during listening for meaning can be enhanced through a lexical focus-on-form approach (Zhang & Graham, 2020). Vocabulary knowledge is a prerequisite for listening comprehension, and listening can serve as a useful source for vocabulary acquisition. For that reason, the role of vocabulary knowledge in listening (their relationship, the vocabulary requirements for listening, and vocabulary recognition in listening can help with the acquisition of vocabulary from listening (Van Zeeland, 2013).

The role of vocabulary learning in writing skills. Writing is a complex process, involving the coordination of many high-level cognitive and meta-cognitive skills.

Cognitive models of writing emphasize the cognitive and linguistic resources writers need to compose quality text. One resource, long-term memory, helps explain how vocabulary may be used in the writing process. Vocabulary also is implicated in discourse knowledge because it is hypothesized to be a distinguishing feature of different genres of text (Olinghouse & Wilson, 2013). Hence, people cannot communicate in speech or writing without knowing and using words that convey the ideas that students want to express. This is true for all languages, native and foreign. In the native language, lexical growth is concomitant with their cognitive development and education by the time it is necessary to express complex ideas when the students have acquired the necessary lexis (Laufer, 2013).

The main components involved in effective ways of teaching vocabulary are the following: explicit teaching of appropriate vocabulary words, multiple exposures to same words in varying contexts (speaking/listening, reading, writing), explicit teaching of appropriate vocabulary words, working with a partner or small group to analyze words, story retelling using key vocabulary from texts, use of props or concrete objects to explain vocabulary, explicit discussion of comprehension together with vocabulary, finally ensuring vocabulary instruction is embedded across the curriculum (Sinatra, Zygouris-Coe & Dasinger, 2011). Otherwise, referring to the importance of explicit teaching of vocabulary to support students to become confident in a word's meaning and use in context so that it will become part of their own repertoire (Konza, 2016).

The role of vocabulary instruction and how to be taught. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date strategies and techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom (Alqahtani, 2015). It is best taught in the context of teaching conversation strategies and skills. By categorizing the types of expressions and observing the kinds of strategies that speakers in the Corpus use to manage and conduct conversations, it is possible to

construct a conversation syllabus that includes this vocabulary of conversation (McCarten, 2007).

Vocabulary learning strategies

There are plenty of strategies with which students can learn vocabulary quickly:

Metacognitive strategies consist of selective attention and self-initiation strategies. Selective attention strategies know which words are important for them to learn and are essential for adequate comprehension of a passage. Learners employing self-initiation strategies use a variety of means to make the meaning of vocabulary items clear (Ghazal, 2007). Make vocabulary learning personal. Materials should provide opportunities for students to use the vocabulary meaningfully, to say and write about themselves and their lives. Students should be encouraged to add vocabulary they want to learn, too. And if the experience of learning is also enjoyable. One note of caution is that personalization may be more appropriate for some students than others. In a large study of vocabulary learning strategies used by students at different ages, younger (junior high school) students found that personalization was less helpful to them than the older students in university and adult classes (McCarten, 2007).

Cognitive strategies in Gu and Johnson's taxonomy entail guessing strategies, skillful use of dictionaries and note-taking strategies. Learners using guessing strategies draw upon their background knowledge and use linguistic clues like grammatical structures of a sentence to guess the meaning of a word (Ghazal, 2007). Taking advantage of students' first language is one of the most practical, if the language shares cognates with English; because it ensures that ELLs know the meaning of basic words, and provides sufficient review and reinforcement (August et al., 2005). There is no doubt that the first language (L1) exerts a considerable influence on learning and using L2 vocabulary in a number of ways. In terms of learning burden, it is generally considered that, for learners whose L1 is closely related to the L2, the learning burden of most target words is light; for learners, whose L1 is not related to the L2, the learning burden is heavy (Wu, 2012). Vocabulary notebooks are materials which give space to personal learning logs, like vocabulary notebooks, encourage students to continue learning outside of class. Although learning logs are often recommended to be in loose-leaf folders or on cards and separate from the textbook, the course book can play a valuable role by offering guidance

in the form of different types of note-taking skills and learning tips, as well as providing organizing tools such as templates, grids, and charts. Very often students' vocabulary note-taking consists only of writing translations of single words in lists, but it can be varied than this, including labeling pictures and diagrams, completing charts and word webs, writing true sentences, creating short dialogues, and flashcards (McCarten, 2007).

Memory strategies are classified into rehearsal and encoding categories. Word lists and repetition are instances of rehearsal strategies. Encoding strategies encompass such strategies as association, imagery, visual, auditory, semantic, and contextual encoding as well as word structure (i.e., analyzing a word in terms of prefixes, stems, and suffixes) (Ghazal, 2007). Another strategy to learn vocabulary is to use videos to learn vocabulary. There is growing evidence that L2 learners pick up new words while viewing videos. Incidental learning after viewing an English documentary containing plenty of words and experiment that learning is moderated by participants' prior vocabulary knowledge and working memory. Students gain knowledge at the level of form and meaning recognition. Vocabulary knowledge was positively related to picking up new words from videos (Perez, 2020).

Activation strategies include those strategies through which the learners actually use new words in different contexts. For instance, learners may set sentences using the words they have just learned (Ghazal, 2007). Understanding of a word in context, allows learners to pay attention to the global meaning rather than on individual vocabulary items, pedagogical activities can be used alongside a focus on meaning to enhance the salience of items (Zhang & Graham, 2020). The importance of context in vocabulary learning is evident from two common-sense observations: What a word means often depends on the context in which it is used, and people pick up much of their vocabulary knowledge from context, apart from explicit instruction. An adequate representation of a person's knowledge of a word must include information about various aspects of the contexts in which it can be used, including the syntactic frames in which a word occurs, collocational possibilities, and stylistic level (Nagy, 1995). Everyday usage is another strategy. Materials can also provide students with ideas to activate and practice vocabulary in their everyday life, which is especially useful for students who live in non-English-speaking environments. Activities might include labeling items of furniture in English in a room, or trying to remember the English name for all the items they see in a clothing store. As

mentioned earlier, the act of retrieving vocabulary seems to be an effective way of learning, and such activities can take place at any point in the day – not just at times designated for studying English (McCarten, 2007).

1.2. Objectives

General objective

To describe the perspective of the learners about the Cognate-based language teaching strategy in order to learn vocabulary.

Specific Objectives
- To identify the types of cognates that learners use when learning vocabulary.
- To analyze the strategies that learners use in vocabulary learning.
- To explore the different activities that help vocabulary learning with Cognate-based language teaching.

Fulfillment of objectives

The main and specific objectives were achieved considering the results obtained through the survey as well as the research questions posed.

It was compulsory to explain the types of cognates that learners use in vocabulary learning and its effectiveness. Thanks to the use of the survey, the students were able to identify the different types of cognates and their definitions.

It was necessary to analyze the strategies that learners use when they are learning vocabulary. Some of the strategies used by the students were memorization, repetition, translation and mental association of words. Ultimately, they use the flashcard creation strategy for vocabulary learning.

Finally, it was important to explore the different activities of Cognates-Based language teaching and how to use them in class. Plenty of the activities are easy to use in class. All in all, these activities are interactive and good to learn vocabulary.

CHAPTER II

METHODOLOGY

RESOURCES AND MATERIALS

2.1 Materials

In order to conduct this research, technological and human resources were crucial to utilize. In reference to human resources, higher level students of the major "Pedagogía de los Idiomas Nacionales y Extranjeros" at "Universidad Técnica de Ambato". Regarding technological resources: laptops, smartphones, among others. Additionally, as a tool to collect the data Microsoft Forms was used to create the survey, and the information obtained was analyzed by SPSS software (Statistical Package for Social Science).

Instruments

A survey was used and applied to 73 students of the higher levels of the major to develop this study. Consequently, the survey was structured and divided into three principal sections; these sections were related to the following research questions: What types of cognates do learners use when learning vocabulary? What are the strategies that learners use to learn vocabulary? What activities of Cognate-based language teaching are used to foster vocabulary learning?

The survey was comprised of items with the Likert scale: 5. Always, 4. Often, 3. Sometimes, 2. Rarely and 1. Never and 1 open-question in each section. Which means that there were 23 multiple choice questions and 3 open-questions in total related to the main aims. The first section focused on the types of cognates that learners use when learning vocabulary, this section had 7 items with Likert scale and 1 open-question. The second section examined the strategies that learners use in vocabulary learning, incorporating 9 questions with Likert scale and one open-question. The last section had 7 items with Likert scale and 1 open-question, which aimed to gather the different activities of Cognate-based language teaching and how it helps to learn vocabulary.

Ponto (2015) defined this type of research as a method to recruit participants, collect data, and utilize various methods of instrumentation. Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods). All in all, the Cronbach's coefficient was used in order to validate the survey, which resulted in 0,898. It suggests that all the questions of the survey were reliable and finally the data and results were analyzed by the software SPSS (Statistical Package for the Social Sciences).

Population

The population that participated in this study were a total of 73 university students from the higher levels in the major of Pedagogía de los Idiomas Nacionales y Extranjeros Program at Universidad Técnica de Ambato. Among the participants, there were 47 females and 26 males, the majority of the participants considered themselves as mestizos and their native language was Spanish (ages 17 - 31). All the participants voluntarily filled out the survey. This population was selected because all of them are preparing to be future English teachers, that is, they have knowledge about the language and its features. In fact, throughout their studies they acquired linguistic knowledge about the language and, in turn, the psycholinguistic processes that students have when they are learning a new vocabulary of the target language. Furthermore, all participants have been exposed to the language and the strategies they could use to teach English and its vocabulary.

Table 1: Population

Population	Participants	Percentage
Male	26	35,6 %
Female	47	64,4 %
Total	73	100%

Note: These data were obtained from the individuals who participated in the survey.

Ethical considerations

This descriptive study required the consent of the participating students, it was an essential requirement. Due to this, the results obtained through the survey were gathered in an anonymous manner to ensure the privacy of the participants and their confidentiality. There are six ethical principles focus on ensuring the public good of

research and statistics, among these are: maintaining confidentiality of data, understanding the potential risks and limitations in new research methods and technologies, compliance with legal requirements, considering public acceptability of the project, and have transparency in the collection, use and sharing of the data collected (UK Statistics Authority, 2022).

Procedure

The first process that was carried out was the investigation of the different categories, both the dependent and the independent variable in order to create the theoretical framework. Then the research process continues by creating a survey of 23 Likert scale items and 3 open-ended questions based upon the theoretical framework related to the Cognate-Based Language Teaching and vocabulary learning and the three research questions. The operationalization of variables was performed with the following features. For the independent variable, Cognate-Based Language Teaching, the following variables were considered: linguistic, psycholinguistic and translanguaging. Hence, the types of cognates and the activities that can be carried out with cognates that can be carried out were also important in this variable.

Further, the independent variable, vocabulary learning, considered the following variables: English as a second language, English language learning, and English vocabulary. All in all, Vocabulary Learning activities were added in this section, to know what kind of activities learners use to learn new vocabulary. After that, it was necessary to do a piloting, where 15 students of the population were surveyed. The objective of the previous process was to obtain some answers and apply the Cronbach's coefficient in each question and reformulate the questions if it was necessary. Finally, after applying for the pilot test, students received a short socialization of the topic to later be able to administer the survey and obtain the final results.

2.2 Methods

Mixed approach

This investigation was developed with a mixed approach, it means that a qualitative and quantitative approach were used at the same time. First, mixed-methods simply employ a combination of both qualitative and quantitative approaches based on

the purpose of the study and the nature of the research question aiming to provide a better understanding of the subject. However, the focus can be on both methods equally or on one of the methods considering the selected integration process (Taherdoost, 2022).

Secondly, a qualitative approach was applied and it was evidenced by the existence of a survey conducted at the beginning and at the end of the research process. Furthermore, the obtained data was contrasted with the previously evaluated data, and it is a special characteristic of the qualitative approach. Qualitative research is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting. It focuses on the "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday lives. Rather than by logical and statistical procedures, qualitative researchers use multiple systems of inquiry for the study of human phenomena including biography, case study, historical analysis, discourse analysis, ethnography, grounded theory, and phenomenology (University of Texas Arlington, 2023).

Finally, a quantitative approach was used in this research with the aim of analyzing the results with quantities and statistically, although the variables were operationalized and it was necessary to demonstrate that the variables were measurable and observable. Taherdoost (2022) argued that quantitative research is the method of employing numerical values derived from observations to explain and describe the phenomena that the observations can reflect on them. This method employs both empirical statements, as descriptive statements about the meaning of the cases in real words, not about the ought of the cases, and methods. It also applies the empirical evaluations intending to determine to which degree a norm or standard is fulfilled in a particular policy or program. Finally, the collected numerical data is analyzed using mathematical methods.

Descriptive

Descriptive research was used in this work, because the data and results obtained were described in order to determine the opinion and perspective of the participants. The survey was carried out in the students' classroom, where they felt comfortable and in their own space. The main objective was to collect the data through the survey and make a description of the responses of the students according to their point of view and experience.

Descriptive research design describes systematically and accurately the facts and characteristics of a given population or area of interest (Dulock, 1993). The purpose of descriptive studies is to describe individuals' events, or conditions by studying them as they are in nature. The researcher does not manipulate any of the variables but rather only describes the sample and/or the variables (Siedlecki, 2020).

There are plenty of advantages of the descriptive design, among them are: are often very easy to conduct, are inexpensive, quick and do not need too much effort. Furthermore, these studies often do not face serious ethics scrutiny, except if the information sought to be collected is of confidential nature. Also, the descriptive study is useful for estimating the burden of disease and this may help generate hypotheses regarding the cause of the disease. On the other hand, some disadvantages are: conclusions based on these run the risk of being non-representative, and hence unreliable and the validity of results is highly dependent on whether the study sample is well representative of the population proposed to be studied, and whether all the individual measurements were made using an accurate and identical tool, or not (Aggarwal & Ranganathan, 2019).

Research questions

- What types of cognates do learners use when learning vocabulary?
- What are the strategies that learners use to learn vocabulary?
- What activities of Cognate-based language teaching is used to foster vocabulary learning?

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and interpretation of the results

This chapter presents the data collected by the survey in order to answer the three research questions posed:

1. What types of cognates do learners use when learning vocabulary?
2. What are the strategies that learners use to learn vocabulary?
3. What activities of Cognate-based language teaching are used to foster vocabulary learning?

The analysis conducted in this study compares the data gathered with the studies conducted by other authors.

Table 2: Types of cognates

Item	Mean
When I learn a new vocabulary word, I connect the words that are orthographically identical in English with the words in Spanish. For example; Actor (English) = Actor (Spanish); Hotel (English) = Hotel (Spanish).	**3, 85**
I relate the words that are different in two or more letters in English with the words in Spanish. For example; Perfect (English) = Perfecto (Spanish); Famous (English) = Famoso (Spanish).	**3, 89**
I get confused with the meaning of words that have similar forms. For example; Mayor (head of a city - English) = Mayor (older or high rank in the military - Spanish); Arena (coliseum - English) = Arena (sand - Spanish).	3, 48
I can identify words that share Latin roots. For example: the root dic - to say: (dictate - English) = (dictar - Spanish); the root amicus - friend: (amicable - English) = (amigable - Spanish).	**3, 30**
I can recognize words that share Greek roots. For example: the root "demos" (people) and "kratos" (power), meaning "rule by the people": (democracy - English) = (democracia - Spanish); "philos" (love) and "sophia" (wisdom), meaning "love of wisdom: (philosophy - English) = (filosofía - Spanish).	**3, 05**
When I learn a new vocabulary word, I can construct the meaning of words according to their prefixes. For example, the prefix mono - one: (monocycle - English) = (monociclo - Spanish); bi - two: (bicycle - English) = (bicicleta - Spanish).	3, 59
When I learn a new vocabulary word, I can construct the meaning of words according to their suffixes. For example: the suffix ly - mente: (globally - English) = (globalmente - Spanish); tion - action or process: (information - English) = (información - Spanish).	**3, 85**

Note: The mean values were obtained from the following scales: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, and 5. Always.

Analysis and interpretation

Research question number one: *What types of cognates do students use when learning vocabulary?* The results of the survey indicated that students can relate the words that were different in two or more letters in English with the words in Spanish, in other words students can frequently recognize partial cognates and this was demonstrated with the highest mean of 3,89. This result was imminent, since partial cognates were usually more common. On the other hand, a mean of 3,85 demonstrate that students can learn new vocabulary, connecting words that were orthographically identical in English with the words in Spanish, it means they could identify perfect cognates, it was something usual, because these words were exactly the same semantically and orthographically in both languages.

In addition, a similar mean of 3,85 determine that students can learn a new vocabulary word, when they can construct the meaning of words according to their suffixes. Actually, it was assumed since in this case the average will be lower, because not many cognates according to their suffixes were very easy to recognize, and sometimes they can be confused if the meaning of the suffix was generalized. Finally, something that was aspiring, was the lowest means of 3,30 in the cognates according to Latin roots and the 3,05 in the cognates according to Greek roots, this was because there is not much variety of examples in this case, and they were also very difficult to recognize, however, the students can recognize them when they have previous knowledge of these languages.

Table 3: *Vocabulary Learning Strategies*

Item	Mean
I learn new vocabulary words by watching videos.	**4, 25**
I learn more vocabulary when I use them to write or speak about me or my life.	3, 89
I understand new vocabulary by using Spanish to understand English words.	3, 64
I recognize new vocabulary when I write translations of single words in lists in notebooks.	**3, 47**
I learn new vocabulary by memorizing words through the use of word lists and repetition.	**3, 59**
I learn new vocabulary when I try to understand the global meaning of a word from a story rather than as an individual vocabulary.	**3, 63**
I remember more vocabulary when I use words every day. For example, remember the names of the clothes.	3, 95

Item	Mean
I learn new vocabulary using flashcards with each word or copy them in a notebook.	3, 73
I remember new vocabulary by creating short dialogues using the new words.	**3, 40**

Note: The mean values were obtained from the following scales: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, and 5. Always.

Analysis and interpretation

Research question number two: *What are the strategies that learners use to learn vocabulary?* It was evidenced with a mean of 4,25 that students learned vocabulary by watching videos. This result was hoped because it was common for people who were learning new vocabulary to learn it most probably when the word was in a context, they see the movement of the lips and hear the correct pronunciation of the word. In addition, students answer that they learned new vocabulary by understanding the global meaning of a word, which is reflected with a mean of 3,63. It means that they learn new vocabulary through context. The mean was unpredictable, because the number was very low, since most of the studies mention this strategy as one of the most common. Further, there were students who learn vocabulary by memorizing words through the use of word lists and repetition and it is established with a mean of 3,59. This result was not anticipated since normally people learn vocabulary in this way despite not being the most effective.

Even though it has been commonly shown that the creation of personal glossaries was another of the most common ways in which students learn vocabulary, this item only obtained a mean of 3,47, positioning this strategy as one of the least used. Although there was a low mean of 3,40 in the item about learning vocabulary by creating dialogues using new words, it was upsetting because it is one of the most used strategies to learn vocabulary for global understanding, but when it comes to creating your own context to understand a word, it was lower.

Table 4: Cognate-Based Language teaching activities.

Item	Mean
My teacher uses word families to teach us vocabulary, for example: Start with the Spanish word "comunicar" and explore its cognates in English like "communicate, communication, communicator, etc.	**3, 15**
My teacher uses English and Spanish texts for students to understand the meaning of each word.	**2, 70**
I learn new vocabulary words when my teachers use English and Spanish in different activities.	**3, 48**

My teacher makes us learn new vocabulary words by matching words that are similar in English and Spanish.	**3, 11**
My teacher uses flashcards of pairs of words that are similar in meaning in English and Spanish.	**3, 03**
My teacher asks us to fill a crossword with cognate words in English and Spanish.	**2, 59**
My teacher asks us to guess the meaning of words in English related to the meaning of words in Spanish.	**3, 11**

Note: The mean values were obtained from the following scales: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, and 5. Always.

Analysis and interpretation

Research question number three: *What activities of Cognate-based language teaching are used to foster vocabulary learning?* First, it was important to mention that all the means were below 3,5. This result was predictable because cognates were not normally used as a resource for learning English vocabulary. Subsequently, it can be seen that the use of cognates by teachers while they teach or make their students do some activity was the most common, indicating it with a mean of 3,48. This was more usual since the teacher may occasionally use certain words in Spanish to explain the meaning of new words in English. Students answer that their teachers use word families to teach them vocabulary, it is numerically expressed with a mean of 3,15. This activity is also represented with a low mean, but this implies that students can use this resource to learn vocabulary.

Additionally, they said that teachers make their students learn new vocabulary words by matching words that are similar in English and Spanish and it is represented with a mean of 3,11. This answer was a bit unexpected, because many times the students make a relationship between the meaning of the word in English and one in Spanish. Furthermore, the students surveyed say that their teachers ask them to guess the meaning of words in English related to the meaning of words in Spanish and it is demonstrated with a mean of 3,11. This answer was predicted, since guessing the meaning of the words was not always an adequate option to learn vocabulary, however, reinforcement with the correct words was the key to learn vocabulary. Then students answered that their teacher uses flashcards of pairs of words that were similar in meaning in English and Spanish and it was expressed with a mean of 3,03. This implies that flashcards were not often used to learn new vocabulary, because they are very labor intensive.

Moreover, students answered that their teacher used English and Spanish texts for students to understand the meaning of each word and it is evidenced with a mean of 2,70. Normally cognates word hunt was one of the activities that was least used, but one of the most recommended for the identification of cognates. Finally, learners respond that their teachers ask them to fill a crossword with cognate words in English and Spanish and it is palpable with a mean of 2,59. The use of puzzles and crosswords were the least chosen activity by those surveyed, this result was not as certain, because teachers prefer to teach through games, and this resource was usually entertaining and significant at the same time.

Table 5: Open-ended questions

Question 1	Answer	Total
What kind of cognates can you recognize easily?	**False Cognates**	**17**
	Exact Cognates	**16**
	Partial Cognates	**5**
	Cognates with Latin Roots	**5**
	Cognates with Prefixes	**5**
	Cognates with Suffixes	**5**
	Exact and Partial Cognates	5
	Cognates with Prefixes and Suffixes	4
	None	3
	Cognates with Greek Roots	**2**
	All of them	1
	Other answers	5
	Total	73
Question 2	**Answer**	**Total**
What strategy do you use the most to learn new vocabulary?	**Apps and Games (Duolingo, Elsa Speak, Memrise, Call of Duty, Mario Bross, Quizlet, etc.)**	**19**
	Dictionaries	**12**
	Videos (Youtube, Tik Tok, etc.)	11
	Platforms	7
	Simultaneous Translation	**5**
	Music, series and movies	3
	Flashcards	**2**
	Taking notes	2
	Read books and understand the word in context	**2**
	Podcast	2
	Other answers	8
	Total	73
Question 3	**Answer**	**Total**
What activities do your teachers do to	**Cognate word families**	**22**
	Cognate crosswords or puzzles	**15**
	Cognate guessing game	**6**
	Cognate word matching	**6**
	Cognate flashcards pairs	**7**
	Teachers use cognates in class	**3**

teach vocabulary through cognates?	Cognate word hunt	3
	Cognate Crosswords or Puzzles and Cognate guessing game	3
	Other answers	8
	Total	73

Note: Qualitative results were obtained from the open-ended questions.

Table number 5 contains the answers to the open-ended questions that helped reinforce the research questions.

The first open-question, *what kind of cognates can you recognize easily?* The cognates that can be more easily recognized by 17 students were the false cognates, for example the word *"embarrassed"*, sometimes is confused with the word *"embarazada"* in Spanish, due to they are closely related in their spelling, but the word that is semantically proportional to this word is *"avergonzada/o"*. This answer was not expected, because according to studies, false cognates were the ones that take the longest to learn, because there were too many and it was necessary to memorize them. On the other hand, there were 16 students who believed that exact cognates, for example the word *"hotel"* in English and the word *"hotel"*. They choose this kind of cognates as the easiest to recognize. This makes a lot of sense, since they usually have the same spelling, meaning even though they differ in pronunciation.

In addition, 5 students choose partial cognates, for example the word *"conclude"* in English, with the Spanish word *"concluir"*. They decided that this kind of cognates were the easiest to recognize. This answer was not as assumed, because these cognates have an almost perfect spelling, barely differ just in one or two letters, and their pronunciation was different. Also 5 students believe that cognates with Latin roots were the easiest to recognize, for example, when two words share the Latin root *"amicus"* that means *"friend"* and this root is reflected in the English word *"amicable"* and in the Spanish word *"amigable"*. In reality this answer was not hoped for, because these cognates were scarce and learners should have previous knowledge of Latin.

Additionally, 5 students chose the cognates with prefixes, for example words using the prefix *"mono"* that means *"uno"*, it can be seen in the English word "monocycle" that is proportional in meaning to the Spanish word *"monociclo"*, they decided that this kind of cognates as the easiest to recognize. This was about to happen

because these types of cognates were easy to identify, although they were often generalized and that is when there were errors. In addition, 5 students chose the cognates with suffixes, for example words using the suffix *"ly"* that is written like "*mente"* in Spanish words, it can be seen in the word *"globally"* and "*globalmente"*. They are described as the easiest to recognize, to this group of students. This response was desired, since these types of cognates were also easy to recognize, although generalization can also affect vocabulary learning through these types of cognates.

Furthermore, 2 students choose the cognates with Greek roots for example, the Greek root *"demos"* that means *"people"* and *"kratos"* that means *"power"*, and these words together mean *"rule by the people"* thus creating the English word *"democracy"* and its cognate in Spanish which is the word *"democracia"*, selecting them as the easiest to recognize. As with the Latin cognates, these too are rare and students must know a little Greek in order to identify the words easily. Finally, 14 of the other people differed in their responses between grouping more than one option of cognates, 3 people chose that they did not find any type of cognate easy to recognize and 1 student answered that it is easy to recognize all of them.

The second open-question, *what strategy do you use the most to learn new vocabulary?* Among the strategies most used among those surveyed to learn new vocabulary, 19 students chose the use of apps and games such as: Duolingo, Elsa Speak, Memrise, Call of Duty, Mario Bross, Quizlet, etc. Duolingo was the most mentioned application, because it is one of the most educational and that fulfills the function of teaching English. On the other hand, games like Call of Duty and Mario Bross were proposed because the plots and instructions of these games are in English, and that is where new vocabulary is learned. This result was logical, due to the fact that technology, videogames and the internet were currently a widely-used tool and that it was in the daily life of students. On the other hand, 12 students chose the dictionary option as the strategy they use to learn new vocabulary. This result was impressive because this has been the most usual strategy that has been used before the existence of the technology.

In addition, 5 students chose simultaneous translation as the most appropriate strategy to learn vocabulary. This result was singular, since it can be evidenced in studies that students use simultaneous translation all the time, for this reason there were many

errors when learning new vocabulary. Also, there were 2 students who used flashcards as the best strategy to learn new vocabulary. This answer was imminent because not many students like to create very laborious systems to learn. When we talk about the use of flashcards, it is evident that students must create this tool to use it, which is equal to spending a lot of time and effort. Moreover, 2 students chose reading books and understanding words from their context as the most suitable strategy to learn vocabulary. This answer was a bit unpredicted, because it is much easier to intuit the meaning of a word, due to in this sense the context that accompanies it.

Finally, it is important to mention that the other answers differ with the following options: learning new vocabulary by watching videos, using platforms, listening to music, watching series and movies subtitled, taking notes, podcast, among others.

The third open-question, *what activities do your teachers do to teach vocabulary through cognates?* There were 22 students who selected the option of cognate word families' activity, as the best way to learn new vocabulary through cognates. This answer was impressive since according to studies other activities were the most apt to learn vocabulary through cognates, however this activity was a good option to group words and not learn them in isolation. Then, 15 students choose the option cognate crosswords or puzzles as the best way to learn vocabulary through cognates. This answer was unexpected because in the question of strategies to learn new vocabulary, crossword and puzzles were the last option, however, talking about cognates, most students think it was an appropriate activity to learn vocabulary with this strategy.

Although people do not use flashcards as a usual strategy or activity to learn vocabulary, 7 students chose cognate flashcards pairs as the most suitable activity to learn vocabulary through cognates. On the other hand, 6 students select cognates guessing games as the best way to learn vocabulary through cognates. This answer was hoped since guessing is not an entirely accurate strategy, but it is also an entertaining activity where you learn from your mistakes. Moreover, cognate word matching was selected by 6 students as the best way to learn vocabulary through cognates. This answer was established since this is not a very usual activity. In addition, 3 students chose teachers to use cognates in class as the best activity that can be used for learning vocabulary through

cognates. This answer was conventional because the use of a resource in class usually helps students learn.

Furthermore, 3 students choose cognate word hunt as the best activity to learn new vocabulary through cognates. Since it is not a very common activity in the classroom, however it is the most recommended by the experts. Finally, 7 students differ in their answers because they group 2 or more activities than those that correspond to cognate activities and 4 students answer other responses.

Discussion

To determine the importance of vocabulary learning through cognate-based language teaching, it is possible to explain it with the following questions:

Question 1: *What types of cognates do students use when learning vocabulary?* It can be said that in the current investigation the types of cognates that were used by students to learn vocabulary were the following: exact cognates, partial cognates, false cognates, cognates with Latin and Greek roots and cognates with prefixes and suffixes. According to the results, the easiest cognates students use within these categories are the false and exact cognates. In this regard Morán (2014) states that cognates can be classified into different types. All of them are: exact cognates, partial cognates, real cognates, false cognates, cognates according to Latin roots, cognates according to Greek roots, cognates according to their prefixes, cognates according to their suffixes.

Furthermore, Otwinowska and Szewczyk (2019) mentioned that learners use the strategy of guessing the meaning of false cognates and cognates. When the translation of the false cognates is guessed, it is very easy to detect that the meaning of the word is incorrect, on the other hand when talking about cognates, it is impossible to detect errors only by their translation. For this reason, cognates are easier to recognize, because students are more confident when they already know the word, as opposed to when they must guess it. Therefore, the cognates were easier to translate, while the false cognates were more difficult to translate.

This highlights the fact that even though false cognates are considered more difficult to translate, in this research they were positioned as one of the easiest to recognize or remember. On the other hand, when talking about cognates, these become easier to translate and recognize because many of the times it is vocabulary with which students are already familiar. This means that it is not surprising that exact and partial cognates have also been positioned in this research as the easiest to recognize.

Question 2: *What are the strategies that learners use to learn vocabulary?* According to the results, the strategies students used to learn vocabulary were watching videos, using words every day and using them to write or speak about their own lives. In this vein, according to Ghazal (2007) the strategies people use to learn new vocabulary are: *memory strategies* which are classified into rehearsal and encoding categories. Encoding strategies encompass such strategies as association, imagery, visual, auditory, semantic, and contextual encoding as well as word structure. *Metacognitive strategies* consist of selective attention and self-initiation strategies. Selective attention strategies know which words are important for them to learn and are essential for adequate comprehension of a passage. Learners employing self-initiation strategies use a variety of means to make the meaning of vocabulary items clear. *Cognitive strategies* in Gu and Johnson's taxonomy entail guessing strategies, skillful use of dictionaries and note-taking strategies. Learners using guessing strategies draw upon their background knowledge and use linguistic clues like grammatical structures of a sentence to guess the meaning of a word. Finally, *activation strategies* include those strategies through which the learners actually use new words in different contexts.

For that reason, the strategies that learners choose through the investigation could be classified as follows: learning vocabulary by watching videos belongs to memory strategy in the encoding sub strategy, because students are using a visual and auditory resource to learn vocabulary and in that way, they memorize and encode the semantic and phonetic structure of the words. On the other hand, talking about using words every day and the use of words to write or speak about their own lives, which were the following two strategies to learn vocabulary that were most chosen. They belong to metacognitive strategies, because in this kind of classification students make the vocabulary personal and learn new vocabulary when they write or speak about their lives, in other words it allows students to use the vocabulary in a meaningful way.

Question 3: *What activities of Cognate-based language teaching are used to foster vocabulary learning?* The activities students used were cognates word families, use of cognates from the teachers during the class and cognate guessing game. According to the classification of vocabulary learning strategies, the above activities can be classified into the following categories: memory strategy, metacognitive strategy and cognitive strategy, respectively.

Cognate word families' activity belongs to memory strategies, more specifically, it is located in the encoding strategies. According to Ghazal (2007) encoding strategies encompass such strategies as association, imagery, visual, auditory, semantic, and contextual encoding as well as word structure. In this case students analyze the word structure to relate the words. Due to this word families' activity, according to Bauer & Nation (1993) have the idea of a systematic approach to vocabulary teaching and for deciding the vocabulary load of texts. These criteria are applied to English affixes and its cognates. Word family consists of a base word and all its derived and inflected forms that can be understood by a learner without having to learn each form separately. This activity can be developed when the teacher writes the Spanish word *"comunicar"* and then asks them to find their word family, for example: communicate, communication, communicator, etc.

Use of cognates from teachers during the class and activities, belongs to metacognitive strategy, because according to McCarten (2007), students make vocabulary learning personal. Materials should provide opportunities for students to use the vocabulary meaningfully, to say and write about themselves and their lives. On the other hand, this activity is described by Butron and McGregor (2016) teachers may routinely sprinkle cognates throughout comments, questions, and stories. That allows the students to find a cognate. If students already know the meaning of a word in Spanish, this knowledge helps them to understand what they are reading in English.

Cognate guessing game belongs to the cognitive strategy, in the guessing strategies because it draws upon their background knowledge and uses linguistic clues like grammatical structures of a sentence to guess the meaning of a word (Ghazal, 2007). This activity is proposed when participants have no prior knowledge of the target

language, and whatever automatic lexical activation effects the stimuli may bring about are often buried under a thick layer of decision processes. The cognate guessing task was a paper-and-pencil task and consisted of four lists featuring words without context. These words have a translation-equivalent cognate, which could in principle render them intelligible to readers without prior competences in the target language (Vanhove & Berthele, 2015).

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Based on the comparison and analysis of the survey results, the following conclusions can be stated:

The cognates that students use when they are learning vocabulary are the following, according to Morán (2014): exact cognates, partial cognates, real cognates, false cognates, cognates according to Latin roots, cognates according to Greek roots, cognates according to their prefixes, cognates according to their suffixes.. According to the results, the easiest cognates students use within these categories are the false and exact cognates. False cognates are often translated incorrectly, for this reason they are usually the most difficult to recognize, for example the English word *"actually"* and the Spanish word *"actualmente"*, they are commonly related due to their spelling is similar, but the proportional word that is semantically the same is the word *"realmente"*. According to this study, it is reflected that these cognates were chosen because they tend to be taught more frequently and are more common to study. On the other hand, exact cognates are identical in spelling and meaning, for example the English word *"hospital"* and the Spanish word *"hospital"*, they mean the same, are spelled identical, but they differ in their pronunciation, for this reason they are the easiest to recognize. It is notorious that when these words are translated, their correct meaning is reflected. This is because sometimes students are already familiar with these words.

The strategies students used to learn vocabulary were watching videos, using words every day and using them to write or speak about their own lives. according to Ghazal (2007) the vocabulary strategies students use are classified into cognitive, metacognitive, memory and activation strategies. Learning vocabulary by watching videos belongs to memory strategy in the encoding sub strategy, because students are using a visual and auditory resource to learn vocabulary and, in that way, they memorize and encode the semantic and phonetic structure of the words. On the other hand, talking about using words every day and the use of words to write or speak about their own lives,

which were the following two strategies to learn vocabulary that were most chosen. They belong to metacognitive strategies, because in this kind of classification students make the vocabulary personal and learn new vocabulary when they write or speak about their lives, in other words it allows students to use the vocabulary in a meaningful way. This means that most students learn vocabulary when they focus on making it personal and when technology is the main resource.

The activities students used to learn through cognates were cognates word families, use of cognates from the teachers during the class and cognate guessing game. Despite of, Cognate Word Hunt, was considered as the best activity applying cognates, because, students will use their background knowledge and context clues to determine the meaning of each word (Aguinaga, 2017). According to the classification of vocabulary learning strategies, the above activities can be classified into the following categories: cognate word families' activity belongs to memory strategies, more specifically, it is located in the encoding strategies. Use of cognates from teachers during the class and activities, belongs to metacognitive strategy. Cognate guessing game belongs to the cognitive strategy, in the guessing strategies. These activities are more varied and belong to different types of strategies, however, the influence of the similarity of related word forms, the use of the teachers in class and the structural relationship of the words in two languages to be able to guess them are noted.

4.2. Recommendations

Cognates are words that can be confused in meaning when translated. This is due to the disadvantage of using the first language in the second. For this reason, it is important to teach the different types of cognates first. Also, to emphasize the recognition of false cognates and the disadvantages of using them with the wrong meaning, as an essential objective.

All the strategies that students use to learn vocabulary must be accepted and validated. This is because not all are the same and have different ways of learning. For this reason, it is important to identify the type of intelligence of our students and help them find the most suitable strategy for each one. So that in this way we can identify

which of the types of strategies, whether they are; cognitive, metacognitive, memory or activation, are the ones that best fit the students and the class.

The activities that students use to learn vocabulary through cognates must be explained in detail so that they can choose the most suitable according to their intelligence and type of learning. Also, encourage the use of Cognate Word Hunt activity because studies have shown that it is the most helpful for students to learn vocabulary through cognates.

References

Aggarwal, R., & Ranganathan, P. (2019). Study designs: Part 2 – Descriptive studies. *Perspectives in Clinical Research*, *10*(1), 34. Retrieved from: https://doi.org/10.4103/picr.picr_154_18

Aguinaga, S. (2017). All Cognates are not Created Equal: Variation in Cognate Recognition and Applications for Second Language Acquisition. *RAEL - Revista Eléctronica De Linguistica Aplicada*, *16*(1), 23–42. Retrieved from: http://www.aesla.org.es/ojs/index.php/RAEL/article/view/313

Amanjuck. (2021). *What is an English Language Learner? | USC Rossier*. USC-MAT. Retrieved from: https://rossieronline.usc.edu/blog/english-language-learners/

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *Eurrec.* Retrieved from: *10.52950/TE.2015.3.3.002*

Archana, S., & Kumbakonam, U. R. (2016). Role of a teacher in English Language Learning (ELT). *ResearchGate*. Retrieved from: https://www.researchgate.net/publication/312610317_ROLE_OF_A_TEACHER_IN_ENGLISH_LANGUAGE_TEACHING_ELT

August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The Critical Role of Vocabulary Development for English Language Learners. *Learning Disabilities Research and Practice*, *20*(1), 50–57. Retrieved from: https://doi.org/10.1111/j.1540-5826.2005.00120.x

Azbarov, A. (Ed.). (2015). *The Practice of Foreign Language Teaching: Theories and Applications*. Cambridge Scholars Publishing. Retrieved from: https://books.google.com.ec/books?id=AJ3WCgAAQBAJ&lpg=PA1&ots=xYKF7GHg6e&dq=true%20cognates&lr&hl=es&pg=PA2#v=onepage&q&f=false

Bar-Ilan University. (2022). *Why Study Linguistics? – All the advantages of linguistics studies*. Department of English, Literature and Linguistics - Faculty of Humanities - Bar-Ilan University. Retrieved from: https://english.biu.ac.il/linguistics-studies

Bauer, L., & Nation, P. (1993). Word families. *International Journal of Lexicography*, *6*(4), 253–279. Retrieved from: https://doi.org/10.26686/wgtn.12560408.v1

Bosma, E., Bakker, A., Zenger, L., & Blom, E. (2022). Supporting the development of the bilingual lexicon through translanguaging: a realist review integrating psycholinguistics with educational sciences. *European Journal of Psychology of*

Education, *38*(1), 225–247. Retrieved from: https://doi.org/10.1007/s10212-021-
00586-6

Briceño, A. (2017). Language Transfer in a Dual Immersion Program: Cognates,
Morphology and Language Contrasts. *NABE Journal of Research and Practice*,
8(1), 111-132. Taylor & Francis. Retrieved from:
10.1080/26390043.2017.12067799

Briggs, S. (2022). *5 Interesting Insights from Psycholinguists on Language Learning*.
Berlitz. Retrieved from: https://www.berlitz.com/blog/psycholinguistics-
language-learning

Briggs, S. (2022). What is linguistics and can it help you learn a language? *Berlitz*.
Retrieved from: https://www.berlitz.com/en-hu/blog/what-is-linguistics

Butrón, V., & McGregor, M. (2016). Teaching Tip: Cognates are Everywhere!
Introducing Cognates to Language Learners. *ITBE Link.* Retrieved from:
https://www.itbe.org/v_newsletters/article_56124917.htm

Cenoz, J., Leonet, O., & Gorter, D. (2021). Developing cognate awareness through
pedagogical translanguaging. *International Journal of Bilingual Education and
Bilingualism*, *25*(8), 2759-2773. Retrieved from:
10.1080/13670050.2021.1961675

Conteh, J. (2018). Translanguaging. *ELT Journal*, *72*(4), 445–447. Retrieved from:
https://doi.org/10.1093/elt/ccy034

Coxhead, A. (2000). A new academic word list. TESOL Quarterly, 34(2), 213–238.

Díaz, A. (2022). Teoría lingüística Saussure. *Plataforma Educativa Luca: Curso En
Línea Y Aprendizaje Esperado*. Retrieved from:
https://www.lucaedu.com/teoria-linguistica-saussure/

Dulock, H. L. (1993). Research Design: Descriptive Research. *Journal of Pediatric
Oncology Nursing*, *10*(4), 154–157. Retrieved from:
https://doi.org/10.1177/104345429301000406

ETS. (2020). *4 reasons why learning English is essential*. Global a Subsidiary of ETS.
Retrieved from: https://www.etsglobal.org/pl/en/blog/news/importance-of-
learning-english

Ferreira de Souza, V. (2003). *The Role of Cognates in Reading Comprehension: A
Cognitive Perspective* [Dissertation]. Universidad Federal de Santa Catarina.

Frances, C., Navarra-Barindelli, E., & Martin, C. D. (2021). Inhibitory and facilitatory
effects of phonological and orthographic similarity on L2 word recognition

across modalities in bilinguals. *Scientific Reports*, *11*(1), 12812. Retrieved from: https://doi.org/10.1038/s41598-021-92259-z

García, O. (2009). Education, multilingualism and translanguaging in the 21st century. Ajit Mohanty, Minati Panda, Robert Phillipson and Tove Skutnabb-Kangas (eds). *Multilingual Education for Social Justice: Globalizing the local.* pp. 128-145.

Garlock, K. (2020). Use Spanish Cognates to Build Student Confidence. *La Secundaria*. Retrieved from: https://lasecundaria.org/use-cognates-to-build-student-confidence/

Gebhard, J. G. (2006). *Teaching English as a Foreign or Second Language* (2nd ed.) [EBook]. University of Michigan Press. Retrieved from: https://books.google.com.ec/books?id=HBUgNRvBVFQC&lpg=PR7&ots=hiw NnnnbR5&dq=english%20as%20a%20second%20language%20definition&lr& hl=es&pg=PA40#v=onepage&q=ESL&f=false

Ghazal, L. (2007). Learning Vocabulary in EFL Contexts through Vocabulary Learning Strategies. ResearchGate, 1(2), 84–91. https://www.researchgate.net/publication/26490097_Learning_Vocabulary_in_E FL_Contexts_through_Vocabulary_Learning_StrategiesGulseker, H., & Cakir, A. (2012). Cognate based language teaching and material development. Elsevier. Retrieved from: https://doi.org/10.1016/j.sbspro.2012.05.136

Hamp, E., Lyons, J., & Pavle, I. (2023). Linguistics. *Encyclopedia Britannica.* Retrieved from: https://www.britannica.com/science/linguistics

Hanson, J. (2023). What Is ELL? The Essential Guide to Teaching English Language Learners. *FluentU English Educator Blog*. Retrieved from: https://www.fluentu.com/blog/educator-english/what-is-ell/

Herbert, F. (2022). The Benefits of Learning English as a Second Language. *Northwest Career College.* Retrieved from: https://www.northwestcareercollege.edu/blog/the-benefits-of-learning-english-as-a-second-language/

Hill, S. (2012). Developing early literacy: assessment and teaching (2nd ed.). South Yarra, Vic. Eleanor Curtain Publishing.

Kazemian, A. (2022). The Element of Cognates and its Impact on Second Language Learners. *Electronic Theses and Dissertations, 2020*, Retrieved from: https://purls.library.ucf.edu/go/DP0027089

Khan, R. B., Radzuan, N. R. M., Shahbaz, M., Ibrahim, A. H., & Mustafa, G. (2018). The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners. *Social Science Research Network*, *9*(1). Retrieved from: https://doi.org/10.2139/ssrn.3151128

Konza, D. (2016). Understanding the process of reading: The big six. In J. Scull & B. Raban (Eds), Growing up literate: Australian literacy research for practice (pp. 149-175). South Yarra, Vic.: Eleanor Curtain Publishing.

Language Matters. (2018). *The IPA Alphabet: How and Why You Should Learn the International Phonetic Alphabet (With Charts)*. Language Matters Recruitment Consultants. Retrieved from: https://acortar.link/azcAno

Laufer, B. (2013). Vocabulary and Writing. *The Encyclopedia of Applied Linguistics*, 1–5. Retrieved from: https://doi.org/10.1002/9781405198431.wbeal1432

Lefever, E., Labat, S., & Singh, P. (2017). Identifying Cognates in English-Dutch and French-Dutch by means of Orthographic Information and Cross-lingual Word Embeddings. *Revista Eléctronica De Linguistica Aplicada (RAEL)*, *16*, 4096–4101. Retrieved from: http://www.aesla.org.es/ojs/index.php/RAEL/article/view/313

Lemhöfer, K., Huestegge, L., & Mulder, K. (2018). Another cup of TEE? The processing of second language near-cognates in first language reading. *Language, Cognition and Neuroscience*, *33*(8), 968–991. Retrieved from: https://doi.org/10.1080/23273798.2018.1433863

Lubliner, S., & Hiebert, E. H. (2011). An analysis of English–Spanish cognates as a source of general academic language. *Bilingual Research Journal*, *34*(1), 76-93. Taylor & Francis. Retrieved from: 10.1080/15235882.2011.568589

Marecka, M., Szewczyk, J., Otwinowska, A., Durlik, J., Foryś-Nogala, M., Kutyłowska, K., & Wodniecka, Z. (2021). False friends or real friends? False cognates show advantage in word form learning. *Cognition*, *206*, 104477. Retrieved from: https://doi.org/10.1016/j.cognition.2020.104477

McCarten, J. (2007). Lessons from the Corpus, Lessons for the Classroom. In *Teaching Vocabulary*. Cambridge University Press.

McQuerrey, L. (2018, June 29). *The Importance of Linguistics to a Language Teacher*. Chron. Retrieved from: https://work.chron.com/importance-linguistics-language-teacher-14459.html

Merriam-Webster Dictionary. (2023). Definition of vocabulary. In *the Merriam-Webster Dictionary*. Retrieved from: https://www.merriam-webster.com/dictionary/vocabulary

Moghadam, S. H., Zainal, Z., & Ghaderpour, M. (2012). A Review on the Important Role of Vocabulary Knowledge in Reading Comprehension Performance. *Procedia - Social and Behavioral Sciences*, *66*, 555–563. Retrieved from: https://doi.org/10.1016/j.sbspro.2012.11.300

Morán, R. (2014). Teaching Cognates. *Doc Player* (1st ed.), 09-29. Retrieved from: https://docplayer.es/15623078-Teaching-cognates-first-edition-october-2014-copyright-2006-2014-ruben-moran-cognates-org-cover-image-black-dots-visual-illusion-author-unknown-2.html

Nordquist, R. (2019). *What Is Psycholinguistics? ThoughtCo*. Retrieved from: https://www.thoughtco.com/psycholinguistics-1691700#:~:text=The%20term%20psycholinguistics%20was%20introduced,The%20emergence%20of%20psycholinguistics%20as

Nordquist, R. (2019). *What is Vocabulary in Grammar? ThoughtCo.* Retrieved from: https://www.thoughtco.com/vocabulary-definition-1692597

Nuñes, K. L. (2020, October 16). *What Is an ESL Teacher? - BridgeUniverse - TEFL Blog, News, Tips & Resources*. BridgeUniverse - TEFL Blog, News, Tips & Resources. Retrieved from: https://bridge.edu/tefl/blog/what-is-an-esl-teacher/

Odina, P. M. (2022). Psycholinguistic Bases of Development of Creative Activity of High School Students in the process of English Language Teaching. In *Zenodo (CERN European Organization for Nuclear Research)*. European Organization for Nuclear Research. Retrieved from: https://doi.org/10.5281/zenodo.6392270

Olinghouse, N. G., & Wilson, J. M. (2013). The relationship between vocabulary and writing quality in three genres. *Reading and Writing*, *26*(1), 45–65. Retrieved from: https://doi.org/10.1007/s11145-012-9392-5

Om, N. (2021, July 13). Top 7 Benefits of a Good Vocabulary in Misfits - os.me. *os.me - a Spiritual Home*. Retrieved from: https://os.me/short-stories/top-7-benefits-of-a-good-vocabulary/

Otwinowska, A., & Szewczyk, J. M. (2019). The more similar the better? Factors in learning cognates, false cognates and non-cognate words. *International Journal of Bilingual Education and Bilingualism*, *22*(8), 974-991. Retrieved from: 10.1080/13670050.2017.1325834

Palomo Blázquez, A. (2018). The benefits of learning English as a second language. *CORE*, 553-630. Publicaciones Didácticas. Retrieved from: https://core.ac.uk/display/235850879?utm_source=pdf&utm_medium=banner& utm_campaign=pdf-decoration-v1

Panagiotopoulou, J. A., Rosen, L., & Strzykala, J. (2020). Inclusion, Education and Translanguaging. In *Inklusion und Bildung in Migrationsgesellschaften*. Retrieved from: https://doi.org/10.1007/978-3-658-28128-1

Paris, S. (2005). Reinterpreting the development of reading skills. Reading Research Quarterly, 40 (2), 184-202.

Peraki, M., & Vougiouklaki, C. (2015). How has Greek influenced the English language? *British Council*. Retrieved from: https://www.britishcouncil.org/voices-magazine/how-has-greek-influenced-english-language#:~:text=Antique%2C%20idol%2C%20dialogue%2C%20geography,they're%20derived%20from%20Greek.

Perez, M. M. (2020). Incidental vocabulary learning through viewing video. *Studies in Second Language Acquisition*, *42*(4), 749–773. Retrieved from: https://doi.org/10.1017/s0272263119000706

Pikuliak, M., Simko, M., & Bielikova, M. (2021). *Cross-lingual learning for text processing: A survey*. ScienceDirect. Retrieved from: https://doi.org/10.1016/j.eswa.2020.113765

Planet Spark. (2021). Types of Vocabulary. *PlanetSpark*. Retrieved from: https://www.planetspark.in/blogs/types-of-vocabulary

Ponto, J. (2015). Understanding and Evaluating Survey Research. *ResearchGate*. Retrieved from: https://www.researchgate.net/publication/286445115_Understanding_and_Evaluating_Survey_Research

Purba, N. (2018, February 2). *The Role of Psycholinguistics in Language Learning and Teaching*. Purba | Tell: Teaching of English Language and Literature Journal. Retrieved from: https://journal.um-surabaya.ac.id/index.php/Tell/article/view/2077/pdf

Rasinski, T., Padak, N., Newton, R., Newton, E., & Bromley, K. (2008). *Greek and Latin Roots*. Shell Education. Retrieved from: https://books.google.com.ec/books?id=7a6K7My-

m7AC&lpg=PA7&ots=483Olva0kI&dq=cognates%20that%20share%20Latin%
20roots&lr&hl=es&pg=PA181#v=onepage&q=greek%20roots%20examples&f
=false

Ratner, N., & Gleason, J. (2004). *Encyclopedia of Neuroscience*. ScienceDirect.
Retrieved from: https://doi.org/10.1016/B978-008045046-9.01893-3

Robinson Anthony, J. J., Blumenfeld, H. K., Potapova, I., & Pruitt-Lord, S. L. (2022).
Language dominance predicts cognate effects and metalinguistic awareness in
preschool bilinguals. *International journal of bilingual education and
bilingualism*, *25*(3), 922-941. Taylor & Francis. Retrieved from:
10.1080/13670050.2020.1735990

Rumsey, C. (2020). Why it's important to learn English. *Studio Cambridge - English in
England*. Retrieved from: https://www.studiocambridge.co.uk/why-it-is-
important-to-learn-english/

Runnqvist, E., Strijkers, K., Sadat, J., & Costa, A. (2011). On the Temporal and
Functional Origin of L2 Disadvantages in Speech Production: A Critical
Review. *Frontiers in Psychology*, *2*. Retrieved from:
https://doi.org/10.3389/fpsyg.2011.00379

Sánchez-Casas, R., & García-Albea, J. E. (2005). The Representation of Cognate and
Noncognate Words in Bilingual Memory: Can Cognate Status Be Characterized
as a Special Kind of Morphological Relation? In J. F. Kroll & A. M. B. de Groot
(Eds.), *Handbook of bilingualism: Psycholinguistic approaches* (pp. 226–250).
Oxford University Press.

Sabino, Robin. Languaging Without Languages: Beyond Metro-, Multi-, Poly-, Pluri-
and Translanguaging, *BRILL, 2018*. ProQuest Ebook Central, Retrieved from:
http://ebookcentral.proquest.com/lib/uta-ebooks/detail.action?docID=5449584

Seifert, D. (2016). Top 5 Reasons Why Vocabulary Matters. *InferCabulary*. Retrieved
from: https://infercabulary.com/top-5-reasons-why-vocabulary-matters/

Sinatra, R, Zygouris-Coe, V & Dasinger, S 2011, Preventing a vocabulary lag: What
lessons are learned from research, Reading & Writing Quarterly, 28(4), pp. 333-
334

Siedlecki, S. L. (2020). Understanding Descriptive Research Designs and Methods.
Clinical Nurse Specialist, *34*(1), 8–12. Retrieved from:
https://doi.org/10.1097/nur.0000000000000493

Solak, H. G., & Cakir, A. (2012). Cognate based language teaching and material development. Procedia-Social and Behavioral Sciences, 46, 431-434. Retrieved from: https://doi.org/10.1016/j.sbspro.2012.05.136

Spratt, M., Pulverness, A., & Williams, M. (2009). *The TKT Course Modules 1, 2 and 3* (2nd ed.). Cambridge University Press.

Stahl, S. A. (2005). "Four problems with teaching word meanings (and what to do to make vocabulary an integral part of instruction)," in E. H. Hiebert and M. L. Kamil (eds.), Teaching and learning vocabulary: Bringing research to practice, Mahwah, NJ: Erlbaum.

Taherdoost, H. (2022, August 1). *What are Different Research Approaches? Comprehensive Review of Qualitative, Quantitative, and Mixed Method Research, Their Applications, Types, and Limitations*. Retrieved from: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4178694

Uchihara, T., & Clenton, J. (2020). Investigating the role of vocabulary size in second language speaking ability. *Language Teaching Research*, *24*(4), 540–556. Retrieved from: https://doi.org/10.1177/1362168818799371

UK Statistics Authority. (2022). *Ethical considerations associated with Qualitative Research methods*. Retrieved from: https://uksa.statisticsauthority.gov.uk/publication/ethical-considerations-associated-with-qualitative-research-methods/pages/2/

University of Louisiana Monroe. (2022). *4 Ways Translanguaging Helps ESL Students Learn English*. Retrieved from: https://online.ulm.edu/degrees/education/med/curriculum-and-instruction/translanguaging-helps-esl-students/#:~:text=Translanguaging%20can%20make%20a%20student,those%20in%20their%20new%20environment

University of Texas Arlington. (2023). *Quantitative and Qualitative Research*. Retrieved from: https://libguides.uta.edu/quantitative_and_qualitative_research/qual

Vanhove, J., & Berthele, R. (2015). Item-related determinants of cognate guessing in multilinguals. *Crosslinguistic Influence and Crosslinguistic Interaction in Multilingual Language Learning*, 95–118. Retrieved from: http://dx.doi.org/10.6084/m9.figshare.763246

Van Zeeland, H. (2013). Vocabulary and Listening. *The Encyclopedia of Applied Linguistics*, 1–6. Retrieved from: https://doi.org/10.1002/9781405198431.wbeal1430

Verreyt, N., De Letter, M., Hemelsoet, D., Santens, P., & Duyck, W. (2013). Cognate Effects and Executive Control in a Patient with Differential Bilingual Aphasia. *Applied Neuropsychology: Adult*, *20*(3), 221–230. Retrieved from: https://doi.org/10.1080/09084282.2012.753074

Wendiyarti, J. (2022). Chapter II. *IKIPP GRIP TK*. Retrieved from: http://digilib.ikippgriptk.ac.id/id/eprint/1283/3/CHAPTER%20II.pdf

Wise, J., & Sevcik, R. (2017). Language. *Reference Module in Neuroscience and Behavioural Psychology*. ElSevier. Retrieved from: 10.1016/B978-0-12-809324-5.06473-7

Wu, X. (2012). Vocabulary Learning in a Second Language. In *Springer eBooks* (pp. 3422–3424). Retrieved from: https://doi.org/10.1007/978-1-4419-1428-6_943

Zhang, L. J., & Anual, S. B. (2008). The Role of Vocabulary in Reading Comprehension. *RELC Journal*, *39*(1), 51–76. Retrieved from: https://doi.org/10.1177/0033688208091140

Zhang, P., & Graham, S. (2020). Learning Vocabulary Through Listening: The Role of Vocabulary Knowledge and Listening Proficiency. *CentAUR (University of Reading)*, *70*(4), 1017–1053. Retrieved from: https://doi.org/10.1111/lang.12411

Zoghi, M., & Sahebkheir, F. (2014). Cognate-based language teaching of vocabulary in a bilingual context. *Indian Journal of Fundamental and Applied Life Sciences*, 4(3), 313-319. Retrieved from: www.cibtech.org/sp.ed/jls/2014/03/jls.htm

Annex 1

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 04 de Abril 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Iza, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "COGNATE-BASED LANGUAGE TEACHING AND VOCABULARY LEARNING" propuesto por el/la estudiante CARVAJAL ÁLVAREZ DAYANA ESTEFANÍA, portador/a de la Cédula de Ciudadanía, 1850703107 estudiante de la Carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS Facultad de Ciencias humanas de la Educación de la
la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Lcda. Sarah Jacqueline Iza Pazmiño, Mg.
Coordinadora de la Carrera
0501741060
0984060528
sj.iza@uta.edu.ec

Annex 2

Survey

Survey available upon request

Annex 3

Cronbach's alpha validation

Reliability Statistics	
Cronbach's Alpha	**N of Items**
,898	23

Note: Cronbach's Alpha Validity

Annex 4

Urkund Report

Ouriginal
by Turnitin

Document Information

Analyzed document	Thesis - Carvajal Dayana.docx (D171098973)
Submitted	6/22/2023 12:38:00 AM
Submitted by	
Submitter email	dcarvajal3107@uta.edu.ec
Similarity	0%
Analysis address	manuelxsulcag.uta@analysis.urkund.com

Sources included in the report

Entire Document

CHAPTER I 1.1. Research background

The current study was supported by prior research and data that were obtained from different virtual libraries and online databases, including Google Scholar, Taylor & Francis Group, ResearchGate, among others. These sources were chosen because of their extensive collection of up-to-date books, journals, articles, papers, and documents. Finally, this research focused on crucial details about the importance of cognates-based language teaching strategy to teach and learn English vocabulary.