UNIVERSIDAD HISPANOAMERICANA

ENGLISH DEPARTMENT

THESIS SUBMITTED TO OBTAIN THE LICENTIATE DEGREE IN ENGLISH LANGUAGE TEACHING

ANALYSIS OF THE IMPACT THAT FALSE COGNATES HAVE IN THE READING COMPREHENSION SKILL DURING THE ENGLISH LEARNING PROCESS OF 7-2 GRADE STUDENTS FROM LICEO OF POÁS, ALAJUELA DURING THE THIRD QUARTER OF 2021

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HEREDIA

APRIL, 2022

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Sworn of Declaration

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Universidad Hispanoamericana
Licenciatura en la Enseñanza del Inglés

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El estudiante Cristian Ruiz Castro, cedula de identidad número 112670366, me ha presentado para efectos de revisión a aprobación, el trabajo de investigación denominado: "***Analysis of the Impact that False Cognates Have in the Reading Comprehension Skill During the English Learning Process of 7-2 Grade Students from Liceo of Poás, Alajuela during the Third Quarter of 2021***"., el cual ha elaborado para optar por el grado académico Licenciatura en la Enseñanza del Inglés. En mi calidad de tutor, He verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación, antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos, conclusiones y recomendaciones. De los resultados obtenidos por el postulante se obtienen la siguiente calificación:

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Estimado señor
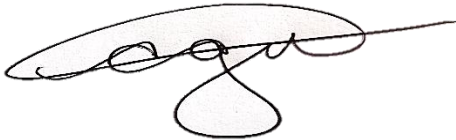
El estudiante Cristian Ruiz Castro cédula de identidad 112670366 me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "***Analysis of the Impact that False Cognates Have in the Reading Comprehension Skill During the English Learning Process of 7-2 Grade Students from Liceo of Poás, Alajuela during the Third Quarter of 2021***", el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.
He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.
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I dedicate this achievement to God for having helped me, to my wife and my mother for having been with me in each of my university stages and for having always guided me on the right path.

To all those present, friends, family in general, for their support and confidence for their selfless support and trust.

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I thank God for having accompanied and guided me throughout my professional career and for his strength in my moments of weakness.

I thank the Universidad Hispanoamericana for allowing me to forge an identity as a professional in the teaching of English, as well as my tutor Roy Alfaro Alfaro for his support in this process.

Abbreviations

Cross-Cultural: involving two or more different cultures and their ideas and customs (Dictionary.cambridge.org, 2022).

False Cognate: a word in one language that is similar in form or sound to a word in another language but has a different meaning and is not etymologically related: for example, Spanish burro "donkey" and Italian burro "butter" are false cognates (Dictionary.com, 2022).

Learning Process: knowledge or skill acquired by instruction or study (Merriam-Webster.com, 2022).

MEP: Ministry of Public Education.

Mother Tongue: the language that you first learn to speak when you are a child (Oxford Learner's Dictionaries, 2022).

UCR: University of Costa Rica.

Abstract

False cognates are usually understood as words that have the same or similar form in two different languages but the main characteristic of them is the etymological difference with their different meanings. This phenomenon becomes a real problem for high school students.

Therefore, this research aims to analyze the difficulty of learners to use these words that we know as false cognates. For that reason, the aim is to clarify the impact of false cognate words in the reading comprehension ability of scholars between 13-15 years of age belonging to seventh grade (7-2) from Liceo of Poás, in Alajuela, Costa Rica.

Based on the results of this research, it can be established that false cognates affect students' reading comprehension and guide them to build inaccurate meaning while reading. Hence, students need to learn correct reading strategies, which promote critical thinking and help them understand and distinguish actual meanings from false cognates, allowing them to approach full comprehension of readings.

This research will provide new insights into this phenomenon and determine the effect of false cognate words directly on the reading comprehension skill during English learning process in students of high school.

Keywords: Reading strategies, false cognates, language, ability, true meanings

Resumen

Los falsos cognados suelen entenderse como palabras que tienen la misma o parecida forma en dos lenguas diferentes pero cuya característica principal es la diferencia etimológica con sus distintos significados. Este fenómeno se convierte en un verdadero problema para los estudiantes de secundaria.

Por lo tanto, esta investigación pretende analizar la dificultad de los alumnos para utilizar estas palabras que conocemos como falsos cognados. Por ello, se pretende esclarecer el impacto de las palabras falsas cognadas en la capacidad de comprensión lectora de los escolares entre 13 y 15 años de edad pertenecientes al séptimo grado (7-2) del Liceo de Poás, en Alajuela, Costa Rica.

Con base en los resultados de esta investigación, se puede establecer que los falsos cognados afectan la comprensión lectora de los estudiantes y los orientan a construir un significado inexacto mientras leen. Por esta razón, es necesario que los estudiantes aprendan estrategias de lectura correctas, que promuevan el pensamiento crítico y los ayuden a comprender y distinguir los significados reales de los falsos cognados, permitiéndoles acercarse a la comprensión total de las lecturas.

Esta investigación proporcionará nuevos conocimientos sobre este fenómeno y determinará el efecto de las palabras de falso cognado directamente en la habilidad de comprensión lectora durante el proceso de aprendizaje del inglés en los estudiantes de secundaria.

Palabras Clave: Estrategias de lectura, falsos cognados, lenguaje, habilidad, significados verdaderos

Introduction

This investigation has the purpose to analyze the impact of false cognates into reading comprehension during the process of English learning. This proposal is based on the reader- text interaction by processing the information, the use of prior knowledge the reader has about the text and the world, and the creation of new meaning by the reader.

Frequently, students from high schools are concerned about their low academic performance in English, and far from being an attractive and interesting process for them; it is a difficult and confusing process because they do not understand what they are reading in class. This situation could be the reason why some students may not have the chance to develop their talents in a creative manner or to study according to their academic weaknesses and strengths. English, like other languages, can be grammatically and semantically linked, causing difficulties due to the fact that some words can be used in both spoken and written forms and those words are known as cognates. In the case of Spanish-English language, it is more evident.

The phenomenon addressed in this study is known as "False cognates", which is one of the most common problems that students of foreign language have when faced to reading comprehension tests. Furthermore, employing comparable words from two different languages might assist students enhance their vocabulary understanding. However, if students are not trained to recognize those words with an effective reading strategy, they may get frustrated when they try to comprehend the text. Reading comprehension is an essential component in learning a foreign language because through it, students can find a privileged space for critical thinking in the native and the foreign language.

This problem calls for an analysis about what exactly is causing this issue and what are the consequences for foreign languages learners, considering that they are interpreting something incorrectly and sending a different message.

Finally, this study demonstrates what techniques might be recommended to avoid students fail at the moment of understanding a written material in English by recognizing false cognates.

CHAPTER I

RESEARCH PROBLEM

1.1. Problem Statement

The following research study analyzes the problems of reading comprehension that majority of students face throughout the English learning process as a foreign language due to misunderstanding of the texts and how the false cognates have an effect on them. It is observed that many students still have difficulties at the moment of developing the reading comprehension skill in study centers. Their focus is learning and improving different aspects of their communicative skills; for example, understanding general and detailed information in the grammatical structures of the sentences, analyzing orthographic similarity in writing and closely related meaning avoiding cross-cultural confusion.

These components are an essential part in the learning process, but there are fine details, which can hinder the process for that reason this research identifies them to avoid them. The problem of the interpretation of the false cognate affects the approach of the Latin Americans to a foreign language. Particularly in the Republic of Costa Rica, the study of English as a foreign language encounters obstacle of its own, which impede the performance of students, not only in the study of a language, English in that case, however of all those disciplines that require reading information available only in that language.

The variations between learners, their learning conditions and contexts when lexical similarities across languages does not necessarily entail a correlation of meaning are some aspects on which many researchers are focused to demonstrate the complexity of learning a foreign language. The use and knowledge of a foreign language permits students to develop communication skills and provides understanding of different cultures.

Even more, failure to identify false cognates or understand their true meaning affects understanding of English texts. That is why it is necessary to propose pedagogical approaches to enhance the understanding of false cognates during the learning process and in this way favor the understanding of digital or physical texts in English.

The impact of false cognates or false friends are classic surprises to students of both languages and teachers need to address this issue because this problem makes learners face many inconveniences trying to find accurate meaning and it can produce misinterpretations. It is important to develop this study at Liceo of Poás in Alajuela, because students of seventh grades have low grades in English and it is necessary to investigate if this problem is a consequence of false cognates in the reading comprehension of words in English or if it belongs to any other issues with the cognate recognition that is affecting their reading process.

1.1.1. Background of the problem

It is necessary to mention that the use of false cognate words can affect students in the learning process with the relation between them because they are lexical elements collected from categorically diverse lexicons. Some academic sources of information regarding of false cognates for this research are the websites: Google scholar, SciELO, World Wide Science, EBSCO and McGraw-Hill.

In the study carried out by the author Frunza (2006), entitled "Automatic Identification of Cognates, False Cognates, and Partial Cognates of the technology and Engineering University of Ottawa Canada". The main purpose of her study was to identify false cognates in different languages that have similar spelling and meaning. They can influence foreign language learner through vocabulary expansion and reading comprehension tasks.

The specific objective of that study was to examine some of the consequences of this assumption. Where the assumption of concepts without the real meaning are developed. Cognates are known as words that are similar. Meanwhile, "false" cognates are words that pretend to be cognates because they share a related form, but do not have the same connotation and it can produce misinterpretations. Based on the words of Delahunty and Garvey about the connotation of the word meaning they express the following "The definition of an expression or the information potentially communicated by it" (Delahunty & Garvey, 2010, p. 86).

It is possible to observe how two words in different languages look similar, but they give the illusion of corresponding meaning in multiple languages. Many educators refer to those words like false friends due to their high potential for causing cross-cultural confusion in the learners. One classic example of false cognates between English and Spanish is the word 'carpet'/'carpeta'. Likewise, carpeta means a folder with files instead of carpet (thick woven cloth to cover a floor or stairs). Spanish speakers they frequently assume the word carpet is for carpeta, when they read a paragraph or a text and it produces a conflict in their reading comprehensions skill also it can cause serious miscommunication cross-culturally confusion. In those English and Spanish languages, false cognates have been specifically targeted as a result of it appears appropriate to the context: frequent interaction with native Spanish-speaking students is normal in the North America and some Asians public schools.

The main focus of her study was to trace the progress of a selected set of cognates from their origins to present day. Therefore, false cognates are a recurrent source of difficulty for English Students and their teachers because of their complex usage and multiple senses during the English learning process. Learners and professionals have found false cognates misleading, actually, because of the nature of some words, similar to adverbs and nouns specific to scholarly

writing. Academics can understand that distinguishing between cognates and false cognates is so difficult than those words can be assumed during the reading process. Therefore, they should learn how cognates can change between languages, depending on usage and context.

Another important piece of research is that carried out by the authors Nagy et al. (1993) entitled "Spanish-English bilingual students' use of cognates in English reading of the University of Illinois". It sought to see how bilingual Hispanic kids in the higher elementary grades at American colleges fared can transfer the knowledge of the vocabulary in their first language to the reading in their second language through the utilization of cognates and also the correct construction of meaning throughout the reading comprehension process. Many words in English language, particularly in academic English, have close Spanish cognates, which are Spanish words that have orthographic similarities and meanings that are closely comparable. In some cases, there are words in both languages that are practically identical in terms of spelling and meaning (*e.g., conductor, hospital, animal*). Often there are only minor, predictable changes in spelling (*e.g., declaration/ declaración, contamination/contaminación, dialect/dialecto*). Because much of English academic vocabulary and terminology comes from Latin and that is the reason Spanish language is similar. Many academic or rare words in English have cognates and these words are relatively common words in Spanish. For example, the word infirm is an unusual word in English language, although its counterpart that is a cognate/ *enfermo* is a common word for sick in Spanish. If Hispanic bilingual students know the vocabulary of Spanish words and recognize the cognate relationship during the reading comprehension, their Spanish knowledge should provide them with significant assistance in English vocabulary using, particularly difficult reading vocabulary and the frustrations trying to find accurate meaning in the foreign language.

The specific objective of the study was to determine whether there was any transfer of lexical knowledge from students' first language to reading comprehension in a second language also, verify is there any relationship between students' knowledge of words and concepts in Spanish and their understanding of vocabulary in English through the cognates in the text also to understand how false cognates can start affecting the learning process.

Their research can determine the relationship between Hispanic bilingual students' understanding of Spanish vocabulary and the ability to recognize Spanish-English cognates and their comprehension of English texts.

The author Roca-Varela (2013) developed the research entitled "new insights into the study of English false friends: their use and understanding by Spanish learners of English of department of English Philology from Santiago Compostela University". This study shows the prominent role of word knowledge while analyzing the productive and receptive use of English false cognates by Spanish learners of English. The main problem that arises according to this study is that the influence of the leads language learners to assume in the wrong way that similar words between languages share the same meanings, causing that they falling into the lexical trap of false cognates. At first look, it appears that a lack of knowledge concerning these lexical items could affect cross linguistic interpersonal communication and might lead to important misunderstandings between learners of English and native speakers.

The purpose of their study is to help learners who do not know about fake friends, may not be able to make themselves understood, and are unable to interpret certain English messages that contain these words during reading comprehension. With this research Luisa Roca Varela wanted to test these hypotheses; this research tries to identify the main problems that the presence of English false friends has on the learners' general understanding and use of English. It

should not be surprising that Spanish learners may misunderstand English phrases or words, such as following: diversion, insane, child, molester, rich due to the presence of English false friends, such as diversion, even if they do not intend to do it and might misinterpret some English messages, which contain these misleading terms.

In this respect, one of the main problems that false friends might produce is that "the average English native speaker would misunderstand the sentence and never consider that the speaker had chosen the incorrect lexical item" (Gass & Selinker, 2008, p. 450).

The specific goal of the research is to determine how students utilize and understand false friends or false in order to recognize, avoid, and solve any difficulties that may arise as a result of this group of words.

According to this explanation, this work identifies those false friends which are especially difficult for Spanish learners and help students become aware of the fact that "lexical and structural similarity of expressions across languages does not necessarily entail correlation of meaning"(Al-Wahy, 2009, p. 105). That misinterpretations and production issues may result from their lack of experience in this specific field.

As a result, of that study it is possible to determine that an important issue is that false cognates, in principle might affect the learners' lexical and communicative competences in English, by coming up with a meaningful word that makes sense in the context of the grammatical environment.

1.1.2. Problematization

The false cognates function as anchors that do not let to discover that new world through the reading comprehension and that chain people to the reality that is already know. It is like

never leaving home, having the ticket to do it. Likewise, it should be considered that there is a problem in the interference of certain patterns of Spanish to English.

Despite, people ignoring the fact that English has a linguistic and historical root very different from Spanish. A reader who allows false cognates to dominate his reading is unconsciously submitting to the fact that English is dependent on Spanish or that Spanish is overrun with Latin words. For his part, Walseth (2013) indicates that "when a learner believes that something that is grammatical and meaningful in L1 also exists in L2 while it actually does not, thus causing a learner to make an error" (p. 8). Not to mention the problem of the grammatical disorder that the false cognate causes: transforming verbs into nouns, adjectives into adverbs, not knowing the articles and the gender of the nouns, etc. And it can be affecting the learning process, creating incorrect construction of meaning during the reading process.

Based on that problematization, the main objective of this work is to verify the participation of cognates in reading comprehension and help learners to skim a text for general comprehension in an effective way.

1.1.3. Justification of the problem

The learning potential during the reading comprehension goes beyond academic success; reading provides culture, influences personality formation, and it is a source of recreation and enjoyment. Therefore, according to what was mentioned previously, the ability to analyze and understand a text; for instance, is a process that is constructed during reading, and it is simultaneously fundamental the comprehension.

In addition to the above, Tindall & Nisbet (2010) mention that "reading comprehension, or extracting meaning from text, is the focus of all reading engagement. Individuals must read

print with fluency, possess adequate prior knowledge and vocabulary, and own and appropriately apply research-based comprehension strategies" (p. 6).

That means that teaching reading comprehension has been missing as the time passes by, the program that is given to educators to teach English in high schools does not emphasize the areas of reading comprehension, which will eventually help students to improve all of language skills in English.

When the student population at first grade level of primary schools starts the process of reading and writing, they learn to decode, but not to develop the skills of comprehension, which are key to their school performance. Moreover, the results of the investigation in High Schools revealed that pupils read in Spanish only when the homework assigned requires them to do so.

According to Rojas (2005):

The process of reading of any language is a process of interaction in which the reader plays an active role and uses all sort of knowledge to get information from the text and to integrate different meanings according to the conceptual models learned with her or his own experience on the world. (p. 1).

This phenomenon was corroborated some years later by Garnier, the Minister of Public Education in Costa Rica.

The University of Costa Rica carried out the first national diagnosis of English proficiency in 2019, and according to the results 70% of school students have an A2 level and 1% achieve C1 (Quirós, 2019). This shows that reading skills in this population have not been fully developed. In that moment false cognate words starts the participation of Reading

comprehension and produce an impact on the students. Generally, students are promoted to a literal comprehension only with specific books in the classrooms but without a real meaning of the words, which is not enough to develop a real comprehension learning process. In this regard, the high schools emphasize the technical knowledge or the mechanics of reading, forgetting that it involves communication between the reader and the author through the text, and ignores the interests of the student, when predetermining the content and the use of cognates, exercises and sequences.

According to the MEP (Ministry of Public Education of Costa Rica), it is important to note that the educator must not forget that reading is always comprehensive and the false cognate words have a participation and they can affect the process of learning, from the earliest grade levels to university levels; a condition for which the student population pleases reading. At the same time, it is necessary to consider that much of the learning of school life depends on the reading skills that the teacher possesses and is able to develop in the student population and the time that the teacher spends on it during the English Classes.

For their part, Israel and Duffy note that there is a single reading comprehension process which establishing a relationship between the text and the reader, during the processing as language constructs meaning. "Without comprehension, reading words is reduced to mimicking the sounds of language, repeating text is nothing more than memorization and oral drill, and writing letters and characters is simply copying or scribbling" (Israel & Duffy, 2014, p. 32).

Moreover, some public high schools of Alajuela have development the act of reading comprehension and the use of cognates as part of the daily life of every person; it involves many capabilities such as perception, memory, comprehension, and creativity. Reading comprehension

should not be seen simply as a means to acquire knowledge, but as a fundamental part of language that helps the individual to learn, understand, and interpret the outside world.

For a long time, the school has taught mechanics to read and write, detached from understanding what is read and what is written, causing a lack of integration with the surrounding reality.

Usually, people can see that learners have a number of difficulties as far as writing is concerned; some of these are: little coherence of ideas, very basic vocabulary, constant repetition of words, and following ends, difficulties in sentences and paragraph's structure. Despite the clarity on the side of those who are responsible for education on the concepts of reading and writing, some are focused on the construction of meaning, so their teaching is entirely traditional and has lost importance.

Establishes the relationships between reading and writing in order to look for the development of comprehension of a text.

This research seeks to recognize the impact of those false cognates during the learning process that can produce mistakes in reading comprehension and writing skills in the student population throughout interactive reading.

1.2. Formulation of the problem

1.2.1. Research question

How does the use of false cognates directly affect reading comprehension leading section 7-2 grade students at Liceo of Poás during the third quarter of 2021 wrongly assume that similar words between languages share the same meaning?

1.3. Objectives of the investigation

1.3.1. General objective.

   a. To analyze the impact that false cognates have in the reading comprehension skill during the English learning process of 7-2 grade students from Liceo of Poás, Alajuela during the third quarter of 2021.

1.3.2. Specific objectives

   a. To identify how false cognates words affect to the development of reading comprehension skill in the English learning process.

   b. To describe the main difficulties students, have while reading an English text that contains false cognates.

   c. To provide reading comprehension strategies to enhance the ability to recognize unknown vocabulary in a text that seem to be similar to their native language.

1.4. Scope and limitations of the study

1.4.1. Scope

a. This investigation takes place in Liceo of Poás, Alajuela. The studied population is formed by students from seventh grade (7-2) between the ages of 13 and 15 during the third quarter of 2021.

b. This population does not include students from other high schools or organizations.

1.4.2. Limitations

Some possible limitations that were presented during the document development:

a. Among the main limitations, it is identified that the COVID-19 pandemic has forced the closure of schools and high schools all over the world, including Costa Rica. As a result,

there have been no assessment and evaluation instruments available to identify the issues that students have with reading comprehension in a face-to-face setting. Therefore, everything will be done in a virtual environment.

b. In Liceo of Poás, there has not been done any kind of investigation like this during previous years.

CHAPTER II

THEORETICAL FRAMEWORK

2.1.Historical context

2.1.1.   Background of the organization or community

The Poás high school was founded in 1969. It is a public high school located in the province of Alajuela, in the Poás town. This institution began activities with 200 students distributed in 6 sections, 12 teachers, 1 secretary, 1 assistant, 1 janitor and under the direction of Freddy Vega Ocampo in that moment. The struggle and sacrifice of these members was eloquent, since they had to overcome adversities to achieve that on March 10, 1969 the Poás High School opened its doors.

Now days, this institution has approximately 1100 students between 13 and 18 years of age, mostly Costa Ricans and Nicaraguans citizens and it offers a variety of programs for a high level of education. This facility has 52 classrooms, a computer laboratory, a language laboratory, a library with computers and tablets and a variety of resources such as internet -only for teachers-, screens, laptops, recorders, projectors, speakers for the use of the teaching staff and the student population.

As a school of educational innovation, the students of the Liceo de Poás from seventh to ninth grade receive 15 subjects. In the case of tenth and eleventh grade students, they receive 16 subjects (accounting, German, or conversational English depending on student's choice). Since the year 2013, authorization is granted to offer the International Baccalaureate program to their students.

The International Baccalaureate (IB) offers a variety of international education courses. That program encourages students to realize their educational and personal goals, which leads them not only to stand out in their studies, but it also helps them in their personal growth. In addition, the program is suitable for students who wish to study abroad or to deepen their

knowledge in certain fields of study. This program is also of the student's choice, with the only difference being that six years must be taken. Some of the educators who work for this institution implement or have used technology in their classes in which students basically learn by investigating, experimenting and exploring. Something that is remarkable are the efforts of the institution to include the use of technology as part the training process of the entire student population.

2.1.2. Mission.

Liceo of Poás is an urban-rural educational community, with Christian values. They want to form integrally the young people of the canton of Poás with academic excellence and favoring their development in the scientific, artistic, physical and social fields, to respond to the challenges presented by the Costa Rican society, providing attention to the different educational needs and committed to live Christian values.

2.1.3. Vision.

To form leaders with Christian values of future projection, to be true agents of social change, capable of making use of modern technological tools and promoters of development in harmony with the environment.

2.1.4. Antecedents of English teaching in Costa Rica

English Teaching in Costa Rica started approximately during the years of 1825-1890. During those years the Government of Costa Rica did not worry about the money that teaching a new language could cost and they decided to bring teachers from the United States for teaching this language to Costa Rican students, even though the official language was Spanish.

At that time, the methodology was based on the memorization of lessons by the student, which were then examined orally by the teacher. "With the creation of the primary and

secondary schools in our country, English lessons became part of the curriculum" (Martínez Gutiérrez, 2016).

The University of Costa Rica (UCR) was the first university to offer training courses for English teachers in 1954. In these courses the methodology taught for teachers to use in their lessons was the audiolingual method.

However, it was not until 1957 when English teaching became professionalized in Costa Rica, with the opening of the English degree program in the University of Costa Rica.

The main expectation for English language instructors is to know grammar, phonetics, syntax, phonetics and morphology, and use appropriate methodology such as content-based and task-based methods, audio language methods, etc. Therefore, English teaching is considered a process of adapting to individual needs to meet the challenges of global economic needs.

Around 1978 and until 1990, the Minister of Public Education (MEP) eliminated the curriculum and, instead, prepared and sent to teachers a very simple guide indicating the books to be used and the units to be covered in each subject.

In 1990, a radical change took place, as other plans were drawn up that established new objectives, new learning situations and new forms of evaluation. new objectives, new learning situations and new forms of evaluation. The approach is closer to the Communicative Method and, thus, the oral part takes great importance within the established plans.

During this period, new books were created by national teachers. With the advice of Project LEARN, sponsored by the government of England, and Costa Rica was assisted with ideas and materials for the improvement of the teaching of English, and books are created and recommended as support material for English lessons, such as Have Fun Books 1, 2, and 3 by Rosa María Bonilla for the third cycle.

As of 2005, the Communicative method continues in the teaching of English conforming to the English curriculum developed by the evaluation commission for the teaching of English of the MEP.

According to the official document published by the (Ministerio de Educación Publica, 2016) entitled "Educar para una Nueva Ciudadania" it mentions that "Education for a new citizenship reinforces the need of 21st century learners who integrate proactively in a globalized world while strengthening their national and global identity"(p. 12). These have been the most significant changes in the transformation and modernization of English language teaching in Costa Rica. Which constitutes a great step towards the challenge that Costa Rican education will face in the new millennium. Likewise, with the creation of public and private academies and institutes that offer lessons for learning English or another language, there has been an increase in the opportunities for learning a second language resulting in better benefits and opportunities for the Costa Rican population.

2.2.Theorical conceptual context

This section presents the main concepts and theories related to with the impact of false cognates and the main difficulties that may arise in the English learning process. The literature review of this paper is based on previous research carried out by scholars such as: Chacón Beltrán (2006) entitled "Towards a typological classification of false friends (Spanish-English)", this research analyzes the tendency of non-native speakers to overgeneralize their false cognates usage and think they know what these terms imply even if they do not the meaning, which may be both misleading and frustrating when they are learning. Also, the study of Mitkov et al. (2007) entitled "Methods for extracting and classifying pairs of cognates and false friends" This

research presents ways for detecting cognates and false friends automatically based on 'ideal' extraction of cognates and false friends from plain-text corpora with methods that incorporate background semantic knowledge.

Other study used as reference to this research was the investigation of Lubliner & Hiebert (2011) entitled "An Analysis of English-Spanish Cognates as a Source of General Academic Language" that the main objective of this study was to find features can help or impede bilingual students' cognate detection and cross-language transfer of vocabulary knowledge using orthographic and phonological transparencies.

2.2.1. *Factor A, independent variable:* English learning process.

2.2.2. *Factor B, dependent variable:* Impact of false cognates in the reading comprehension skill

2.2.3. *Concept of variables*

Abiodun-Oyebanji (2017) defines the concept of variables as "The main ingredients of research and the basis of a research work. It therefore implied that, without variables, there would be no research" (p. 44).

2.2.4. *Concept of cognates*

To explain the impact of false cognates on reading comprehension, it is necessary understand the definition of cognates and what they are. The concept of cognates according to Merriam-Webster (2021) is defined as "a pair of words which share both the meaning and sound form in two different languages".

For his part, (Montelongo, 2012) defines cognates like "words in Spanish and English that have the same meaning in both languages and are spelled identically or nearly the same because of a common etymology " (p. 11).

In contrast, "false cognates" are words or terms that share the form but not the same meaning in target languages. In this regard, Pérez (2001) cited by Agudelo and other authors in (2017), defines false cognates as:

(…) The relationship made between two words that have similarities in the spelling or pronunciation of the two languages. An example of the above can be the incorrect use of the word "actually", meaning "currently", for the learner it is inevitable to make this type of mistake, since a relationship between the two languages is established unconsciously. (Agudelo Quintana et al., 2017, p. 29)

Cognates and false cognates are two types of words that show how the mother language influence directly in the unfamiliar words of the second language. The English term tourist and the Spanish word turista are two examples of cognates. The letters "o" and "a" are the only grammatical differences between them, although they sound identical and have the same meaning. On the other hand, the term record in English and recordar in Spanish, is an example of a false cognate. The letters "a" and "r" distinguish them linguistically, and while they sound similar, their meanings are fundamentally distinct.

It happens because Spanish and English have Latin roots, for that reason, both languages have many words which are spelled the same and have the same or different meanings.

2.2.4.1.Characteristics of cognates

Cognates are characterized by the following aspects:

- Proper names cannot be cognates
- They do not need the use of any translation instrument

▪ They are known as transparent words

Spelling patterns are also characteristics that will facilitate the conformation of Spanish-English cognates throughout the learning process since they contain words that are spelt precisely the same and sometimes, they are words that are spelt in a different manner or words that are spelt differently but sound similar in the other language.

Some examples of those patterns are listed below.

1- Some Spanish words are spelt identically the same as English words, with the exception of -ar, -ir, at the end of these words. An example. *John practices volleyball every day.* If the word *practice* is not familiar in English, but there is a similar word in Spanish *practicar*, then it is possible deduce that *practice* and *practicar* are the same thing.

Some examples of those words are shown in the following table (see Table 1).

Table 1

Spanish Words End -ar, -ir

Spanish	English
Comparar	Compare
Decidir	Decide
Ignorar	Ignore

Source: Table elaborated by the author of this investigation with information from merriam-webster.com

2- Words ending in -io or -ia in Spanish language are usually the same as words ending in -y in English language. Some examples of those words are shown in the following table (see Table 2)

Table 2

Words End in -ia or -io in Spanish and -y in English

Spanish	English
Supremacia	supremacy

Sociologia	sociology
Extraordinario	extraordinary
Revolucionario	revolutionary

Source: Table elaborated by the author of this investigation with information from merriam-webster.com

3- The English suffix **-tion** is the same as Spanish suffix **-cion**.

That suffix helps learners to identify some cognates. Some examples of those words are shown in

the following table (see Table 3).

Table 3

Spanish Suffix -cion and English Suffix -tion

Spanish	English
Recomendación	Recommendation
Participación	Participation
Imaginación	Imagination
Condición	Condition

Source: Table elaborated by the author of this investigation with information from merriam-webster.com

4- Words that have distinct spellings with the same sound.

When the words are pronounced aloud it helps learners to identify false-cognates. Some

examples of those words are shown in the following table (see Table 4).

Table 4

Words are Spelled Differently but Sound Similar

Spanish	English
hipótesis	hypothesis
inicial	initial
apartamento	apartment

Source: Table elaborated by the author of this investigation with information from merriam-webster.com

5- The English letters ph is pronounced the same as the Spanish letter f. Based in the International Phonetic Alphabet the letter ph is pronounce as [f]. Some examples of those words are shown in the following table (see Table 5).

Table *5*

English Letters with PH that sounds f in Spanish

Spanish	English
Frase	Phrase
Elefante	Elephant
Enfasis	Emphasis

Source: Table elaborated by the author of this investigation with information from merriam-webster.com

2.2.4.2.Recognition of cognates and false cognates

In different countries where an unknown language is written and spoken like English for non-native speakers, some used words such as taxi, hotel, pizza, and café can often still be recognized because they possess identical or a similar spelling and meaning across languages and it is easy for non-native speaker of that language to identify them. However, there may also be deceptive words in the foreign language that are spelled the same but have an entirely different meaning to words from one's native language.

In the study carried out by the authors Mitkov et al. (2007) entitled "methods for extracting and classifying pairs of cognates and false friends".

The authors come to the conclusion that identifying cognates and false cognates is a two-stage procedure. The first stage according to Mitkov involves extracting selected pairs from non-parallel bilingual groups from a text or any article, while the second stage or phase involves classifying the extracted pairs as cognates, false friends, or irrelevant word. However, the

extraction of selected pairs is based on analyzing the spelling similarities between those words, and the classification of the extracted two-word pairs is based on their semantic similarity and it helps to recognize them. The process of identification of a cognate are mechanisms of association and transfer that help the brain to analyze those new words.

> Through the cognitive mechanisms of association and transfer, the human brain is capable of identifying cognates in their adequate context, in a foreign language, even though the reader might not have met the word before. Linguistic input reaches the brain through the senses: sight or hearing. Through association mechanisms mental representations are recalled and verbal labels are appended. (Durán Escribano, 2004, p. 87).

However, it shows how they differ in meaning according to context during the reading comprehension in texts. This procedure may cause the risk that the learner may in fact be mistaken concerning the nature of the word during the recognition of cognates. False friends are examples of potential obstacles for language learners and how difficult it is for them to recognize them because they tend to generalize and assume the meaning of false friends by interpreting them as cognate. Based on that, Durán Escribano (2004) affirms that:

> The visual stimulus reaching the brain may become a misleading clue for the L2 learner lacking the required background knowledge, or the cognitive ability to discriminate stimuli. In these cases, the learning strategies related to meaning deduction of new words

may turn into a foul for intermediate students who do not master other contextual clues. (p. 96)

For their part, Dijkstra & Heuven (2002) mention that: "Thus, even when their orthographic and phonological overlap across languages is incomplete, cognates may be recognized faster than noncognates" (p. 183). Researchers assume that students can easily identify cognate words, because the similarity of words also indicates that previous knowledge is important. Therefore, it helps learners to predict the meaning also part of their study points out that students demonstrated that they were very dependent on their previous knowledge of the topic to predict the text's content and the author's purpose. Also, students used their previous knowledge to interpret cognates based on that. As students read more complex texts, more sophisticated cognates may be presented to them, which can lead to misinterpretation of the text. Therefore, knowing some identification strategies becomes essential in the learning process of each student.

2.2.4.3.Classification of False cognates

False cognates are normally involved during the writing, listening, reading and speaking process. There are four categories of false cognates in English: graphic, phonetic, semantic, and loanwords.

1   *False graphic cognates*: are those that are spelled the same in both languages, but obviously have completely different meanings, such as:

- Arena
- Dice
- Fin
- Pie

2 *False phonetic cognates:* are those that people hear and immediately the same or similar word comes to mind in their language such as:

- Argument
- Conductor
- Cartoon
- Carpet

3 *False semantic cognates***:** whose etymological origin is the same, but their meaning is totally different in the two languages, like Spanish and English. such as:

- Injury
- Suburb
- Tramp
- Preservative

4 *Loanwords false cognates*: are all those loans words that have been adopted by the Spanish, whose meaning has nothing to do with the original, thus becoming false friends, such as:

- Gripe
- Complexion
- Recollection

2.2.5. *False cognates in vocabulary learning*

The role of vocabulary learning has been essential for everyone who wants to learn a second language, even learning new words is part of a process that happens in the brain every day since when they are children.

Based on the above, Nation (2001) indicates: "an adult native speakers have receptive vocabulary sizes of around 20,000 word families and learners who already know the mid-frequency words may want to see native speaker vocabulary size as a learning goal" (p. 29).

The teaching of false friends should be emphasized so that foreign language learners can improve their vocabulary. If the teacher has a high level of understanding of the learner's native

language that knowledge of false cognates can be useful to students. Therefore, Teachers can start collecting false cognate words that cause problems and integrate the teaching of these words into the classroom.

In particular, students who study English as complement of other career or English teaching need a solid vocabulary foundation. Along these lines, "An academic vocabulary list represents an extension of the general service vocabulary and is suitable for learners' taking up academic courses" (Nadarajan, 2007, p. 92).

When a person makes a vocabulary error or use the incorrect word in a conversation to refer to something, this verbal misunderstanding is very disturbing and causes misunderstanding to the entire meaning or idea that the person is trying to express may be distorted. One example of this, is when a person expresses "I have ten years old" when referring to age. The use of the word "have" is wrong, So the listener may understand that he has ten things, instead of he is ten years old. The choice of words is not appropriate and it causes immediately confusion from the learner's native language. Exactly the same happens with false cognates if learners do not know the correct meaning that can cause confusion in the conversation. Therefore, language learners must improve their vocabulary abilities in order to provide clear and understandable content using the appropriate words.

Based on the above, it is worth considering what is mentioned by Pando (2014):

(...) As the student advances in the learning and acquisition of the L2, the greater his knowledge about its syntactic rules, structures, and uses, so the frequency and number of errors attributed to the influence of the mother tongue will be less. In other words, when the student reaches a better understanding and dominates the L2, he will rely less on his

native linguistic system to express himself and produce instead oral and written elements in the target language. (p. 36)

As it was mention before, English learners, particularly EFL students (English as a Foreign Language EFL), are more likely to employ false cognates throughout the learning process but this practice could lead to poor second language learning.

2.2.5.1.The assumption of concepts without the real meaning

The main target of any language is to use any and all available language resources to assign forms to meaning and in the same way assign meaning to forms. As a result, learners create this non-target configuration because they try to make the most of the established language structure. In other words, they are using lexical mental processes to assume concepts that have no real meaning

In addition to the above, Souza (2003) mentions that:

(…) cognates also participate strongly in enhancing prediction of a text. This predictive effect may occur because, since cognates are familiar to the reader, they may trigger the reader's background knowledge thus allowing him/her to construct a mental representation based on his/her schemata. (p. 20)

The nature of vocabulary learning and representation fully conforms to the general principles governing the nature of mental representation and processing. Learners do not need to build a new knowledge, where they store the new information. Instead of that, they utilize the information that they have already in place. They do not need duplicate information, they can use

cognates, and grammatical strategies to the assumption of concepts, but the problem is when they do not have the real meaning and that is something that teachers should teach to their students.

The assumption of concepts requires the application of top-down processing skills. Not all languages can be properly interpreted by paying attention to their literal and syntactic surface structure. This fact places special demands on readers. Implied meaning must usually be obtained from processing pragmatic information. For example, "The police officer raises his hand to stop the car". If the police officer literally (physically) stopped the car with his hands, but suppose it was a traffic policeman, his gestures were followed by the driver. When learners read that kind of examples in their books, they will deal with the interpretation of the true meaning. which may cause errors and affect their development in language acquisition.

It is common for a basic English learner tries to associate the maximum number of words they do not understand with his native language. In some cases, this transfer is often useful, but in other cases, it may shorten the process of reading comprehension. It is necessary for learners distinguish between them very early in the language learning process.

As mentioned above, false cognates may cause difficult and thorny problems in language classes, because both novice and advanced learners tend to take the meaning of false cognates for granted. Based on the above, Chacón Beltrán (2005) indicates:

False friends are not very common in everyday language but they are relatively frequent in certain context (e.g., academic-related language) where they can entail a serious learning problem that deserves close consideration. Another distinctive feature of this learning difficulty lies in the fact that these kinds of mistakes are not exclusively characteristic at certain language proficiency levels, but they may even affect professional

language users such as foreign language teachers, translators, interpreters and journalists with high language proficiency both in their L1 and in their L2 (p. 66).

2.2.5.2.Orthographic similarities and closely related meanings

Orthographic similarities are typically used to refer to the process of representing a sound symbol (as in writing) with an appropriate and usually standardized symbol that is one not associated with any language. Orthographic symbols do not match to any sounds and are instead designed to make it easier for speakers to pronounce them.

Higueras García (2006) mentions that:

Learning a word consists of much more than understanding its meaning: it is a process that restructures previous knowledge thanks to new information; that is, each time a new lexical entry is learned, the pertinent operations are carried out to differentiate it from other known ones… and associate it with those that are already mastered. (p. 17)

When the language combines both the orthographic and semantic similarities of the words, it appears to be more acceptable for the reader. This is why it is useful to attract attention to false cognates in a teaching context, especially if the error occurs during reading comprehension, as Lightbown & Spada (2006) emphasize "When errors are caused by learners' perception of some partial similarity between the first and second languages, they may be difficult to overcome, especially when learners are frequently in contact with other learners that make the same errors." (p. 205)

2.2.5.3.English-Spanish roots derived from Latin

Latin roots are usually the origin of many English and Spanish cognates and false cognates too, that means that both comes from the same origin, there is a lot of academic words that share the origin and those words are written and spoken similarly, despite being from two different languages.

Additionally, Lubliner & Hiebert (2011) mention that:

Spanish–English cognates share a common Latin root, but the languages have evolved over time, and cognates do not always mean precisely the same thing in terms of contemporary usage. For example, the Spanish word molestar descended directly from the Latin word molestare ("to bother or annoy") and retained the original meaning. The cognate equivalent to the word "molest" entered English via old French around the 12th century, gradually diverging from molestare and acquiring a deviant sexual connotation. (p. 3)

Some words Spanish and English examples with Latin roots (see Table 6).

Table *6*

Spanish and English Roots

Root	Meaning	Spanish Examples	English Examples
Ped, Pod	Foot	Pedal, Pedestre, Pedestal	Pedal, Centipede, Pedestrian
Phon	Sound	Fonéma, Fonética, Micrófono	Phoneme, Microphone
Bene	Good	Beneficio, Benévolo	Benefit, Benevolent
Bio	Life	Biografía, Biología, Bioma	Biography, Biology, Biome
Port	Carry	Transportar, Portátil	Transport, Portable
Aud	Hear	Auditorio, Audición	Auditorium, Audition, Audio
Astir	Star	Astrología, Astronauta	Pedal, Centipede, Pedestrian

Source: Table elaborated by the author of this investigation with information from merriam-webster.com

2.2.6. Main difficulties students have with false cognates

There are many difficulties for students during the reading comprehension process, but false cognates can lead them to misinterpret meanings and, in turn, become a real headache for them. Some studies have demonstrated that from a linguistic point of view, language learners face three main problems related with false cognates: false cognate interference, syntactic transfer or usage problems, and pragmatic problems.

- **False cognate interference**: False cognate interference can cause the speaker use cognate words instead of the correct English translation (for example, become rather than acquire).

- **Syntactic transfer and usage issues:** Students can know the meaning of a given vocabulary, but they are not always familiar with its specific use. Typical Spanish expressions involving false friends, such as "no pretendo que" literally translated into English I don't pretend that.

- **Pragmatically speaking:** Misuse of false cognates can easily lead to serious communication problems, such as "harassment." The use of the term molest in the instances provided can be deceptive. Anyone who speaks English as a native language will interpret molest as "sexual harassment." This is one of the main reasons why learners must be careful to use those false cognates.

Along these lines, Chacón Beltrán (2006) indicates: "False friends are especially problematic for language learners as they tend to overgeneralize and assume they know the meaning of these words, which are actually misleading" (p. 29).

2.2.6.1.Cross-cultural confusion associated with cognates

Cross-cultural confusion in cognate words begins with the similarities and differences between the three language families: Germanic (English, German, and Swedish), Romance (French, Spanish, Portuguese, and Italian), and Slavic (Polish and Russian).

Cognate words do not have to be shared by all languages in a language family, but they may have non-cognate words in one or more languages. If learners create "cognate words", this may cause errors. For example, although the French word avion (aircraft) has cognates in Portuguese (avião) and Spanish (avión), the equivalent in Italian is (aereo). Therefore, if a French learner has certain English and Spanish skills and tries to create an Italian "cognate word", it would probably be an error based on transfer from French and Spanish.

Differences between cognate words can cause spelling errors. However, as in the case of Spanish and Portuguese, this difference shows certain patterns, such as the enemy in English and ennemi in French, or apretar in Spanish and apertar in Portuguese. The spelling difference is not always predictable, some spelling forms of spelling form words just need to be memorized.

Based on the article of Tural & Cubukcu (2021), they mentions why is necessary to study culture and language in order to avoid cross-cultural confusion:

In this globalized world, to be able to understand foreigners and to transmit our ideas clearly, intercultural awareness as one component of intercultural competence is necessary. (...) Therefore, culture is very important in foreign language teaching. Since English belongs to all individuals and communities who use the language, individuals who learn English as a foreign language must be aware of not only English and American cultures but also many different cultures. (p. 19)

Distinguishing between cognates and false cognates is much more difficult than learners imagined. This is not an easy task, so it is necessary to pay attention to the differences between false cognates depending on usage and the cultural context.

In addition to the above, Mendiluce & Hernández (2005)state that:

The existence of false friends implies the knowledge of two –or more– languages; that is the reason why a monolingual speaker will never have to face a false friend. This leads us to a controversial fact: the English spoken by a nonnative is different from that of a native. What nonnatives speak is an 'interlanguage', a new linguistic system that is neither English nor their mother tongue. (p. 1)

2.2.6.2. Consequences of false cognates

False cognates can cause learning challenges due to a lack of semantic connection, because the cognitive processing of learning words demands language learners to provide a new meaning to a word that appears to have another meaning. Cognate words and their varied degrees of falsity have an impact on professional academic translation as well as the oral and written environment.

According to Moran (2011) explains that:

False cognates have produced so much doubt and misconception to the point of making us keep a prudent distance from absolutely all lexical resemblances. We could be before a foreign word that is identical to one in our mother tongue but, when we realize that we

are unaware of all its possible meanings and integral usage, refusal sometimes seems to

be more sensible than approval. (p. 20)

The literal meaning of some words can be very different. This is a rule, especially for inexperienced foreign language learners to misunderstand unknown texts through word-for-word translation. Of course, in the case of false cognate words, this may be causing a serious impact language structure and the effect for the learners could be severe. In addition to the difficulties associated with recognizing and translating what they believe to be correct, misunderstandings can also arise.

The consequences are affecting not just the students even the companies can be affected by false cognates, one example of this is the mistranslation of a foreign language that often appear in the media or any other broadcast live, when the news anchor pronounces a word thinking that the meaning is according to the context but some of those are false cognates and the message is confuse for the audience because of that. When a country begins to lose part of its language, it also begins to lose part of its culture.

The English word "to pretend," which can be difficult for a Spanish speaker student who is used to the meaning of pretend as "to presume that something is true," among a variety of other meanings, is one consequence of the false cognate during misinterpretation. Because the verb "pretender" also exists in Spanish, the same meaning may be quickly translated, especially as the English word "pretend" is visually and phonologically similar to pretender in Spanish. The Spanish student might presume that he already understands the corresponding verb in Spanish. However, the phonological and graphical similarities between these two verbs produce the false cognate effect.

Another typical consequence of the false cognate during the reading a text is the usage of the English term "conductor," which may be difficult for a Spanish language learner who is familiar with the definition of the word conductor as "driver of a car or any vehicle", among a bunch of other meanings. Because the noun conductor also exists in Spanish and which might cause confusion, the same meaning may automatically be transferred, more so as the English word "conductor" does not mean "conductor of a car" in Spanish, but rather refers to the "conductor of an orchestra." This Spanish word "conductor" has visual and phonetic similarities with other language and produces a poor understanding of the real meaning and causes serious confusion in students during the reading process, for that reason both words are considered as false cognates.

2.2.7. *Strategies to identify false cognates in reading comprehension*

The process to identify false cognates is hard for new learners who does not know strategies or methods that can be useful during the reading comprehension.

According to McNeil (2011) reading comprehension strategies are "referred to as the conscious actions readers use to repair breakdowns in comprehension (cognitive strategies) or the deliberate actions readers use to monitor and oversee those attempts at repair (metacognitive strategies)" (p. 885). Therefore, it is very important to give learners the guidance of homology recognition to help them understand the new language text. Foreign language teachers need to develop reading strategies to promote the process of foreign language learning; therefore, they must use the students' mother tongue as a tool to strengthen foreign language reading comprehension.

From this perspective, Echeverri Acosta & McNulty Ferri (2010) state that "In secondary education, reading English as a foreign language (EFL) requires teachers to explore strategies can improve students' reading comprehension" (p. 108).

It is important analyzes various aspects of the methods or techniques that students use in their studies, and how they can use these strategies to easily identify false cognates. In the strategy of identifying false cognate words, they have to scanning the text, use previous knowledge to guessing, using context clues to get idea about unknown words in the text. The capacity to comprehend critically what one reads depends on knowing the meaning of a large number of words and the strategies that use to recognize them.

Recognizing Spanish-English cognates is not an automatic process. Foreign language students usually need direct guidance during the learning process to recognize cognate words, because they are not able to recognize words that look similar in two languages (English and Spanish), also the learners need tools to get a better understanding of the texts and the meaning of these unknown words. Therefore, it is necessary to improve students' understanding of the existence and usefulness of cognate words.

Moreira (2016) mentions that "This finding makes the readers enjoy and feel satisfy when they realize that they understand a text in a second language" (p. 278).

However, students could have used other strategies such as decoding, looking at prefixes or suffixes of words, looking at the contextual clues, and activating their prior knowledge of the language to understand the meaning of non-familiar words but without the guide of the teachers those strategies do not have the correct effect in the reading comprehension.

2.2.7.1.Scanning strategy

Scanning is a good strategy that normally is used for speed reading but it can be applied to identify false cognates. As stated by Susanti et al.(2013), "Scanning technique is part of a reading strategy is presumed to help students in overcoming difficulties in reading and improving their reading comprehension" (p. 11).

Scanning, or quickly searching for some particular piece or pieces of information in a text allows students focus on the meaning of the entire text or paragraph even if there are or not some false cognates. Scanning exercises may require students to look for names or dates, to find a definition of a key concept, or to list a particular number of supporting details and it helps to identify the purpose of the reading despite the use of unfamiliar words such as false cognates.

According to Yusuf et al. (2017) defines the purpose of scanning technique as "In this technique, the readers quickly look for specific information such as dates, years, names, paces, among others" (p. 47).

The purpose of scanning is to obtain precise information that can help students to identify false cognates without having to read the entire text. Scanning has a lot of advantages when it comes to reading comprehension. Some examples are shown below:

a. Scanning allows students to concentrate on locating specific information.

b. Scanning assists students in following the passage's linearity.

c. Scanning helps students to better manage their time.

This provides readers with a "head start" when they begin more focused reading. In other words, they read only what is necessary to recognize to false cognates. Finally, the most significant advantage of scanning is its capacity to assist learners in becoming more flexible readers. Scanning shifts the reading into a higher gear and helps the comprehension process.

2.2.7.2.Contextual guessing technique

The contextual guessing method allows readers to recognize important words in paragraphs and make semantic predictions about their relationship. This means that context guessing techniques can be used as a teaching method to obtain information from the reading text. Contextual guessing can help learners figure out the meaning of a word, even if it's a false cognate. In other words, their curiosity to understand the meaning of words encourages them to connect the words to the context of the sentence.

According to Depalina (2019), "using this technique will help the students to enlarge their thinking. In other word, contextual guessing technique makes students to be good reader who can comprehend reading text easily" (p. 31).

The secret to good guessing is to use the context as a reference to guess unfamiliar words as accurately as possible. Teachers can help students become more accurate guessers by encouraging students to adopt effective compensation techniques, in which they fill up gaps in their abilities by intelligently trying to use any clues they can get.

Finally, when they succeed in guessing right, they will be more confidence to use this method rather than the other.

2.2.7.3.   Use of context clues

Contextual clues are a reading strategy that students are taught to use to discover the meaning of a word they do not recognize. When a learner comes across a new term, they look for other words in the text that are frequently in the same phrase or neighboring sentences that can help them figure out what it means.

Based on the above, İlter (2019) mentions that "using context clues can have a worthwhile effect on the ways in which students who experience difficulties with comprehension

increase their proficiency in learning from context and hence build their vocabularies" (p. 01).

Context clues assist students to figure out what an unknown term means providing them a suggestion about what an unfamiliar phrase implies. Such clues can be discovered in both text and/or images of the unfamiliar term. Contexts differ in terms of how much information they give to the reader. The context can sometimes give a direct explanation of a new word's meaning, but not enough for the learner to be certain of it. Finally, the context can sometimes lead to a misinterpretation, which is known as a "misdirective."

Beck et al. (2013) indicates:

It is clear that a large and rich vocabulary is the hallmark of an educated individual. Indeed, a large vocabulary repertoire facilitates becoming an educated person to the extent that vocabulary knowledge is strongly related to reading proficiency in particular and school achievement in general. (p. 14)

Students can take advantage from an explicit training on a method for locating and interpreting context clues and determining the meaning of unfamiliar words can assist students. Some advantages for learners are:

- One advantage for learners is learning to discover and interpret context clues to help them identify the meaning of unknown words.

- Identify and analyze five different sorts of context clues: definitions, antonyms, synonyms, examples, and generals.

It should be noted that false cognates could be considered as unknown vocabulary, students do not recognize these words or their true meaning in the foreign language, and this leads them to use context clues in order not to lose the general meaning of the text.

False cognates should be deemed unfamiliar vocabulary since students do not identify these terms or their real meaning in the other language, forcing them to trust on context cues to avoid losing the text's oveall meaning

CHAPTER III

METHODOLOGICAL FRAMEWORK

3. Methodological Framework

The methodological framework is very important in the research process because it is from this framework that the results of the proposed objectives are obtained, and from there it begins with the design, approach, and use of the instruments, which is an important aspect of investigative work.

3.1. Type of Investigation

3.1.1. *Purpose*

The purpose of the present research is applied because it intends to understand and analyze the phenomenon of false cognates that hinder the learning process of English during reading comprehension in seventh grade students of Liceo of Poás, also providing pedagogical strategies that allows learners to improve their reading comprehension through the early identification of false cognates.

In this regard, Manual (2002) cited by Gulbrandsen & Kyvik (2010) define applied research as:

> Applied research is undertaken either to determine possible uses for the findings of basic research or to determine new methods or ways of achieving specific and predetermined objectives. It involves considering the available knowledge and its extension in order to solve particular problems. (Gulbrandsen & Kyvik, 2010, p. 344)

This purpose is not guide attempts to generate new knowledge; rather, it is based on present concepts and tries to solve a relevant, practical phenomenon or a real-world problem.

3.1.2. Temporal dimension

In the particular case of this research, the longitudinal duration of this work is carried out in a period between September and December 2021, in a public institution in Alajuela, called Liceo of Poás.

According to Caruana et al. (2015), "Longitudinal studies employ continuous or repeated measures to follow particular individuals over prolonged periods of time—often years or decades" (p. 537).

3.1.3. Framework

It can be considered as micro because it covers a small and concrete place and its population and shows it is also considerably reduced. Furthermore, the results achieved can be deepened by being a specific and condensed research to a small sector.

This research focuses on a part of the population of Liceo de Poás, the students of seventh grade.

3.1.4. Nature

Taking into consideration the nature of the objectives and questions of this research, the most suitable research approach for this study is qualitative because it needs to analyze and gain a better understanding of the phenomenon of false cognates which interfere in the reading comprehension skill for those who are in the process of learning a foreign language always taking into account the different points of view of the participants without affecting their natural environment with the information verified through a statistical treatment.

Based on the above, it is worth considering the explanation of qualitative concept that some leading researchers have made.

Dawson (2009) cited in Apsari & Haryudin (2017) about qualitative research indicates: "qualitative research, is the data gained will be analyzed in a descriptive way to explore their attitudes, behavior and experience" (p. 38).

Additionally, this approach has the advantage of being the most adaptable since it allows the researchers to use a variety of data collection techniques that can generate meaningful results with a small sample group.

3.1.5. Character

The character of this research is descriptive, because it considers the phenomenon studied and its components, measure concepts and define variables. The descriptive investigation studies the phenomenon occurred in the present. Therefore, descriptive research allows a good perception into the functioning of the research as to how the variables, factors or elements behave. Also, it provides an approach to real situations analyze and interpret the data, in clear and precise way. "The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data" (Nassaji, 2015, p. 129). It provides an approach to real situations, analyze and interpret the data in clear and precise way.

3.2. Subjects and Sources of information

3.2.1. Analysis Unit

This research is carried out with thirty-one students of seventh grade (group 7-2) from Liceo of Poás in Alajuela during the third quarter of 2021. The students come from different areas: Poasito, Fraijanes, Sabana Redonda, La Santa, San Juan, Calle Liles, San Rafael (Guatuza-Santa Rosa), Carrillos, San Pedro.

3.2.2. First Hand

Author or authors	University or Organization	Country	Year
Yamileth Moreira González	Universidad de Costa Rica	Costa Rica	2016
Susan E. Israel Gerald G. Duffy	University of North Carolina	United States	2014
Heather Marie Walseth	Hamline University Saint Paul, Minnesota	United States	2013
Shira Lubliner Elfrieda H. Hiebert	University of California, Berkeley	United States	2011
Marielos Murillo Rojas	Universidad de Costa Rica	Costa Rica	2005

Source: Ruiz Castro, Christian. Universidad Hispanoamericana, 2021

3.2.3. Second hand

Information from this research is reinforced by other secondary sources such as academic books, scientific articles from different advising courses, recent MEP English curriculum and a google academic website related to the topic. The material gathered was used only as a reference which helped to identify and formulate more easily the research problem, objectives, and theoretical-conceptual framework.

3.3. Sample Selection

3.3.1. Population

The population selection of this study are students of seventh grade from Liceo of Poás, Alajuela. The participants of this study were informed about their participation in the research. All the members of the course decided to participate voluntarily.

Majid (2018) indicates that "the population of interest is the study's target population that it intends to study or treat" (p. 2).

3.3.2. Sample

The sample selection of this research are thirty-one students of seventh grade from the group (7-2), the sample is heterogeneous in terms of age and that students are between 13 and 15 years old and is divided in nineteen boys and the remaining twelve are girls who attend classes with the same English teacher. It was decided to work with this group since the number of students facilitates the process of diagnosis, planning, application of the different techniques.

According to Majid (2018), "sampling is the process of selecting a statistically representative sample of individuals from the population of interest" (p. 3).

3.3.3. Probabilistic

Considering the characteristics of this research, the sample is classified as probabilistic because it is composed of thirty-one students who have an equal probability of being chosen. Besides, the method of selecting of that sample is simple random sampling.

Showkat & Parveen (2017) mentions: "in probability sampling, each sample has an equal probability of being chosen. We can say, a probability sample is one in which each element of the population has a known non-zero probability of selection" (p. 3).

3.4. Techniques and Instruments for collecting information

Data collection is the systematic process of gathering and analyzing specific information in order to find solutions to related to problems and evaluate the results. It focuses on finding all the content of a particular topic. This study analyzes and collect information through questionnaires, surveys and observation criteria about strategies that students use during their reading comprehension class. It also describes the factors that have contributed to their failure in reading comprehension as a result of the influence of false cognates.

Sapsford &Jupp (2006) cited in Parveen & Showkat (2017) indicate "data collection is the process of gathering the desirable information carefully, with least possible distortion, so that the analysis may provide answers that are credible and stand to logic" (p. 3).

Instruments for collecting information were selected that are adapted to both the sample and the space-time scenario of the chosen subjects and that also allows the possibility of extracting information in a simple, effective, and truthful way.

3.4.1. Questionnaire

The questionnaire is an indispensable tool used by researchers. It provides a quick and effective method to obtain a large amount of information from a population sample that contains a set of questions or other forms of prompts.

According to Roopa & Menta Satya (2012), a questionnaire is defined as "a series of questions asked to individuals to obtain statistically useful information about a given topic" (p. 273). Therefore, the result will be obtained in the same way. For Roopa & Menta Satya, the direct questionnaires are prepared with their respective instructions to be answered by large number of individuals, without the intervention of the interviewer.

This instrument is used to obtain precise information about the methods and the main strategies carried out by students when they are reading texts to recognize unknown vocabulary that seems to be similar to their native language, such as false cognates.

According to the characteristics of this research work, a virtual questionnaire was designed with close ended questions that ask participants to choose from a distinct set of pre-defined responses, or among set multiple choice questions. It was verified that all the participants of the sample have access to internet connection in order to complete the questionnaire.

3.4.2. Survey

Survey is a technique or a way of obtaining information from reality, questions or making inquiries of a group of individuals; however, in order to collect this data, it is helped or supported by a questionnaire, which serves as the survey's primary instrument. Also, this technique allows to discuss or go deeper into certain complex issues which are still to be resolved. It is used the Likert scale proposed by Rensis Likert, which has been recognized since 1993 for its practicality. The purpose of this scale is to evaluate attitudes and opinions, in addition to evaluating the position of agreement or disagreement and to measure the qualitative part.

According to Check & Schutt (2012) cited in Ponto (2015) indicate that the survey research is "the collection of information from a sample of individuals through their responses to questions" (p. 168). In the present research, a virtual survey was applied in order to describe the main difficulties students face with false cognates while reading an English text

3.4.3. Observation

Observation is a basic technique in the research process, which consists of establishing a relationship between the object and the phenomenon being addressed and the subject who will investigate it. "Observational methods are useful for understanding what people do – their roles, actions and behavior – and how these can alter in response to situations and over time" (Walshe et al., 2012, p .1049).

The purpose of the observation is to access first-hand information of individuals who are experiencing the observed, allowing the researcher to take notes of those events concerning to questions and objectives set by himself. It allows researchers to look for nonverbal expressions of feelings, determine who interacts with whom, understand how participants communicate with one another and check for how much time is spent on different tasks.

In the present research, non-participatory observations were made through Microsoft Teams using a checklist to determine the didactic technique used by English teachers to recognize false cognates words and the difficulties that affect the development of the reading comprehension process.

3.5. Operation of the Variables

3.5.1. Conceptual, Operative and instrumental definition

General Objective: To analyze the impact that false cognates have in the reading comprehension skill during the English learning process of 7-2 grade students from Liceo of Poás, Alajuela during the third quarter of 2021

SPECIFIC OBJECTIVE	VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INSTRUMENTAL DEFINITION
Identify how false cognates words affect to the development of reading comprehension skill in the English learning process	The impact of false cognates words	False cognates are defined as words that share the form but not the meaning in target languages Montelongo (2012)	Orthographic similarities The assumption of concepts	The instrument used is the "questionnaire"
SPECIFIC OBJECTIVE	VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INSTRUMENTAL DEFINITION
To describe the main difficulties students, have while reading an English text with false cognates.	The main difficulties students have with false cognates	Those are the difficulties that lead learners to misinterpret meanings during the reading comprehension process.	False cognate interference Syntactic transfer or usage problems Pragmatic speaking	The instrument used is the "observation"
SPECIFIC OBJECTIVE	VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INSTRUMENTAL DEFINITION
To provide reading comprehension strategies to enhance the ability to recognize unknown vocabulary in a text that seem to be similar to their native language	Reading comprehension strategies	Referred to as the conscious actions' readers use to repair breakdowns in comprehension McNeil (2011)	Scanning strategy Contextual guessing method Context clues	The instrument used is the "survey"

Source: Ruiz Castro, Christian. Universidad Hispanoamericana, 2021

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.2.Diagnosis of the current situation

This chapter presents the results obtained through the application of the instruments and data collection techniques applied to the students of the seventh grade of the Liceo de Poás. According to Flick (2009), "The interpretation of data is the core of the empirical procedure, which, however, includes explicit methods of data collection" (p. 306).

For this purpose, the answers provided by the subjects of the research are considered and analyzed and the corresponding interpretation of each of the questions is shown according to the specific objectives of this research.

Liceo of Poás contains ten groups of seventh grades and for this research just one scholar group (7-2) was selected. This group contains 31 students divided in 19 boys and 12 girls. Besides that, researcher applied three different tools for data collection from students, which are an observation, a survey, and a questionnaire.

A virtual questionnaire was sent to the participants in an email link and the results are used for statistical purposes of this study. The instrument used has a total of 16 closed-ended questions, distributed in 2 sections, which have been distributed as follows:

- The first section is a questionnaire and contains 10 questions, three of basic information about the participants and seven questions relating to the first objective of this research.

- The second section is a survey and contains 6 questions relating to the third objective of this research using three frequency questions and three agreement questions.

Finally, the last instrument used is an observation relating to the second objective of the research.

4.3. Analysis and Interpretation of the results

4.3.1.   Questionnaire

The research used a questionnaire with a total of 10 questions, closed-ended questions and all questions were answered individually.

The following graphics show the information gathered through the questionnaire for students. Then, there is data interpretation; as well as, detailed analysis for each variable based on the objectives set out in the research. See Annex (1).

Graph 1.
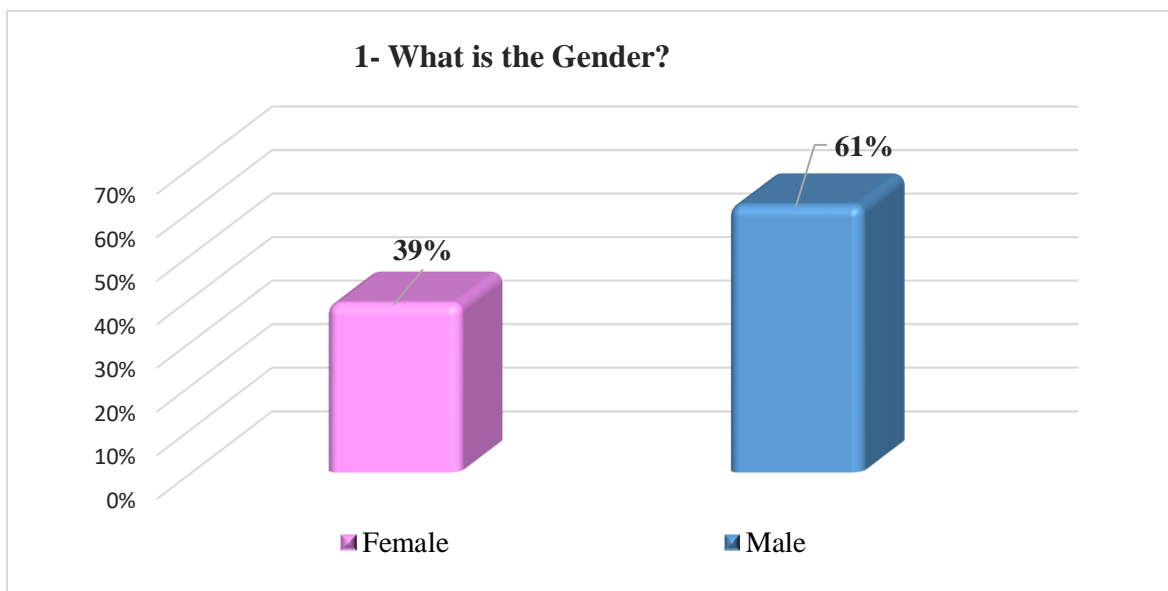
Question No. 1 applied by the researcher to the students of section 7-2 from Liceo of Poás.
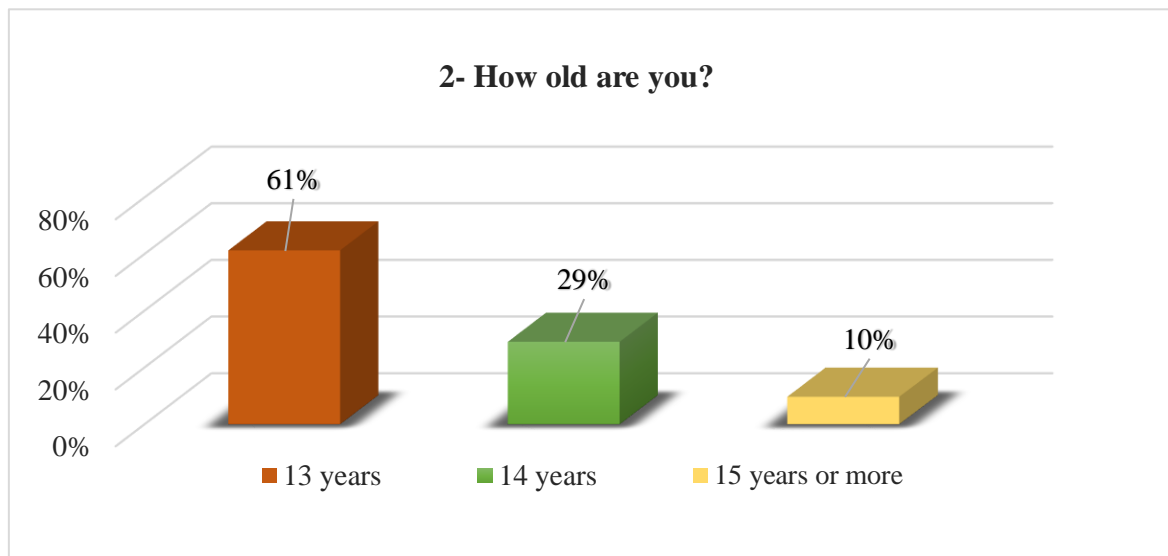**Source**: Ruiz Castro, Christian. Universidad Hispanoamericana, 2021.

Results: Graph number one shows the gender of the population studied.

- 39% of the population mentioned are female.

- 61% of the population mentioned are male.

Interpretation: According to graph number one, it can be seen that the sample population belongs to the following two genders: male and female, also it shows that 61% of the students

are men and 39% of the students are women. Therefore, the male gender has a higher percentage

of opinion in this survey.

Graph 2.

Question No. 2 applied by the researcher to the students of section 7-2 from Liceo of Poás.
Source: Ruiz Castro, Christian. Universidad Hispanoamericana, 2021.

Results: Graph number two shows the age of the population studied.

- 61% students are 13 years old.

- 29 % students are 14 years old.

- 10 % students are 15 years old or more.

Interpretation: The graph number two shows the answers provided by the students regarding to

the age. It can be seen that, 61 % of students are aged thirteen, while 29 % of students are aged

fourteen and the remaining 10 % of students are aged fifteen or more. Taking into consideration,

that in Costa Rica the regular age to start high school lessons is 13 years old after finishing

primary school.

Graph 3.

3- How do you consider is your own level of English?
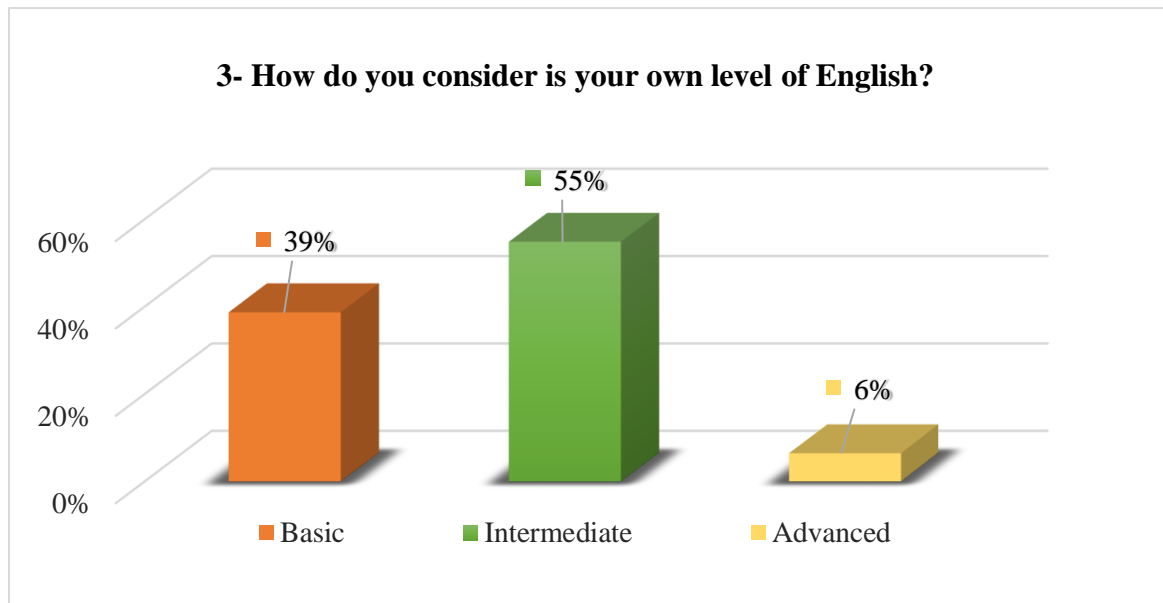
Question No. 3 applied by the researcher to the students of section 7-2 from Liceo of Poás.
Source: Ruiz Castro, Christian. Universidad Hispanoamericana, 2021.

Results: Graph number three shows how students rate their own level of English.

- 39 % of students consider they have a Basic level.

- 55 % of students consider they have an Intermediate level.

- 6 % of students consider they have an Advanced level.

Interpretation: The graph number three shows the answers provided by the students on how they rate their own level of English, 39 % students consider that they have a basic level of English which means that they can rarely understand readings because the range of vocabulary is poor. Also, 55% of students consider their English level is Intermediate. It means that they can understand simple readings without difficult words and only 6% of students consider their English level is advanced which means that they can analyze and understand advance readings. It is evident, based on the results that English as a Foreign Language EFL in Costa Rica needs to be reinforced with better educational programs. According to the MEP program it is mandatory

to learn English in order to obtain a primary school diploma, which means that the students in

this sample have received English classes before starting seventh grade in high school.

Graph 4.

Question No. 4 applied by the researcher to the students of section 7-2 from Liceo of Poás.
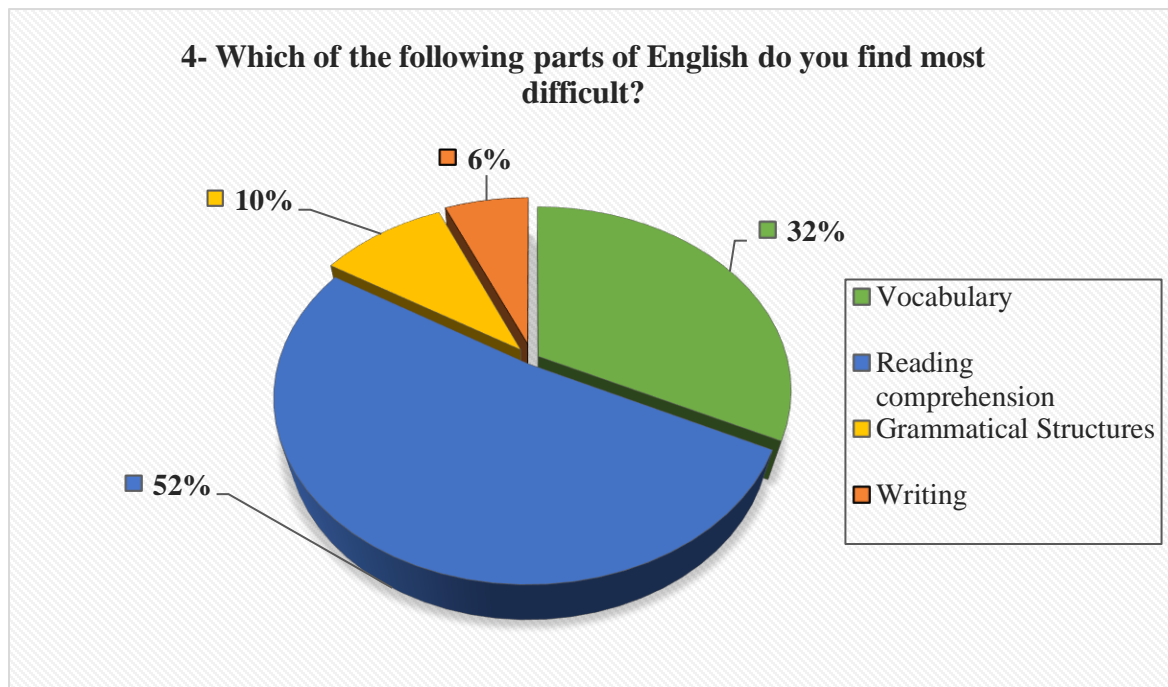**Source**: Ruiz Castro, Christian. Universidad Hispanoamericana, 2021.

Results: Graph number four shows the students' responses about which part of the English

language they find most difficult during the learning process.

- 52% of the population mentions that reading comprehension is the most difficult part of

   English.

- 32% of the population mentions that vocabulary is the most difficult part of English.

- 10% of the population mentions that grammatical structures are the most difficult part of

   English.

- 6% of the population mentions writing is the most difficult part of English.

Interpretation: The graphic number four shows the answers provided by the sample population of this study, 52% of the students consider reading comprehension as the most difficult part of English, it means that more than half of the class have difficulties when they are reading an English text and the reason is because they do not apply any reading strategy. On the other hand, there are 32% of the students that consider vocabulary as the most difficult part of English because they do not know the real meaning of many words and they can wrongly assume that similar words share the same meaning. Also, 10% of the students mention that grammatical structures are the most difficult part of English especially past tenses structures. Finally, 6% of the students consider writing as the most difficult part of English during their classes therefore, it is significant for students that the teacher help them during the reading comprehension process.

Graph 5.

Question No. 5 applied by the researcher to the students of section 7-2 from Liceo of Poás.
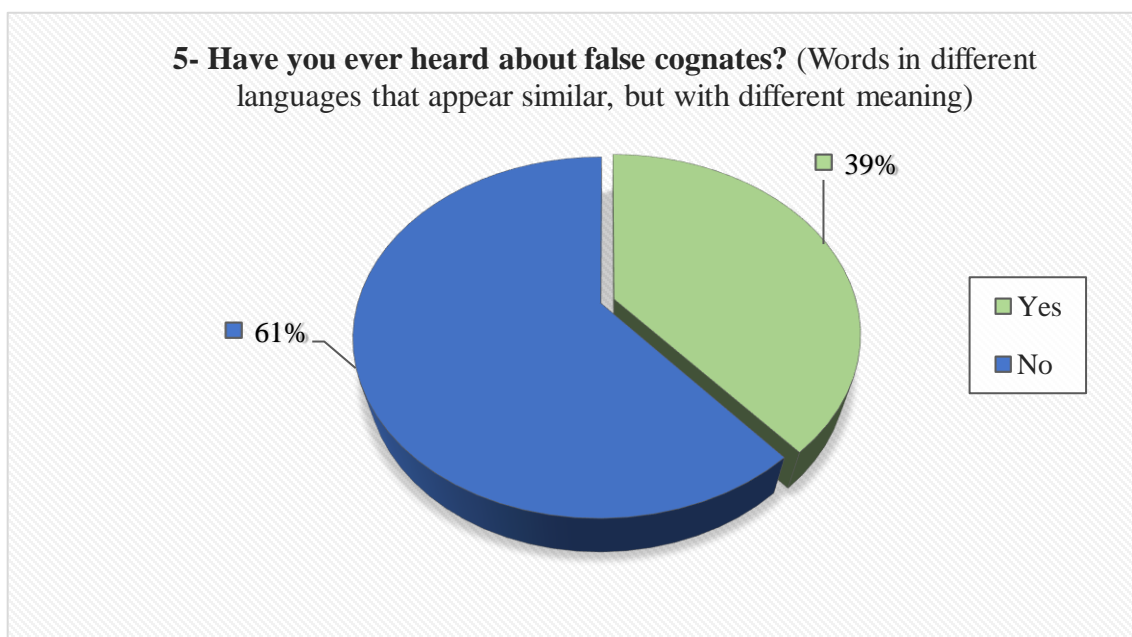**Source**: Ruiz Castro, Christian. Universidad Hispanoamericana, 2021.

Results: Graph number five shows the students' responses on whether they have heard of false cognates during the learning process.

- 61% of the population responded that they had not heard about it.

- 39% of the population responded that they have heard about it.

Interpretation: The graphic number five shows the percentage of answers provided by the students regarding about the knowledge of false cognates, 61% of the students express that they have not heard about false cognates before, which means that they are not able to identify them in the text, causing misunderstandings in the comprehension of the readings. On the other hand, 39% of the students express that they have heard about false cognates before, but they know little about it.

Graph 6.

Question No. 6 applied by the researcher to the students of section 7-2 from Liceo of Poás.
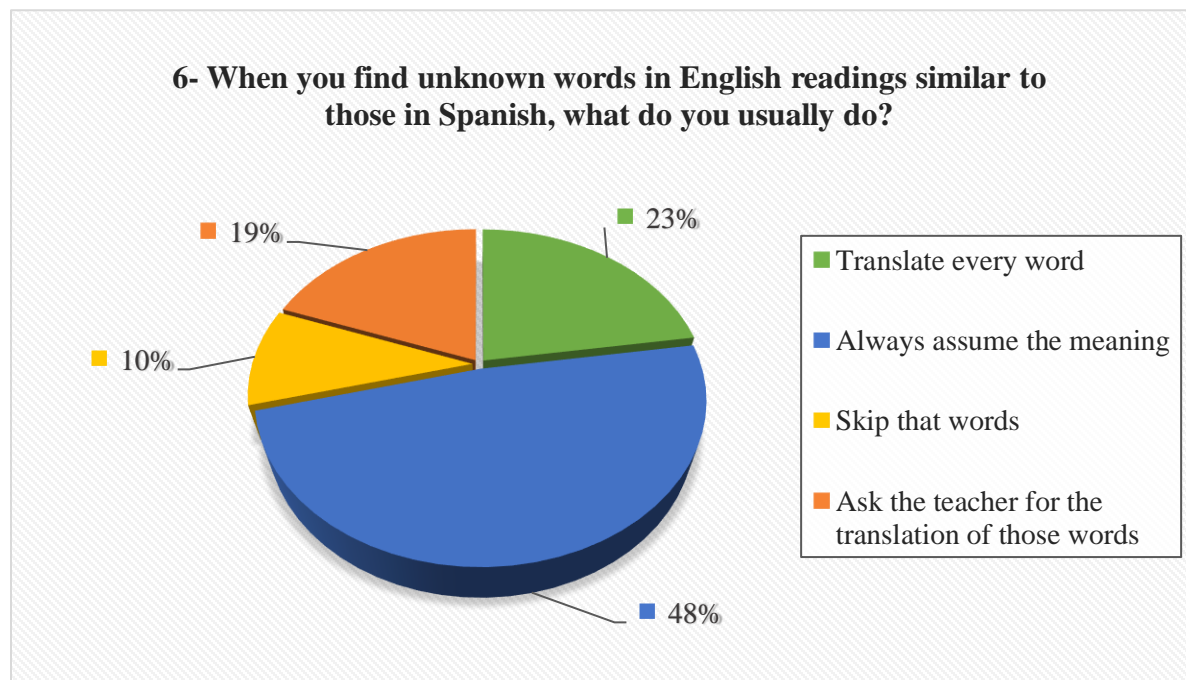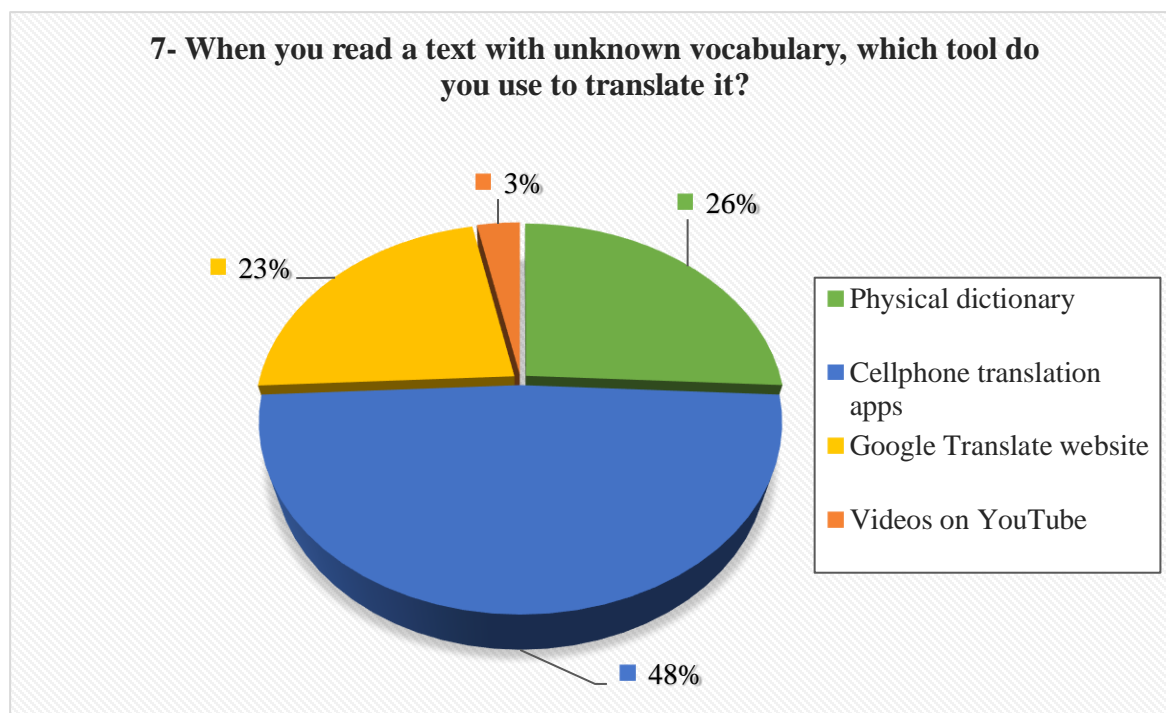**Source**: Ruiz Castro, Christian. Universidad Hispanoamericana, 2021.

Results: Graph number six shows the students' responses on what they usually do when they find unknown words in English readings similar to those in Spanish.

- 48% of the population mentions that they always assume the meaning of those words.

- 23% of the population mentions that they translate every word.

- 19% of the population mentions that they ask the teacher for the translation of those words.

- 10% of the population mentions that they prefer to skip unknown words.

Interpretation: According to graph number six, it can be observed that, 48% of the sample population prefers to assume the meaning of unknown words instead of search for the real meaning, it happens most of the time with words that sound or are spelled similarly in both languages as false cognates, 23% of the population prefers to translate every unknown word to understand it even if it takes a long time during the reading of texts. On the other hand, 19% of the population prefers to ask the teacher for the translation of unknown words. However, this is a bad practice that should be eliminated from the educational centers, since teachers will not always be available to all them and students must use their dictionaries to clarify their doubts about unknown words. Finally, 10% of the population prefers to skip over unfamiliar words by continuing reading to grasp the main idea.

Graph 7.

7- When you read a text with unknown vocabulary, which tool do you use to translate it?

3% 26%
23%
48%

- Physical dictionary
- Cellphone translation apps
- Google Translate website
- Videos on YouTube

Question No. 7 applied by the researcher to the students of section 7-2 from Liceo of Poás.
Source: Ruiz Castro, Christian. Universidad Hispanoamericana, 2021.

Results: Graph number seven shows the students' responses regarding on which tool they use to translate unknown words.

- 48% of the population answered that they use cellphone translation apps.

- 26% of the population answered that they use a physical dictionary.

- 23% of the population answered that they use Google translate website.

- 3% of the population answered that they use videos from You Tube website.

Interpretation: According to graph number seven, it can be observed that 48% of the students answered that they always use mobile translation applications when they do not know a word, one of the reasons is because students feel more comfortable with the use of technology. In addition, this tool facilitates the learning process in an interactive way in the classroom. Meanwhile, 26 % of the students answered that they preferred to carry a physical dictionary in

their backpack and always used it for unknown words in the class. While, 23% of the students answered that they use a specific website called translate.google.com as a support when they do not know a word and on this website, they can translate a lot of languages. Finally, 3% of the population answered that they use videos on the You Tube website as a tool to translate or find the meaning of an unknown word.

Graph 8.
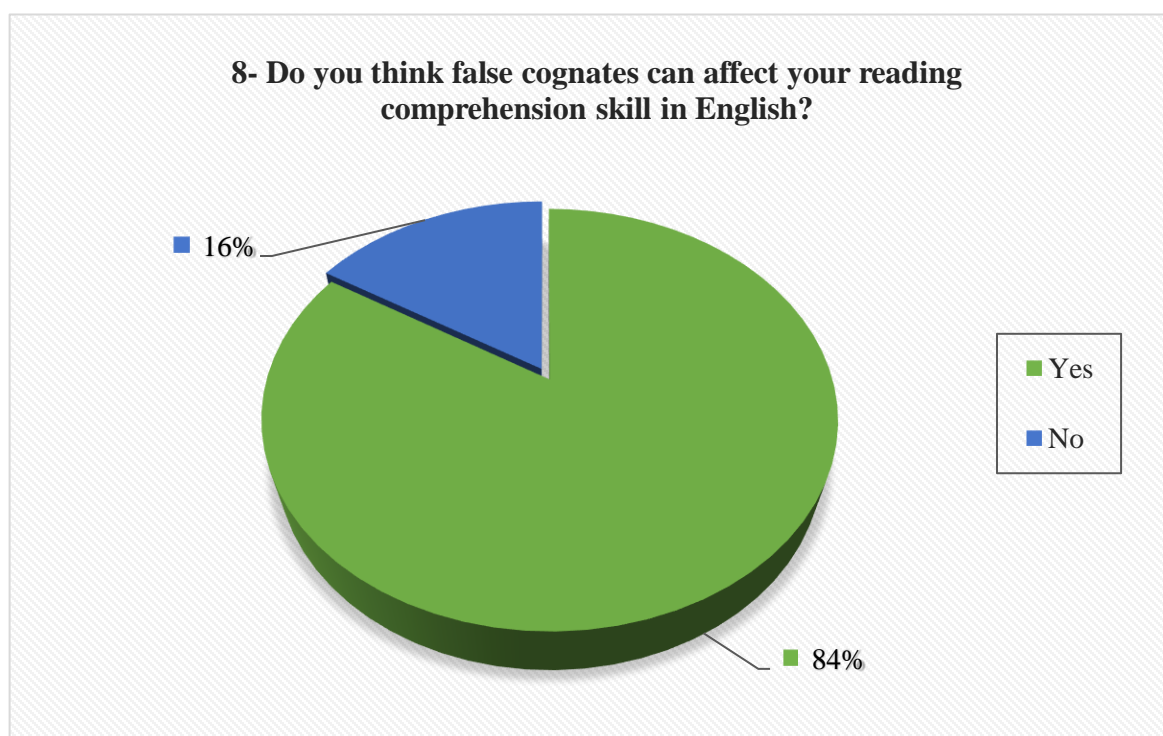
Question No. 8 applied by the researcher to the students of section 7-2 from Liceo of Poás.
Source: Ruiz Castro, Christian. Universidad Hispanoamericana, 2021.

Results: Graph number eight shows the students' responses on whether they think that false cognates can affect their reading comprehension skill in English.

- 84% of the population responded that it does affects directly.

- 16% of the population responded that it does not affect at all.

Interpretation: According to the result of graph number eight, 84% of the students agree that false cognates can directly affect their reading comprehension skill, as misinterpretation of those words causes them to make mistakes. Therefore, it is important for teachers to emphasize reading strategies with their students. On the other hand, 16% of the students do not believe that it could affect them during the reading comprehension process, because they can understand basic texts without them.

Graph 9.

Question No. 9 applied by the researcher to the students of section 7-2 from Liceo of Poás.
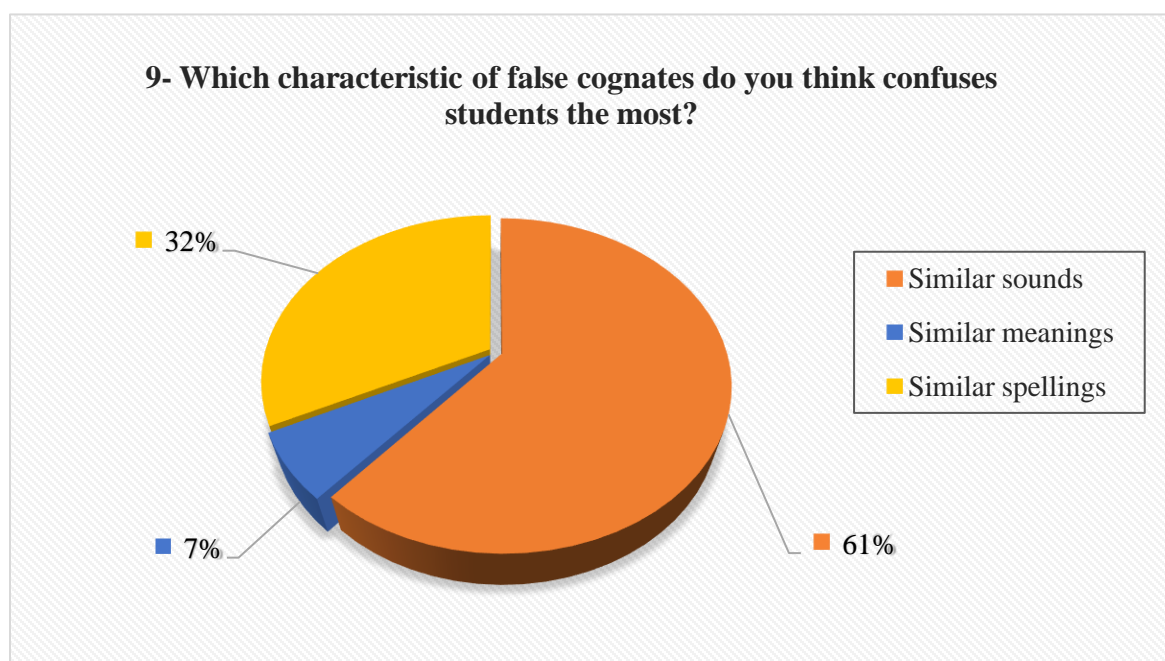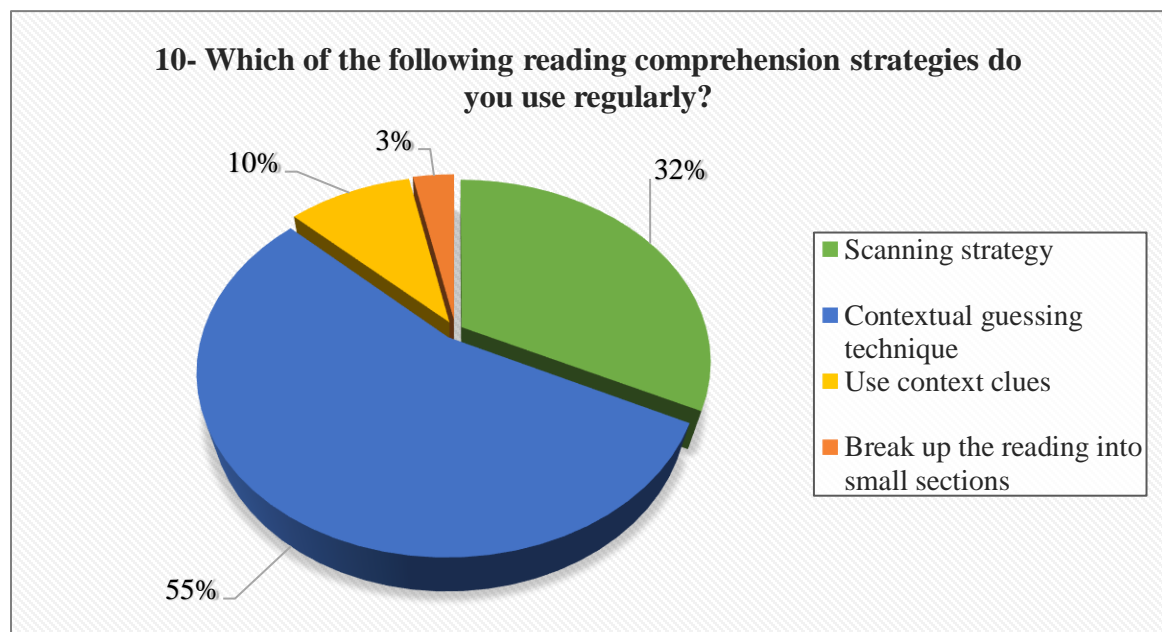**Source**: Ruiz Castro, Christian. Universidad Hispanoamericana, 2021.

Results: Graph number nine shows the students' responses regarding on which characteristic of false cognates they think can confuse students the most.

- 61% of the students answered similar Sounds.

- 32% of the students answered similar spellings.

- 7% of the students answered similar meanings.

Interpretation: According to graph number nine, it can be observed that, 61% of the students consider that similar sounds in false cognates is the characteristic that most confuses the students. Furthermore, it shows that students are not able to identify the correct sounds in unfamiliar words and immediately they hear any sound similar to their mother tongue, they assume that the word has the same meaning as the original language. 32% of the students consider similar spellings in false cognates, is the characteristic that confuses students the most. Moreover, spelling is one of the areas that are not fully developed during the English class, which is the reason why students do not consider false cognates as a serious problem. 7% of the students answered similar meanings as the main characteristic that confuses students the most., however, not all the false cognates have a similar meaning, sometimes the meaning is opposite to the original language.

Graph 10.

Question No. 10 applied by the researcher to the students of section 7-2 from Liceo of Poás.
Source: Ruiz Castro, Christian. Universidad Hispanoamericana, 2021.

Results: Graph number ten shows the students' responses on which reading comprehension strategy they usually use.

- 55% of the population uses contextual guessing technique.

- 32% of the population uses scanning strategy.

- 10% of the population uses context clues.

- 3% of the population breaks up the reading into small sections.

Interpretation: According to graph number ten, it can be seen that 55% of the sample population uses the contextual guessing technique regularly. Therefore, it is clear that students use this technique by guessing the meaning of a word from the context, so that when they are confronted with a false cognate, they will have an idea what the unknown word is about. 32% of the sample population uses the scanning strategy because it helps locate particular facts in the reading, which allows students to know the meaning of unknown words. Also, this strategy helps pupils to read long texts quickly. 10% of the sample population regularly uses contextual clues, this strategy is similar to the contextual guessing technique but the difference is that they do not guess the meaning of unknown words because text clues predict the meaning clearly. Finally, 3% of the population breaks up the reading into small sections to better understand the idea of unknown words in paragraphs.

4.3.2. Survey

The research used a survey of 6 closed-ended questions divided in two sections. The first section is based on the frequency questions using the following indicators: always, sometimes, rarely and never. The second section is based on agreement questions using the following indicators: strongly agree, neither agree or disagree and strongly disagree, somewhat disagree.

Following bar graphics show, the information gathered through the survey for students. Then, there is data interpretation; as well as, detailed analysis for each variable based on the objectives set out in the research.

Graph 11.

11- How often do you find false cognates in the readings of this study center?
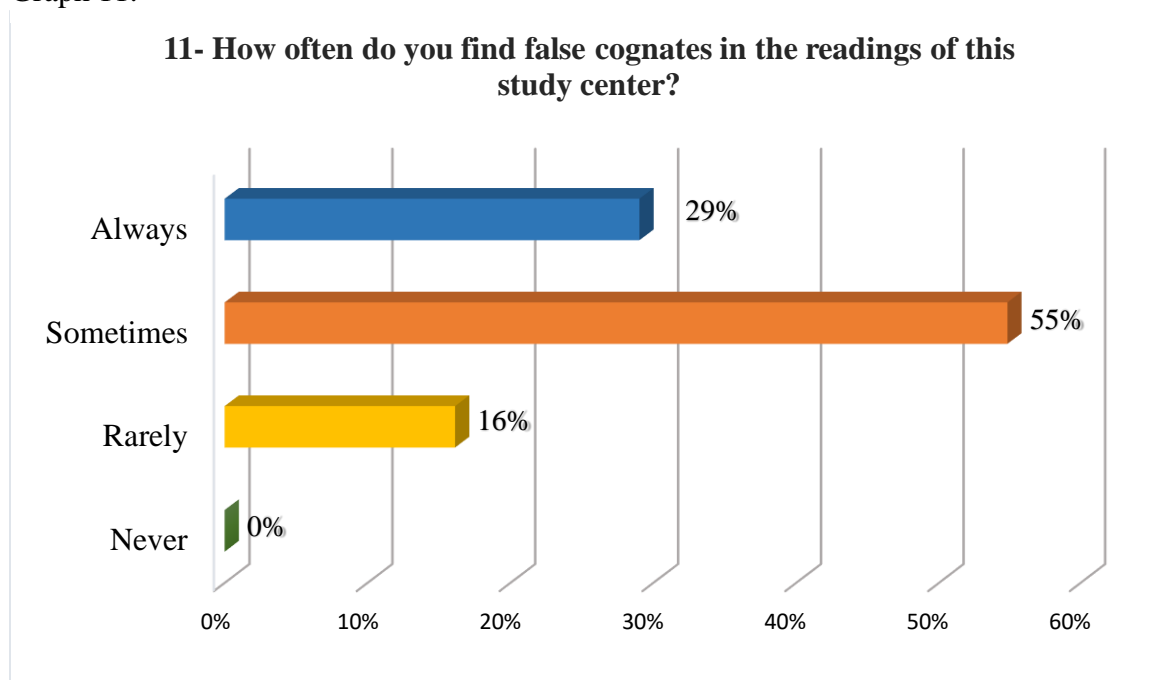
Question No. 11 applied by the researcher to the students of section 7-2 from Liceo of Poás.
Source: Ruiz Castro, Christian. Universidad Hispanoamericana, 2021.

Results: The bar chart number eleven shows the students' responses regarding the frequency of false cognates in the study center readings.

- 29% of the population always finds false cognates in the study center readings.

- 55% of the population sometimes finds false cognates in the study center readings.

- 16% of the population rarely finds false cognates in the study center readings.

- Never, this option was not selected.

Interpretation: The bar graph number eleven shows that, 29% of the students always find false cognates in the study center readings, provided by MEP according to the program for seventh

grades. In addition, 55% of the students which are the majority of the sample population, mention that they sometimes find false cognates in the study center readings. Therefore, it is noticeable that this segment of students recognizes the importance of learning reading strategies to identify those words. On the other hand, 16% of the students of this study rarely find false cognates in the study center readings even though it shows that they do not know really what false cognates are. Finally, the option called "never" was not selected by any student.

Graph 12.

12 - How often do you use English-Spanish bilingual dictionaries as a source for translating unknown words?

Always — 52%
Sometimes — 29%
Rarely — 19%
Never — 0%

Question No. 12 applied by the researcher to the students of section 7-2 from Liceo of Poás.
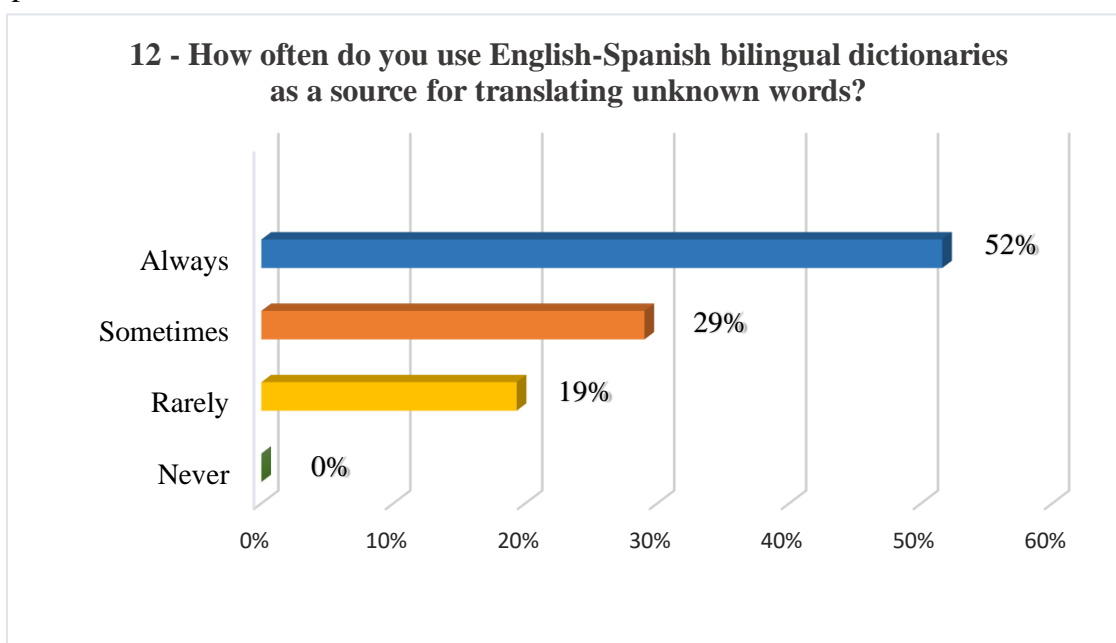**Source**: Ruiz Castro, Christian. Universidad Hispanoamericana, 2021.

Results: The bar graph number twelve shows the students' responses regarding the frequency of the use of English-Spanish bilingual dictionaries as a source for translating unknown words.

- 52% of the population always uses English-Spanish bilingual dictionaries
- 29% of the population sometimes uses English-Spanish bilingual dictionaries
- 19% of the population rarely uses English-Spanish bilingual dictionaries
- Never, this option was not selected.

Interpretation: The bar chart number twelve shows that, 52% of the students always use English-Spanish bilingual dictionaries as a source to translate unknown words. therefore, the information of this bar chart indicates that students still use their native language Spanish, when translating unfamiliar words instead of using only English dictionaries. In addition, 29% of the students sometimes use bilingual English-Spanish dictionaries because they prefer to use only English dictionaries to learn new words without the help of Spanish definitions. On the contrary, 19% of the students rarely use English-Spanish bilingual dictionaries because they do not think it is necessary for learning a foreign language. Finally, the option called "never" was not selected by any student.

Graph 13.

13- How often do you use reading comprehension strategies to identify false cognates while reading a text?

Always 10%
Sometimes 16%
Rarely 32%
Never 42%

Question No. 13 applied by the researcher to the students of section 7-2 from Liceo of Poás.
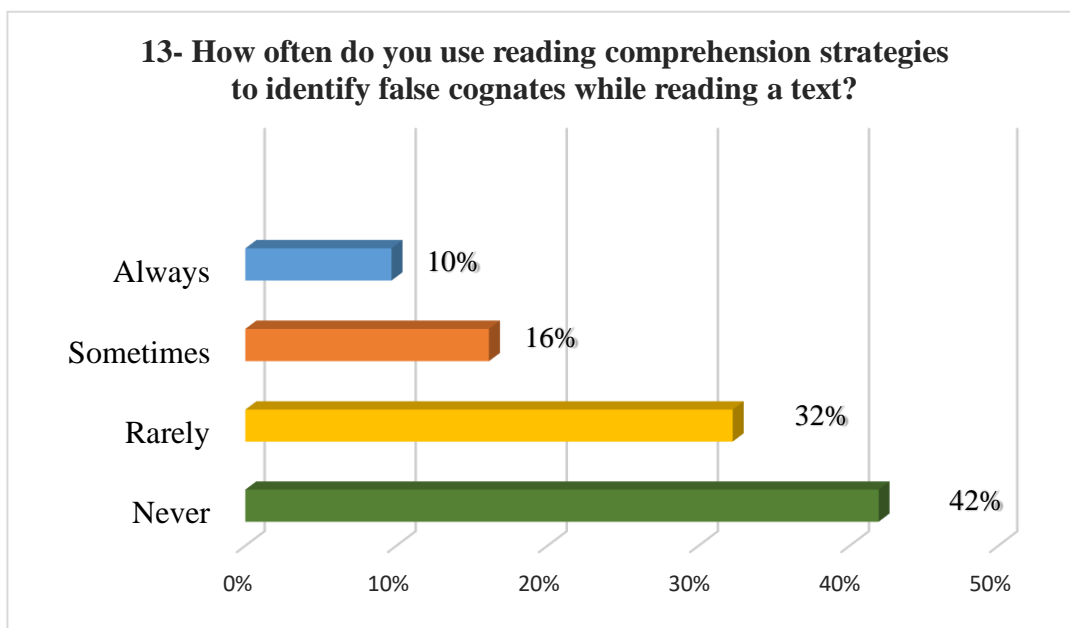**Source**: Ruiz Castro, Christian. Universidad Hispanoamericana, 2021.

Results: The bar graph number thirteen shows the students' responses regarding the frequency of the use of reading comprehension strategies to identify false cognates.

- 10% of the population always uses reading comprehension strategies.

- 16% of the population sometimes uses reading comprehension strategies.

- 32% of the population rarely uses reading comprehension strategies.

- 42% of the population never uses reading comprehension strategies.

Interpretation: The bar chart number thirteen shows that, 10% of the students always use a reading comprehension strategy while reading a text, which means that during the lessons with the teacher the students put into practice some strategies have learned. 16% of the students sometimes use a reading comprehension strategy. However, it represents a really low number, since the sample population is 31 students, which means that the teacher needs to reinforce that area during English classes. On the other hand, 32% of the students rarely use a reading comprehension strategy, this is the reason why students do not understand texts with false cognates and makes them find readings subject as a boring task. Finally, 42% of the students never use reading comprehension strategies, for that reason, they are not able to identify false cognates and consider that they have no strengths in reading comprehension. In addition, the teacher's help is needed to guide them, in order to reduce any delay in their learning process.

Graph 14.

14- Are reading strategies important to develop better reading comprehension during the English class?

Strongly agree — 52%
Neither agree or disagree — 32%
Somewhat disagree — 16%
Strongly disagree — 0%
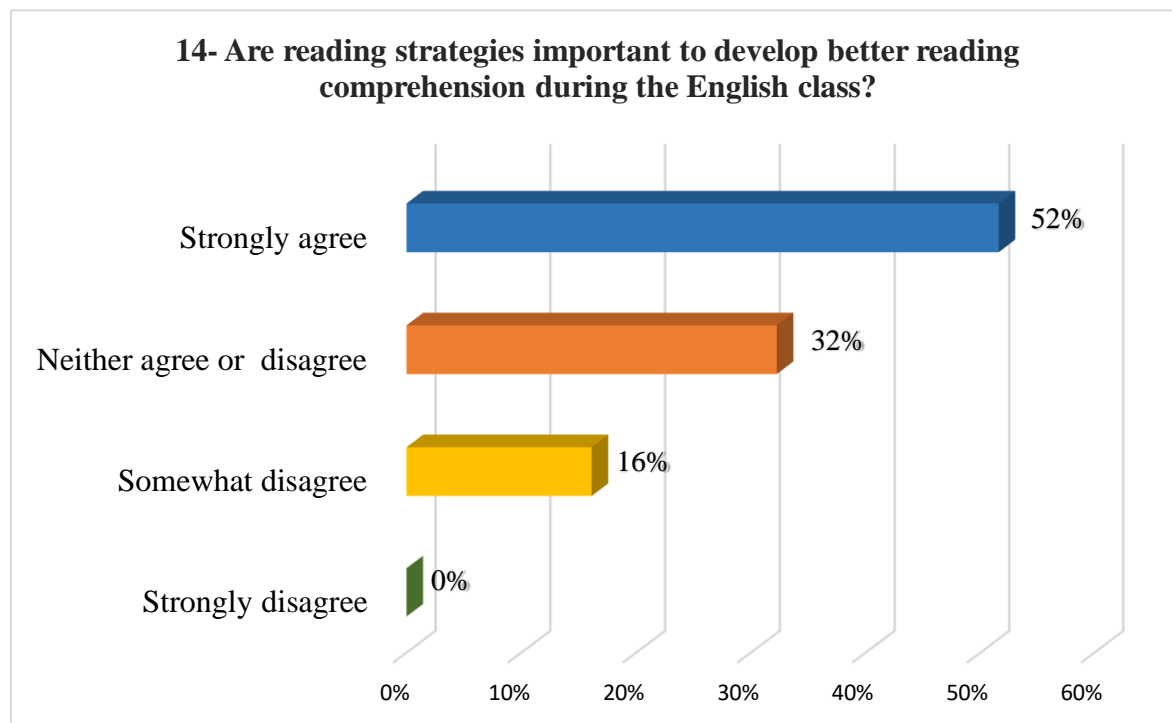
Question No. 14 applied by the researcher to the students of section 7-2 from Liceo of Poás.
Source: Ruiz Castro, Christian. Universidad Hispanoamericana, 2021.

Results: The bar graph number fourteen shows the students' responses whether reading

strategies are important for developing better reading comprehension.

- 52% of the population indicated strongly agree.

- 32% of the population indicated neither agree or disagree.

- 16% of the population indicated somewhat disagree.

- Strongly disagree, this option was not selected.

Interpretation: The bar chart number fourteen shows that, 52% of the students indicated that

they strongly agree because it helps them to develop good reading comprehension also this

motivates them to carefully analyze the context of what they are reading. While, 32% of the

students indicated neither agree or disagree because they consider that reading strategies can

guide them to get better results in reading but at the same time without proper training, this

would make them spend a lot of time in applying them. On the other hand, 16% of the students indicated somewhat disagree, it means that they cannot associate concepts, content and meaning during the reading and therefore, they do not consider reading strategies necessary to develop a reading comprehension. Finally, the option called "Strongly disagree" was not selected by any student.

Graph 15.

Question No. 15 applied by the researcher to the students of section 7-2 from Liceo of Poás.
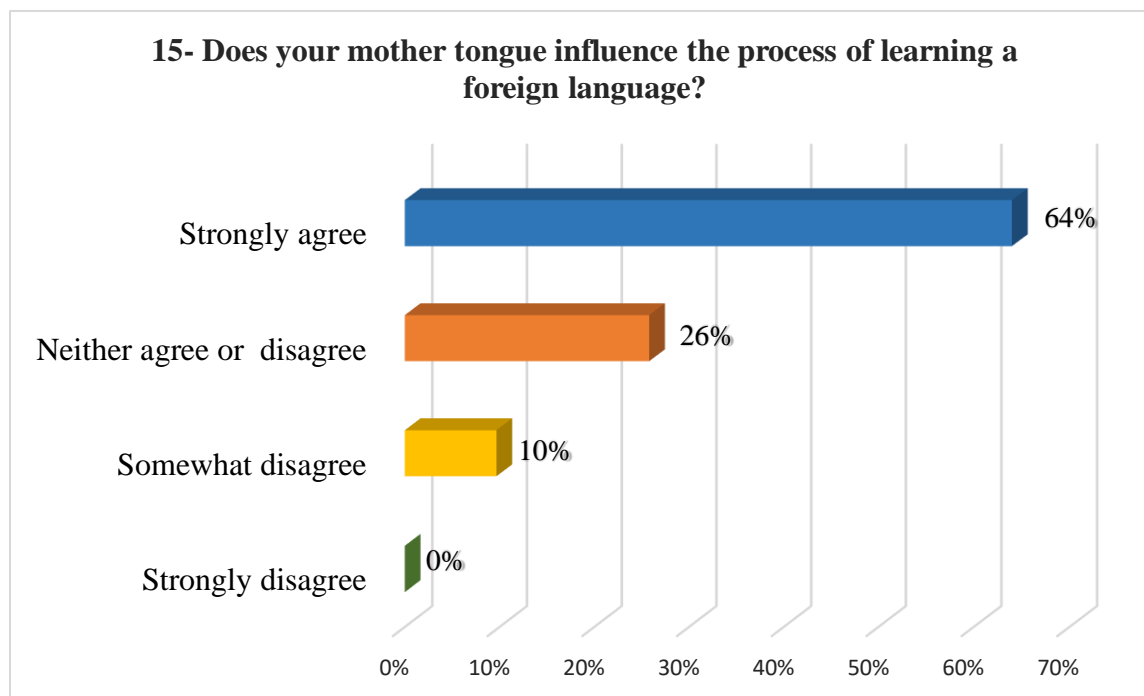**Source**: Ruiz Castro, Christian. Universidad Hispanoamericana, 2021.

Results: The bar graph number fifteen shows the students' responses on the influence of their mother tongue on the process of learning a foreign language.

- 64% of the population indicated strongly agree.

- 26% of the population indicated neither agree or disagree.

- 10% of the population indicated somewhat disagree.

- Strongly disagree, this option was not selected.

Interpretation: The bar chart number fifteen shows that, 64% of the students indicated that they totally agreed with this statement, which represents the majority of the sample population, also this means that during the process of learning a foreign language students receive a strong influence from their mother tongue when they try to understand the meaning of unknown words. While, 26% of the students indicated neither agree or disagree because they do not consider their mother tongue as a factor that could influence their foreign language learning process. On the other hand, 10% of the students indicated somewhat disagree because they are aware that if they want to improve their level of English, they have to stop thinking in their mother tongue. Finally, the option called "Strongly disagree" was not selected by any student.

Graph 16.

16- Should teachers spend more time teaching reading strategies during English classes?

Strongly agree — 58%
Neither agree or disagree — 35%
Somewhat disagree — 7%
Strongly disagree — 0%

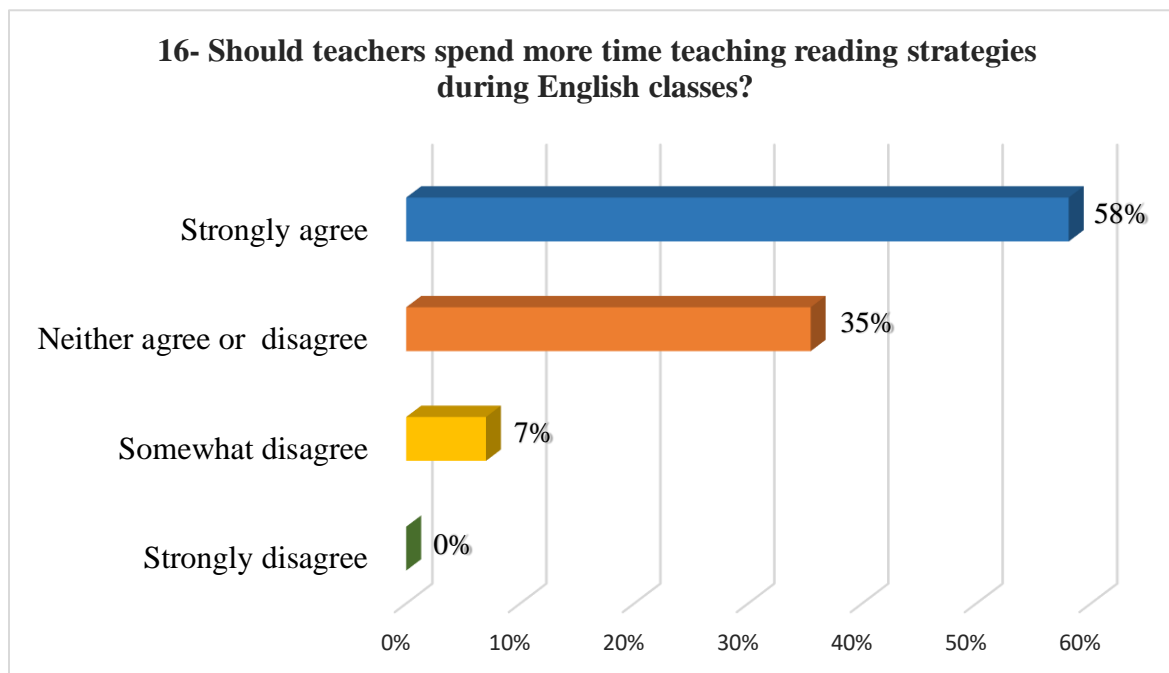Question No. 16 applied by the researcher to the students of section 7-2 from Liceo of Poás.
Source: Ruiz Castro, Christian. Universidad Hispanoamericana, 2021.

Results: The bar graph number sixteen shows the students' responses on whether the teacher should spend more time teaching reading strategies during English classes.

- 58% of the population indicated strongly agree.

- 35% of the population indicated neither agree or disagree.

- 7% of the population indicated somewhat disagree.

- Strongly disagree, this option was not selected.

Interpretation: The bar chart number sixteen shows that, 58% of the students indicated strongly agree because they feel that the reading lessons focus more on grammatical structures than on reading strategies, also the teacher does not spend enough time to teach and explain in detail how they can apply reading strategies. In addition, students need more time to practice reading strategies in order to avoid misunderstandings of false cognates during readings. While 35% of the students indicated neither agree or disagree, it can be perceived that the choice of students who consider the time spent on reading strategies is partially good, but just to cover homework during reading classes. On the other hand, only 07% students indicated somewhat disagree because they believe that time should be shared with different important topics, not only about reading strategies. Finally, the option called "Strongly disagree" was not selected by any student.

4.3.3. Observation

The objective of the instrument is to collect information related to the class to be observed, analyzing the main difficulties that students have with false cognates during the English teaching process. The observation assists the researcher in analyzing the students' realities and the environment in which the they learn. Non-participatory observation was carried out through the teams using a checklist, also it took into account all the important aspects; such as objectives, variables, or indicators.

The first part of the instrument is a chart in which the researcher observes the students and evaluates the main difficulties they have with false cognates while reading an English text. Some of the rubrics to be assessed are as follows:

a. Students pay attention to the instructions given by the teacher.

b. Constantly asks questions about unknown words.

c. Recognizes multiple word usages depending on context

d. Students demonstrates understanding of vocabulary appropriate for age level.

e. Use of reading strategies.

f. Students finish the work on time.

These rubrics are rated under four headings: excellent, good, satisfactory, needs improvement. The second part of the instrument contains a small reading where students should identify false cognates and write it down in the same page at least 10 of them. Finally, when the students finish completing the words, the teacher will ask the group for the correct word instead of the false cognate. See Annex (2).

Analysis of classroom observation.

The observation has the general information about the class. The time allowed for students to finish is 15 minutes.

The first criterion in the observations concluded that all the students paid attention carefully to the teacher's instructions, also the instructions given by the teacher were clear.

The second criterion assessed shows that some students at least four of the group, were constantly asking the teacher questions about unknown words to understand the reading, the problem with that is that those students show a low amount of vocabulary and that makes them pause during the reading and ask the teacher for help. Therefore, teachers have to do an effort to look for new strategies to avoid this.

The third criterion was rated as good because most of the students can recognize the use of words according to the context of reading. For this study, the text used contains many false cognate words that were used incorrectly to test the students during the class.

Criterion number four included in the observation is intended to analyze whether students demonstrate age-appropriate vocabulary comprehension and based on the results, half of the students demonstrate age-appropriate vocabulary comprehension and the other half should be supported with the use of a virtual dictionary. It was not satisfactory and needs improvement because 50% of the class is not able to understand sophisticated words. In addition, other aspect is that the teacher allows students to use mobile phones to look up the meaning of new words but some students take the opportunity to continue using mobile phones for different purposes, but they have nothing to do with the classroom, causing distractions.

Criterion number five evaluated was the use of reading strategies by the students. In relation to the reading strategies observed in class, it could be perceived that only seven students take the time to apply the best strategies to take advantage of class time. The rest of the class just reads even if they do not understand the reading, provoking doubts and questions to the teacher. Professors should take this into account when preparing lesson plans, making the necessary adaptations or creating new activities in case students are not clear about reading strategies with the only purpose of developing a correct reading comprehension in their students.

Finally, the last criterion shows that twelve students finished the assignment on time, and something interesting about this point was that the seven students who used reading strategies are among the students who finish on time. Afterwards, the teacher gave them an oral explanation about false cognates in the text and asked them for the correct words instead of the ones they had selected. After the analysis of the observation, it can be concluded that reading strategies are

necessary to help learners with unfamiliar vocabulary and when confronted with false cognate

words.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

This research has been developed with the main goal to answer the problem question which is related to how the use of false cognates directly affect reading comprehension leading section 7-2 grade students at Liceo of Poás wrongly assume that similar words between languages share the same meaning.

According to Higginbottom & Liamputtong (2015):

The conclusion provides the potential to explore in depth and detail the broader implications of the findings, while stating the limitations of the research and clearly delineating the parameters. Like all stages of participatory research, drawing conclusions and dissemination of research findings must adhere to the principles of participatory research. (p. 80)

The impact of false cognates has been analyzed through various measurable instruments, such as surveys and observations, responding to each of the specific objectives set out at the beginning of this research.

Specific objectives:

1. To identify how false cognates words affect to the development of reading comprehension skill in the English learning process.

2. To describe the main difficulties students, have while reading an English text that contains false cognates.

3. To provide reading comprehension strategies to enhance the ability to recognize unknown vocabulary in a text that seem to be similar to their native language.

Referent of the general objective:

Regarding the general objective stated in this research, it can be concluded that, the impact of false cognates has been evident during the reading comprehension process from students of the section 7-2 grade students at Liceo of Poás because it makes them face many inconveniences trying to find accurate meaning of cognates words. This means that the process of teaching a foreign language has been affected, at the same time the learner's analytical competence. Even the theory used in this study suggests that false cognates might be misinterpreted by learners, which directly impacts their reading ability. All of this has been verified through various measure tools.

Referent of the first specific objective:

It is concluded that, false cognates cause learning difficulties in students, mainly affecting the reading comprehension skill. Therefore, it is necessary to be aware of the importance of false cognates since it is convenient for learners to be able to understand the complexity that this entail when learning a foreign language. Furthermore, the main impact occurs during the reading comprehension process because the results have proved that false cognates affect the performance of students guide them to create incorrect construction of meaning during the reading. In this research, the theory used also proves that knowledge of familiar words or texts is a powerful predictor of success in constructing of the main idea by the population studied. On the other hand, unfamiliar words might be difficult for them causing delay in understanding the main idea of a text.

Therefore, it has been demonstrated through the results that false cognates also directly affect readers when they are going to constructing a mental picture of the text, regardless of the depth of this representation. It has also shown that, false cognates tend to confuse students so that

they cannot interpret certain messages in English that carry these words in their meaning affecting the development of reading comprehension skill in the learning process.

In addition to this, it was evidenced from the application of a questionnaire used for the first specific objective, that most of the students do not have enough experience to detect false cognates and this is a clearer picture of how this affects learners during reading classes causing them some problems such as stress, anxiety, depression when they do not achieve the goal which is to understand the text.

Referent of the second specific objective:

It is concluded that, some of the main difficulties of the students are the absence of a clear knowledge of what false friends are. For that reason, students prefer to assume the terms of the words instead of knowing the true meaning, giving rise to errors in the interpretation of the readings. Also, the findings in the research through the observation instrument have demonstrated that, the mother tongue of the students is an important factor in the way that directly interferes between the languages causing a misinterpretation of false cognates. As it has been observed that learners use their mother tongue as the primary support for the identification of false cognates. Furthermore, their mother language causes difficulties in the development of learning a new language causing that learners sometimes prefer to communicate in Spanish instead of practicing English.

Another difficulty that was observed during classroom observation, related to false cognates was the lack of a specific program to teach new vocabulary to students, as the theory used in this study have demonstrated that teaching English vocabulary through innovative activities can benefit learners during the learning process, this in turn can also improve the

reading process in many aspects because students feel inspired in class and begin to understand and analyze unknown words that most of the times are false cognates.

In addition to the above, another point to highlight in light of these results is related to the concept of students' lack of exposure to the foreign language, which was reflected in the students' responses turning false cognates of other language into a difficulty that impedes their English learning process, because they do not the context of those words in the new language affecting in this particular case the reading comprehension skill.

Referent of the third specific objective:

Regarding the last specific objective stated in this research, it is concluded that, all students require to learn correct reading strategies, that promote critical thinking in learners and helps them to be able to analyze different unknown words during the reading process.

Furthermore, based on the results of the survey, it is evident that reading strategies are not being considered during class, so it was difficult to evaluate the teaching of such strategies, due to this some of learners present a delay in their performance. The findings also reveal that it is necessary to equip students with effective reading strategies in order to handle comprehension issues when they read words that seem to be similar to their native language. Besides, the learning of a second language requires continuous processes of error and correction guided by the teacher that allow the students to perform better when reading a text with unknown words, so the reading strategies analyzed in this study can help the student to understand and discern the true meanings of false cognates. Along these lines, it is evident that learners require more active training processes that allow them to acquire confidence in the use of any reading strategy.

In addition, the results have proved that, teachers should take seriously the use of the following reading comprehension strategies (scanning strategy, contextual guessing technique or

the use of context clues) should be taken seriously by the teacher because they helps students expand their vocabulary and prevent developing incorrect interpretations from words in other languages that look similar, allowing students to approach full comprehension of the readings.

5.2 Recommendations

The following recommendations agree with the preview's conclusions. It is intended to provide a guide about some reading strategies that teachers can implement during the English classes to help students mitigate the impact of false cognates, creating effective comprehension of the readings.

a- It is advised for future researchers to consider the incorporation of reading comprehension strategies during the class such as (scanning strategy, contextual guessing technique or the use of context clues) and facilitate their application by the teacher through a dynamic way in the activities that students perform daily in class, promoting the active participation of the student.

b- It is recommended to teachers gradually introduce false cognates words to students during reading classes, considering factors such as the frequency and difficulty of those words in certain contexts. Thus, the misinterpretation of false friends can be classified as temporary errors that can be corrected with the proper guidance from the teacher.

c- It is recommended to teachers make extra reinforcement activities for students to do at home, so that they can reinforce reading comprehension through reading strategies they have received in class from the teacher. Furthermore, parents can become more involved in the child's learning by supervising homework completion.

d- It is recommended to teachers create effective study methodologies focused on false cognates for their students appropriate to the MEP program, in addition to developing

activities that promote group participation where the autonomy of students should be encouraged when facing false cognates.

e- It is recommended to continue with future research in other academic years with similar characteristics and follow up on the results obtained in the present research, which will allow to carry out linear and comparative linear and comparative analysis of the effects of false cognates on the students.

CHAPTER VI

PROPOSAL

6.1 Proposal

 This proposal validate what has been observed, concluded and recommended throughout this research, providing suggestions for both the teacher and students of Liceo of Poás on how to improve reading comprehension without the influence of false cognates, as well as to expand on previous recommendations in order to propose a solution to the problem and the research objectives stated.

Jubani et al. (2012) have mentioned that: "Reading for comprehension does not simply mean decoding letters and words. It involves skills, techniques and patterns. Reading ability is related to a wide range such as personal ability and skills, competences and, social practices, goals and values" (p. 51).

This proposal is a guide for teachers to create the most appropriate type of activities based on the strategies that they are going to use, considering diverse problems of the students when facing the reading of literary and academic texts. For which academic skills are required and can only be obtained when having a high-level reading aptitude; therefore, educational institutions should integrate a variety of reading comprehension skills and reading strategies, as well as the linguistic disciplines in their programs to build proficient reading skills in their students.

6.2 Name of the proposal

"Development of strategies to improve reading comprehension skills in the area of English in order to correct misinterpretation of false cognates during reading sessions."

6.3 Place to be developed

This proposal will be carried out at the Poás High School in order to help seventh year students with their adaptation to the use of reading strategies as well as their reading immersion in English. The involved population turns out to be the same as the sample used during the research.

6.4 General and specific objectives

6.4.1   General objective of the proposal

a.   To implement reading comprehension strategies through more interactive lessons that allow students with reading problems to improve their reading skills.

6.4.2   Specific objective of the proposal

a.   To provide didactic reading tools for the approach of the contents worked on in the classroom through an English book club in the section 7-2 of Liceo Poás, where students can feel comfortable applying these reading tools.

6.5 Chronogram of activities and responsible

Plan of activities related to the English reading lessons for section 7-2

Objective	Activity	Procedure	Responsible	Materials
To implement reading comprehension strategy	Create a book club with the students' favorite readings.	a. Students will choose a reading according to their own reading tastes and preferences. b. Students will present their text and read an excerpt to their classmates.	The teacher will guide students during the activity	Internet, Teams platform
To provide didactic reading tools	Create a virtual folder with the readings	a. Students will create a virtual collaborative work with reading reviews, images, etc.	Students	Internet, Teams platform and a virtual folder

Source: Ruiz Castro, Christian. Universidad Hispanoamericana, 2021

The phases of the activities are the following:

a. In the first stage of the proposal, students will choose a reading according to their own reading interests and preferences, with the main purpose of having a good time reading what they want and not the old and boring texts that teachers usually use. The only condition when choosing the readings was that there should be a thematic axis linked to teaching.

b. Before the reading, they will explain some aspects of the reading, such as the reason for the choice, what the reading means to them, etc. See Annex (3).

c. In the second phase of the proposal, students will present their work and read an excerpt to their peers and identify if there are any false cognates in the reading with the help of the teacher.

d. Session length: They will have a total of 15 minutes per session during the reading class. They will begin with one of the texts chosen by the students among those that have been presented during the course using the virtual platform teams.

e. In the third stage of the proposal, students will develop a virtual folder with reading reviews and images, grouped according to different criteria (subjects, authors' nationality, public to which they are directed, comments from readers, etc.) creating a collaborative work that can be used by the successive courses.

f. Finally, one copy of the folder will be in the library of the high school with the purpose to be a reference to start the activity also by future groups of other levels.

As previously said, the possibility of exporting this activity to other degrees is evident from the very first session; this reading activity can be done after school hours, across subjects or in relation to specific course topics (always remain its voluntary character).

In a very concrete way, it should be clear that the development of virtual learning courses must go through a rigorous process of design, organization and decision making by the teacher, considering the current institutional, student and technology realities. Before creating a virtual strategy, the teacher should create specific objectives rather than just going on the Internet and picking the first item that comes up.

6.5 Necessary budget for its implementation

Regarding this proposal implementation, it results economic because it does not actually require expensive budget. As described in each task, most of the activities are designed to involve actively both teacher and students in order to make them practice reading strategies. Additionally, didactic material and technology are usually available on the internet, it was adjusted to become a low- cost project for virtual classes.

Materials	Cost
Internet, Teams platform, computer of cellphone	According to each student's internet payment.

Source: Ruiz Castro, Christian. Universidad Hispanoamericana, 2021

6.6 Bibliography of the proposal

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ANNEXES

Annex 1.

Instrument #1: Survey

A virtual questionnaire was sent to the participants in an email link and the results were used for statistical purposes of this study.

Analysis of the Impact that false cognates have in the reading comprehension skill

Estimada persona participante
Se le solicita llenar la información personal que sera tratada con toda confidencialidad y con fines meramente academicos para la investigacion realizada

Cordialmente

Cristian Ruiz
Universidad Hispanoamericana

Informacion Personal
Complete la información solicitada

1. Genero *
   ○ Hombre
   ○ Mujer
   ○ Otro

2. Rango de Edad *
   ○ 13-14 años
   ○ 14-15 años
   ○ 15 años o mas

3. Conocimiento del Idioma Ingles *
   ○ Basico
   ○ Intermedio
   ○ Avanzado

Analysis of the Impact that false cognates have in the reading comprehension skill

Deshabilitar Lector inmersivo

* Obligatorio

Questionario

Responda las siguientes preguntas de selección

4. **Which of the following parts of English do you find most difficult?** *

   ○ Vocabulary

   ○ Reading Comprehension

   ○ Grammatical Structures

   ○ Writing

5. **Have you ever heard about false cognates? (**Words in different languages that appear similar, but with different meaning *

   ○ Yes

   ○ No

6. **When you find unknown words in English readings similar to those in Spanish, what do you usually do?** *

   ○ Translate every word

   ○ Always assume the meaning

   ○ Skip that words

   ○ Ask the teacher for the translation of those words

7. **When you read a text with unknown vocabulary, which tool do you use to translate it?** *

   ○ Physical dictionary

   ○ Cellphone translation apps

   ○ Google Translate website

   ○ Videos on Youtube

8. **Do you think false cognates can affect your reading comprehension skill in English?** *

   ○ Yes

   ○ No

9. **Which characteristic of false cognates do you think confuses students the most?** *

○ Similar Sounds

○ Similar Meanings

○ Similar Spellings

10. **Which of the following reading comprehension strategies do you use regularly?** *

☐ Scanning strategy

☐ Contextual guessing technique

☐ Use context clues

☐ Break up the reading into smaller sections

Analysis of the Impact that false cognates have in the reading comprehension skill •••

Deshabilitar Lector inmersivo

* Obligatorio

Survey Part I

Selecciona la opciones de acuerdo al orden de frecuencia

11. **Answer the following question** *

	Never	Rarely	Sometimes	Always
How often do you find false cognates in the readings of this study center?	○	○	○	○

12. Answer the following question *

	Never	Rarely	Sometimes	Always
How often do you use English-Spanish bilingual dictionaries as a source for translating unknown words?	○	○	○	○

13. Answer the following question *

	Never	Rarely	Sometimes	Always
How often do you use reading comprehension strategies to identify false cognates while reading a text?	○	○	○	○

14. Answer the following question *

	Strongly disagree	Somewhat disagree	Neither agree or disagree	Strongly agree
Are reading strategies important to develop better comprehension during English class?	○	○	○	○

15. Answer the following question *

	Strongly disagree	Somewhat disagree	Neither agree or disagree	Strongly agree
Does your mother tongue influence the process of learning a foreign language?	○	○	○	○

16. Answer the following question *

	Strongly disagree	Somewhat disagree	Neither agree or disagree	Strongly agree
Should teachers spend more time teaching reading strategies during English classes?	○	○	○	○

Annex 2.

Instrument #2: Observation Chart

> Universidad Hispanoamericana
> English Teaching Major, 2021
> **Tutor:** Roy Alfaro Alfaro
> **Researcher:** Cristian Ruiz Castro
> **Research Topic:** Analysis of the impact that false cognates have in the reading comprehension skill during the English learning process of 7-2 grade students from Liceo of Poás, Alajuela during the third quarter of 2021.

General Objective: To analyze the impact that false cognates have in the reading

comprehension skill during the English learning process of 7-2 grade students.

General information:

Number of students observed: _____

Number of lessons observed: _____

Group observed:_____

Date: _____

Time: _____

PART I. Rubric for observation

Objective: Analyze the main difficulties students have with false cognates while reading a text in English.

Instructions: The following chart has statements. Check in the box below according to what you observe. Then, comment on your answers.

- **Excellent:** Exceptional performance.

- **Good:** Clearly above average performance.

- **Satisfactory:** Performs less than expected.

- **Needs Improvement**: Had difficulty performing it.

Headings	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Observations
Students pay attention to the instructions given by the teacher.					
Constantly asks questions about unknown words.					
Recognizes multiple word usages depending on context.					
Students demonstrates understanding of vocabulary appropriate for age level.					
Use of reading strategies.					
Students finish the work on time.					

PART II. Text provided to the students
Objective: Use of reading strategies to identify false cognates in the following text applied to seventh grades students of Liceo of Poás.

Instructions:
Read the following text and find at least 10 false cognates words. Then, try to substitute them by the correct word.

A day in my life

This morning, I got up early and while I was drinking a cup of coffee, I read the notices in the diary then I selected my best ropes and put on some colony. I left home and I went to the parade of buses. There I expected until I caught the bus number 9 which took me to the center as I had solicited. I visited my medic yesterday; I went to see him. I wanted him to give me a recipe for the remedies I take my medic is a very sensitive and sympathetic man so we talked during a rate. I went to the farmers to obtain the remedies then I went to the pacific gallery I had seen in the diary the advice of a library which sold good books in English idiom. I went to the library and bought only one which has a very good and gracious argument, the librarian was not all sympathetic in really, she was so rude that I left the shop very soon as I was very hungry, I went to the restaurant I ordered a hamburger.

List of false cognates:

1. _____   6. _____

2. _____   7. _____

3. _____   8. _____

4. _____   9. _____

5. _____   10. _____

Annex 3.

Proposal book club

Student Name :_____

Institution Name: _____

Section: _____.

General review of the book

What is the book title?

_____.

Who is the Author?

_____.

What literary genre is the book?

_____.

Why did you choose this book?

_____.

_____.

_____.

Who are the main characters?

_____.

_____.