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The Incidence of Cognates on the Process of Learning English as a Foreign Language: Case of Second Year Students of "Licenciatura en Idioma Inglés Opción Enseñanza" at the Foreign Language Department of the University of El Salvador

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INTRODUCTION

This proposal of research project is created to identify whether Cognates have any incidence on the teaching and learning English process as a foreign language of students on the second year of studies of " Licenciatura en idioma Ingles Epcion Enseñanza" major in the School of Arts and Sciences of the University of El Salvador .

This report contains the elements that help to arrange the research in a better organized way. For this, it is necessary to work out on the research question by the statement of the problem, the significance for both theory and for policy, and practice;The delimitations of the focus of the study of time, place, space, and scope; Objectives which are general and specific objectives; Possing the research question by the general question and related questions. Besides that there is a description of the purpose of the study, the sample of people settings and events.

The research strategy for this project is also important in order to detail the data collection techniques which will be used to gather useful data to come out with the final findings for the research.

Finally, it includes the conclusions, resources which were used through the whole project, timetable for the different activities, references, and to conclude, the annexes.

I. TOPIC AND OBJECTIVES

TOPIC:

THE INCIDENCE OF COGNATES ON THE PROCESS OF LEARNING ENGLISH AS A FOREIGN LANGUAGE: CASE OF SECOND YEAR STUDENTS OF "LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA" AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR

<u>OBJECTIVES</u>

GENERAL OBJECTIVE

To determine whether or not false cognates have an incidence on the students learning as a foreign language in the second year of studies and how that helps or affects their performance.

SPECIFIC OBJECTIVES

- To identify the most common true and false cognates in the process of learning English at the fourth semester of students at the Foreign Language Department.
- To determine how cognates help or affect the process of learning a foreign language.
- To improve a technique which helps students to avoid cognate's misunderstandings in the learning process of English as a foreign language.
- To determine the impact that false cognates have on the teaching and learning process of English.
- To identify the appropriate level of English learning in the Licenciatura en IdiomaInglésOpciónEnseñanza major to instruct students about false cognates.

- To get information about cognates from the Foreign Language Department professors and students' experience in order to enrich this research.

II. Theoretical Framework

True cognates help students to increase their vocabulary by the use of thousands of words which have similar writing or pronunciation and same meaning. That contributes Spanish speaking students to increase their English vocabulary. According to recent internet findings, some authors like Gerald Erichsensay that more of the fifty percent of English words have Latin roots. For that reason Spanish speakers take an advantage of that fact to improve their vocabulary and speech in English, but sometimes that situation gets them to confuse these words in both languages –English and Spanish- and false cognates appear in this scenery. False cognates are words from two or more languages which, due to the similarities between themselves, are erroneously believed to share a common root, although they are, in fact, very different. They are also called "false friends", which are defined to be a pair of words in two languages that look or sound similar but change in meaning.

Another concept of cognate´s definition found at the internet (by Gerald Erichsen) is: in a technical sense, two words that have a common etymology and thus are similar or identical. For example, the English "kiosk" and in the Spanish quiosko are cognates because the both come from the Turkish "kosk".

As he mentioned by Erichsen, cognates often have a similar meaning, but in some cases the meaning has changed over the centuries in one language or another, an example of such a change is the English word "arena" which usually refers to a sport facility, and the Spanish "arena" which means "sand". They both come from the Latin "Harena", which originally meant "sand" and in the time that also refer to an area of the amphitheater that was covered with sand. TheSpanishlanguage retains the meaning of sand (although the word can

sometimes refer to a sport arena) but English expanded the word´s meaning to include facilities like the roman amphitheater.

In a popular and less technical sense, the term "cognate" also is used to refer to words in two languages that are similar but have no common origin, such as the Spanish "sopa" (meaning "soup") and the English "soap."

Also in a popular and not technical sense, the phrase "false cognate" is used to refer to cognates that have different meanings, such as the Spanish "molestar" (to bother) and the English "molest" (to abuse sexually). A more precise term to use for such word pairs is "false friends".

Students who take an advantage to improve their vocabulary and speech by the use of similar words in English and Spanish usually memorize them. For that reason correcting them becomes difficult because sometimes they go through another linguistic phenomenon that is referred to as"fossilization". This happens when they do not correct their habit of using false cognates in the appropriate time so they continue using the incorrect words as if those ones were correct. It is more difficult for the professors to instruct students to correct misuses of words when they have been using them as if those ones were correct.

It is mentioned by some authors that even though English is not a Romance but a Germanic language, the seventy percent of its words have Latin roots. For that reason there are thousands of true cognates which have the same or similar writing and same meaning but it is necessary to take into account that there are also many false cognates which tend to confuse learners of English as a foreign language by misinterpreting the meaning of words, phrases, and sentences in this language.

Ron Murphy on his book "Las Trampas del Ingles (1992)" mentions a variety of terms with a different meaning from English to Spanish and many other terms which have more than one meaning. These ones can be

considered helpful in addition to the previous list of false cognates. Besides that, he provides a huge quantity of tricking exercises which can be used by teacher when teaching about this subject matter

That author presents examples in an alphabetic order which can be a good guide when students look for meanings of confusing terms. These confusing words, or false cognates, must be minimized by using different techniques recommended by the interviewed professor on this research.

It is necessary to consider those words that can have more than one connotation so students usually go with the first idea that comes to the mind, again the list of possible meanings of words that Ron Murphy offer on his book becomes helpful.

Finally, that author, provide a many practical exercise that can lead the students to get ideas to avoid misunderstandings by setting in practice those confusing words, and besides that he mention and give examples of bad translations from either English and Spanish.

True cognates

Several authors have studied the similarities between English and Spanish words. One of them is Quentin Farrand, who has prepared a list of words in English with common roots in Spanish by. He states that when we learn English we can take an advantage of the large percentage of useful words whose roots come from Latin or Greek and which are also common in Spanish, that is, presuming that we use these equivalent words in our mother language but taking

into account the changing in stress and pronunciation, we have to learn word by word. Farrand also mentions an article of the National Geographic magazine on the lasting influence that the Roman civilization and language had, through the following example sentence: "The enduring Roman influence is reflected pervasively in contemporary language, literature, legal codes, government, medicine, sports, arts, engineering, etc". Then it is said by the author of this statement that if we removed all the words in this sentence taken directly from Latin, the sentence would be reduced to "the".

What follows is a detailed list of classes of cognates which appear when comparing or contrasting English and Spanish by Quentin Farrand:

Class 1. Words ending AL

For example: Animal, total, final, rural, casual, formal, manual, portal, local, congenial, postal, virginal, cultural, corporal, natal, penal, parietal, coincidental, principal, etc.

Class 2. Words ending OR

For example: inventor, rumor, factor, actor, censor, auditor, superior, mentor, inspector, color, erector, tractor, honor, divisor, exterior, humor, etc.

Class 3. Words ending AR

For example: muscular, molecular, columnar, vestibular, nectar, tabular, auxiliar, consular, vulgar, secular, capsular, globular, reticular, vermicular, peninsular, vascular.

Class 4. Words ending ION

For example: notification, action, exploration, determination, elaboration, faction, section, vibration, subordination, isolation, sanctification, purification, culmination, dedication, lotion, etc.

Class 5. Words endings ABLE and IBLE

Forexample: durable, potable, implacable, elegible, intangible, separable, horrible, sensible, potable, deplorable, demostrable, inviolable, lamentable, legible, considerable, variable, etc.

Class 6. Words ending CION TO TION

For example: deformation, desperation, desolation, destruction, generalization, capitulation, tribulation, certification, coordination, concentration, adaptation, abstraction, aviation, deposition, derivation, etc.

Class 7. Words ending URA to URE ("e" is silent)

For example: Culture, mixture, texture, venture, censure, pedicure, sature, literature, posture, capture, censure, curvature, imposture, senicure, temperature, etc.

Class 8. Words ending IVO to IVE ("e" is silent)

For example: Imaginative, inquisitive, compulsive, defensive, explosive, discursive, inactive, prohibitive, fugitive, substantive, relative, obstructive, intuitive, formative, etc.

Class 9. Words ending ANO and INO to ANE or INE

For example: pristine marine, mundane, genuine, plane, bovine, feline, aquiline, asinine, pine, profane, taurine, epicene, etc.

Class 10. Words Ending in SMO to ISM

For example:altruism organism unionism, dogmatism, conservatism, negativism, militarism, alcoholism, pacifism, futurism, radicalism, ostracism, modernism, dogmatism.

Class 11. Words ending ISTA to IST

For example: formalist, antagonist, imperialist, federalist, absolutist, sentimentalist, individualist, moralist, colonist, romanticist, relativist, mesmerist, evangelist, alarmist, militarist, etc.

Class 12. Words ending ENTO to ENT

For example : temperament, moment, document, ornement, element, impediment, fragment, cement, segment, ferment, liniment, monument

Class 13. Words ending ENTE or ENTO to ENT

For example: competent, coherent, agent, president,potent, resident, contingent, refrigerant, lenient, element, violent, incident, etc.

Class 14. Words ending A and O to IC

For example: organic, transatlantic, gastronomic, toxic, cubic, didactic, ascetic, militaristic, cosmic, axiomatic, futuristic, oceanic, enigmatic, agnostic, aristocratic, democratic, etc.

Class 15. Words ending A and O to ID

For example: intrepid, fervid, arid, rapid, lucid, frigid, torrid, timid, etc

Class 16. Words ending A and O to CT

For example: impact, refract, defect, direct, exact, per<u>fect</u> (adj), per<u>fect </u>(verb), etc

Class 17. Words ending UD to IDE final is silent

For example: gratitude, solicitude, altitude, quietude, exactitude, magnitude, multitude, etc.

Class 18. Words ending EL to ILE

For example: docile, textile, facile, volatile, puerile, reptile, inductile, nubile, imbecile, etc.

Class 19. Words ending IDAD to ITY

For example: morality, capacity, fertility, gravity, calamity, superiority, inferiority, hospitality, serenity, incongruity, etc.

Class 20. Words ending ENCIA to ENCE or ANCE final is silent

For example: coincidence, benevolence, opulence, prudence, providence, insistance, convergence, omniscience, interference, distance. observance, etc.

Class 21. Words ending IA to ENCY, ACY, etc

For example: agency, urgency, emergency, vacancy, consistency, decency, contingency, tendency, regency, etc.

Class 22. Words ending RIO to ARY

For example: diary, honorary, rotary, primary, legendary, imaginary, secondary, etc.

Class 23. Words ending IO ORY

For example: consolatory, retaliatory, satisfactory, directory, auditory, exploratory, migratory, laudatory, etc.

Class 24. Words ending OSO and OSA to OUS pronounced us

For example: glamorous, curious, generous, tempestuous, impetuous, ignominious, cancerous, viscous, etc.

Class 25. Adverbial endings in MENTE to LLY

For example: locally, vitally, usually, materially, centrally, accidentally, gradually, naturally, maternally, virtually, diagonally

Class 26. Words ending GIA or RIA to OLOGY or OMY or TRIA

For example: ethnology, ideology, zoology, meteorology, etc.

Class 27. Words ending AFIA or OFIA to Phy

For example: telegraphy, pornography, geography, etc.

Class 28. Words ending WITHOUT change or the final A

For example: synopsis, asepsis,telegram, program, crisis.

Class 29. Words ending diverse prefixes

For example:

A) **Negative prefixes in, im, un, anti or an:** infinite, unconstitutional, immeasurable, antifascist, etc.

B) **com and con prefixes:** comfortable, compact, consonant, conversion, etc.

C) **DE and DI prefixes:** deficit, delicious, divine,diplomacy, dialect.etc.

D) **Prefix "em"or "en":** emergent, emetic, entire, etc

E) **"ex" prefixesrandom:** exactly, exotic, exquisite, expression, etc.

F) **"epi"and "er":** epigram, epileptic, errant, error, etc.

G) **"ILL" prefixes:** illegal, illicit, etc.

H) **"Im" prefixes:** imitation, impact, immoral, immortal, etc

I) **"In"Prefix:** inactive, inclusion, influence, information, incident, intolerant, indolent, introvert, etc.

J) **"Ir" prefix:** ironic, irritant, irrigate, etc

K) **"Pre" prefix:** precaution, pretend, precocious, etc/

L) **"Pri" prefix:** priority, primitive, principal,etc.

M) **"Pro" prefix:** probable, profane, production, professional, etc.

N) **"Sub" prefix:** subdivision, subjective, subversion, substancial, etc.

O) **"Super" prefix:** superstition, supervisor, superior, superfially,etc. Note:**survival: sobreviviente; Supernatural: sobrenatural; Superhuman: sobrehumano; overpopulation: sobrepoblacion; overestimate : sobreestimar.**

P) **"Trans" prefix:** transcendental, transform, transfuse, etc.

Class 30. Verbs

Regular verbs in the past tense and the past participle form.

Examples: used, elected, governed, elevated, perturbed, retired, implicated, occupied, accredited, purified, etc.

Class 31.Other categories.

   a. Fruits and vegetables: pear, melon, papaya, mangoes, lettuce.
   b. Professions and vocations: doctor, pilot, police, secretary, mechanic, employee, technician, democrat, member, etc.
   c. Travel: taxi, distance, battery, gas, etc.
   d. Qualities: imperfect, persistent, irony, formal, creative, vital, tolerant, vital, honor, perfection, introvert, etc.

The internet assets provide a sort of suffixes divided in four categories for convenience grouped under the following terms:

   1. NOUNS
   2. ADJECTIVES
   3. VERBS
   4. ADVERBS

1.Examples of nouns.

Words ending or = or	
ENGLISH	**SPANISH**
Actor	Actor
Color	Color
Doctor	Doctor
Director	Director
Horror	Horror

Tourist	Turista

Words ending ism = ismo	
ENGLISH	**SPANISH**
Idealism	Idealismo
Despotism	Despotism
Mechanism	Mecanismo
Organism	Organism
Optimism	Optimismo

Words ending al = al	
ENGLISH	**SPANISH**
Animal	Animal
General	General
Hospital	Hospital
Manual	Manual
Moral	Moral

Words ending nce = ncia	
ENGLISH	**SPANISH**
Abundance	Abundancia
Arrogance	Arrogancia
Experience	Experiencia
Patience	Paciencia
Intelligence	Inteligencia

Words ending ist = ista	
ENGLISH	**SPANISH**
Artist	Artista
Egoist	Egoista
List	Lista
Socialist	Socialista

Words ending ty = dad	
ENGLISH	**SPANISH**
Activity	Actividad
Curiosity	Curiosidad

Electricity	Electricidad
Identity	Identidad

University	Univerdad

Words ending y= ía, ia, io	
ENGLISH	**SPANISH**
Agency	Agencia
Agony	Agonía
Battery	Batería
Family	Familia
History	Historia
Urgency	Urgencia
Remedy	Remedio
Salary	Salario
Testimony	Testimonio
Dictionary	Diccionario

Words ending tion = ción	
ENGLISH	**SPANISH**
Association	Asociación
Combination	Combinación
Condition	condición
Exemption	Exempción
Instruction	Instruccion

Examples of adjectives

Words ending ive = ivo	
ENGLISH	**SPANISH**
Active	Activo
Decisive	Decisivo
Festive	Festivo
Effective	Effectivo
Indicative	indicativo

Words ending al = al	
ENGLISH	**SPANISH**
Brutal	Brutal
Usual	Usual
Local	Local
Criminal	Criminal
Natural	Natural

Words ending ble = ble	
ENGLISH	**SPANISH**
Admirable	Admirable
Impossible	Imposible
Terrible	Terrible
Favorable	Favorable
Notable	Notable

Words ending ic = ico	
ENGLISH	**SPANISH**
Magnetic	Magnético
Fantastic	Fantastico
Electric	eléctrico
Automatic	automatico
Artistic	Artistic

Words ending nt = nte	
ENGLISH	SPANISH
Ignorant	Ignorante
Convenient	Conveniente
Prudent	Prudente
Important	Impotante
Triumphant	Triunfante

Words ending ile = il	
ENGLISH	**SPANISH**
Agile	Ágil
Fragile	Frágil
Mobile	Movil
Juvenile	Juvenile
Automobile	Automóvil

Words ending id = ido	
ENGLISH	**SPANISH**
Stupid	Estupido
Lucid	Lúcido
Splendid	Esplendido
Candid	Cándido
Solid	Solido

Words ending ary = ario	
ENGLISH	**SPANISH**
Actuary	Actuario
Arbitrary	Arbitrario
Ordinary	Ordinario
Imaginary	Imaginario
Ordinary	Ordinario

Words ending ous = oso	
ENGLISH	**SPANISH**
Ambitious	Ambicioso
Gracious	Gracioso

Delicious	Delicioso
Generous	Generoso
Venomous	Venenoso

Examples of verbs

Words ending ate = ar	
ENGLISH	**SPANISH**
Accelerate	acelerar
Accentuate	Acentuar
Aggregate	Agregar
Associate	Asociar
Demonstrate	Demostrar
Estimate	Estimar
Exaggerate	Exagerar
Negotiate	Negociar
Operate	Opererar
Participate	Participar
Terminate	Terminar

Words ending ify = ificar	
ENGLISH	**SPANISH**
Unify	Unificar
Simplify	Simplificar
Solidify	Solidificar
Classify	Clasificar
Notify	Notificar
Modify	Modificar
Gratify	Grafificar
Justify	Justificar
Pacify	Pasificar
Verify	Verificar

Words ending vowel + consonant + t = tar, tir	
ENGLISH	**SPANISH**
Insult	Insultar
Consult	Consultar
Exalt	Exaltar
Present	Presentar
Represent	Representar
Comment	Comentar
Ferment	Fermentar
Lament	Lamentar
Import	Importar
Comport	Comportar
Insert	Insertar
Support	Soportar *
Export	Exportar
Convert	Convertir
Insist	Insistir

Declare	Declarar
Implore	Implorar
Analyze	Analizar
Civilize	Civilizar
Paralyze	Paralizar
Complete	Completar
Converse	Conversar
Escape	Escapar
Ignore	algnorar
Invite	Invitar
Invite	Invitar
Imagine	Imaginar
Prepare	Preparar
Organize	Organizar
Utilize	utilizar

Vowel + consonant + (e) = ar	
ENGLISH	**SPANISH**
Abuse	Abusar
Accuse	Acusar
Cause	Causar
Excuse	Excusar
Admire	Admirar
Adore	Adorar
Compare	Comparar

Examples of adverbs

Words ending ly = mente	
ENGLISH	**SPANISH**
Absolutely	Absolutamente
Normally	Normalmente
Naturally	Naturalmente
Finally	Finalmente
Correctly	Correctamente
Exactly	Exactamente
Evidently	Evidentemente
Difficultly	dificilmente

FALSE COGNATES

"False Friends"(falsos amigos) or cognates (cognados) are those words which are written in the same or similar way in two languages, e.g., English and Spanish, but they really differfrom each other in terms of meaning.
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Here there are some examples:

English	Meaning in Spanish:	Similaritywith:	Translationto English:
Apparel	Ropa, vestimenta	Aparato	Machine, apparatus
Applicationform	Formulario de solicitud	Formulario de aplicación	
Toapologise	Ofrecer disculpas	apología	defense
Apt	Propenso	apto	Qualified, able
Argument	Discusión, pelea	Argumento de un libro o película	Plot
Arena	Estadio, plaza de toros	Arena	Sand
Arm	Brazo	Arma	Gun
Army	Ejército	Arma	*********navy***
Assessment	Evaluación	Asesoría	Consultancy
Toassist	Ayudar	Asistir (a un lugar)	Toattend
Toattain	Lograr, conseguir	Atar	Totie
Attempt	Intento	Atentado	Terroristattack
Attendance	Asistencia	Atención	Attention
Avocado	Aguacate	Abogado	Lawyer
Balloon	Globo	Balón	Ball
Bank	Banco (institución)	Banco (de una plaza)	bench
Body	Cuerpo	Boda	wedding
Brave	Valiente	Bravo	Fierce
Camp	Base militar o campamento	Campo (en general)	Field

Can	Lata o poder(verbo)	cana	White hair
Cap	Gorra	Capa	Layer
Carpet	Alfombra	Carpeta	folder
Cartoon	Dibujos animados	Cartón	Cardboard
Casual	Fortuito, ocasional, informar, superficial	Casual	Accidental, chance
Casualty	Víctima o herido	Casualidad	coincidence
Cave	Cueva	Cavar	Todig
Cellular	Celular, relativo a célula	Teléfono celular	Mobiltelephone
Dinner	Cena	Dinero	Money
Discrete	Diferenciado	Discreto	Discreet
Disgust	Asco, repugnancia	Disgusto	Annoyance,to be upset
Disparate	Dispar	disparate	Nonsense, foolish act
Diversion	Desviación	Diversión	Fun
To doze	Dormitar	Doce	Twelve
Dramatic	Drástico, espectacular	Dramático	
Economics	Economía	Económico	Cheap
Embarrassed	Avergonzado/a	Embarazada	Pregnant
Estate	Propiedad, bien inmueble	estado	state
Eventual	Definitivo o posible	Eventual	Casual, incidental
Eventually	Finalmente, tarde o temprano	Eventualmente	By chance, possible
Exit	Salida	Exito	success
Fabric	Tela	Fábrica	Factory
Familiar	Conocido, familiar(adj)	Familiar(sustantivo)	Relative
Fin	Aleta	Fin	end
Form	Formulario	forma	Shape
Fray	Riña, irritarse	fraile	friar
Fume	Vapor	Fumar	To smoke
Geneva	Ginebra	Génova	Genoa
Gentle	Moderado, suave	Gentil	Gentile, kind
To grab	Agarrar, asir	Grabar	To record
Gracious	Cortés	Gracioso	Funny
Grocery	Tienda de comestibles	Grosería	Rudeness, rude word
Hardly	Apenas, difícilmente	Duramente	Strongly
By heart	De memoria	De corazón	From one´s heart
Horn	Cuerno	Horno	Oven
Idiom	Modismo, locución	Idioma	Language
Influenza	Gripe	influencia	Influence
Ingenuity	Ingenio	Ingenuidad	Naivety

Inhabitant	Habitante	Inhabitado	Uninhabitated
Instalment	Cuota	Instalación	installation
To intend	Tener la intención de	Intentar	To try
Intoxicated	Ebrio	Intoxicado	With food poisoning
Involve	Involucrar	envolver	To wrap
Jam	Mermelada	Jamón	ham
Lame	Cojo, renco	Lamer	To lick
Large	Grande	Largo	Long
Lentil	Lenteja	Lentilla	Contact lens
Letter	Carta o letra de un abecedario	Letra de una canción	Lyric
Library	Biblioteca	Librería	Bookstore, bookshop
Lobe	Lóbulo	Lobo	Wolf
Luxury	Lujo	Lujuria	Lust
Macaroon	Galleta con almendras o coco	Macarrón	macaroni
Man	Hombre	Mano	Hand
Mascot	Persona, animal o objeto que da buena suerte	Mascota	Pet
Notice	Nota, anuncio	Noticia	New
Occurrence	Aparición	ocurrencia	Absurd idea
Office	Oficina	Oficio	Trade, job
Once	Una vez	Once	Eleven
Oration	Discurso ceremonial	Oración	Prayer, sentence
Ordinary	Común	Ordinario	Vulgar
Pan	Cacerola	Pan	Bread
Parade	Desfile	Pared	Wall
Parents	Padres	Parientes	Relatives
Pendant	Colgante de un collar	Pendiente	earring
Petrol	Gasolina	Petróleo	Oilpetroleum
Pie	Pastel	Pie	Foot
Place	Lugar	Plaza	Square
Policy	Política	Policía	Police
Politic	Diplomático, cortés, prudente	Político	Politician
Preservative	Preservante	Preservativo	Condom
Prize	Premio	Precio	price
Toprove	Investigar	Probar	Toprove, taste, try
Quince	Membrillo	Quince	Fifteen
Toquit	Abandonar	Quitar	To remove or to put away
Quite	Bastante	quitar	To remove or to put away

Quote	Cita o presupuesto	Cuota	Free, installment, payment
Recollection	Recuerdo	Recolección	Harvest, collection
Red	Rojo	Red	Net
Regular	De tamaño normal	Regular	Bad, not so good
Relatives	Parientes	Relativos	Relative(adj)
Rope	Cuerda, soga	Ropa	Clothes
Rude	Maleducado, descortés	Rudo	Rough
Sensible	Sensato	Sensible	Sensitive
Signature	Firma	Asignatura	Subject
Soap	Jabón	Sopa	Soup
Socket	Enchufe de corriente	soquete	Ankle sock
Spade	Pala	Espada	Sword
To stay	Quedarse	Estar	To be
To stir	Revolver un liquido	Estirar	To stretch
Stranger	Desconocido, forastero	Extranjero	Foreigner
Success	Éxito	Suceso	Event
To support	Apoyar	soportar	To put up with
Sympathetic	Comprensivo	Simpático	Nice, likeable
Sympathy	Compasión, comprensión, pésame	Simpatía	Friendliness, affection
Target	Objetivo	Tarjeta	Card
Tax	Impuesto	Taxi	Taxi
Tea	Té	Tía	Aunt
Terrific	Fenomenal, genial	Terrorífico	Terrifying
To traduce	Calumniar	Traducir	Translate
Umpire	Arbitro	Imperio	Empire
Zealous	Entusiasta	Celoso	Jealous

There is a list of false cognates provided by GeraldErichsen with many examples of words, that on the contrary of the other examples, these are Spanish words thatusually get confuse English students when learning Spanish. Many of the words in the following list are something like that, in that way they have a meaning similar to an English one but often means something different.

Translating them as the English cognates may make sense some of the times but frequently it won't.

To take an extreme example of a ficklefriend, one so extreme is on the list of friends, look at molestar, which is related to the English verb "to molest". In

English, the verb can mean "to bother" which is the Spanish meaning, as in the sentence "they continued their journey unmolested". But far more often, almost always, the English word has a sexual connotation that is absent in Spanish.

1. <u>ADMIRAR</u>: It can mean "to admire." But it frequently means "to surprise" or "to astonish."
2. ACCIÓN: It is usually synonymous with "action" in its various meanings. But to a stock broker it can also mean a "share," and to an artist it can be "posture" or "pose."

3. AFECCIÓN: Once in a while, this word does refer to a fondness toward somebody or something. But far more commonly it refers to a disease or some other sort of medical condition. Better words for "affection" are another cognate: afecto, and a separate word, cariño.

4. APARENTE: It can mean the same as the English "apparent." However, the Spanish usually carries a strong implication that things aren't what they appear to be. Thus, aparentementefue a la tienda would usually be understood not as "he apparently went to the store" but as "it appeared like he had gone to the store but he didn't."

5. AGONÍA: Nobody wants to be in agony, but the Spanish agonía is much worse, usually suggesting that someone is in the final stages of death.

6. AMERICANO: The understanding of this word varies from place to place. If you're from the United States, it's safest to say soy de los EstadosUnidos.

7. APLICAR: Yes, this word does mean apply," as in applying an ointment or a theory. But if you're applying for a job, use solicitar (although there is some regional usage of aplicar). Similarly, an application for a job or something else you would apply for is a "solicitud".

8. APOLOGÍA: The Spanish word doesn't have anything to do with saying you're sorry. But it is synonymous with the English word "apology" only when it means "a defense," as in a defense of the faith. An apology in the usual sense of the word is excusa or disculpa.

9. ARENA: In sports, arena can refer to an arena. But it is more commonly used as the word for "sand."

10. ARGUMENTO: This word and its verb form, argumentar, refer to the type of argument a lawyer might make. It can also refer to the theme of a book, play or similar work. On the other hand, a quarrel could be a discusión or disputa.

11. BALANCE, BALANCEO, BALANCEAR: Although these words can sometimes be translated as "balance," they most often refer to a swinging or oscillation. Words with meanings more closely related to the English "balance" include balanza, equilibrio, saldo, equilibrar, contrapesar, and saldar.

12. CÁNDIDO: Although this word can mean "frank," it more often means "naively innocent."

13. COLLAR: This word is used when referring to the collar a pet (such as a dog) might wear, and it also can also refer to a ring like mechanical item known as a collar. But the collar of a shirt, jacket or similar type of apparel is a cuello (the word for "neck"). Collar can also refer to a necklace or similar item worn around the neck.

14. COLEGIO: The Spanish word can refer to almost any school, not just ones that provides university-level classes.

15. CONDUCIR: It can mean "to conduct" or (in the reflexive form conducirse) "to conduct oneself." But it more often means "to drive" or "to transport." For that reason, a conductor on a train (or other vehicle) is the person in the driving seat, not someone who handles tickets.

16. CONFIDENCIA: Its meaning is related to the English meaning of "confidence" as a secret. If you're referring to trust in someone, confianza would be more appropriate.

17. CRIATURA: Most commonly it means "creature" or "being," including humans. But it is also commonly used to refer to babies and even to fetuses.

18. DEBATE: This word often does refer to a debate, particularly one in a legislative body. But it also frequently refers to a discussion, one that doesn't have to include opposing viewpoints.

19. DEFRAUDAR: This verb doesn't have to imply wrongdoing. Although it can mean "to defraud," it more often means "to disappoint."

20. DEMANDAR: As a legal term only, demandar and the noun form, la demanda, are similar to the English "demand." But to demand something in a less formal situation, use exigir or exigencia.

21. DIRECCIÓN: It usually means "direction" in most of the ways it is used in English. But it is also the most common way of referring to a postal or email address.

22. ETIQUETA: It can refer to etiquette and the requirements of formality. However, it also frequently means "tag" or "label." The verb form, etiquetar, means "to label."

23. DISCUSIÓN: The Spanish word often carries the connotation that a discussion has become heated. Alternatives include conversación and debate (which doesn't have to refer to a formal debate).

24. EN EFECTO: This phrase can mean "in effect." But it also can mean "in fact," not quite the same thing.

25. ESTUPOR: In medical usage, this word refers to a stupor. But in everyday meaning it refers to a state of amazement or astonishment. Usually the context will make clear what meaning is meant.

26. EXCITADO: This adjective can be synonymous with "excited," but a closer equivalent is "aroused" — which doesn't have to have sexual overtones but usually does. Better translations of "excited" include emocionado and agitado.

27. EXPERIMENTAR: This is what scientists and other people do when they're trying something out. However, the word also often means "to suffer" or "to experience."

28. FAMILIAR: In Spanish, the adjective is more closely connected with the meaning of "family" than in English. Often a better word to use for something you're familiar with is conocido ("known") or común ("common").

29. HABITUAL: The word often does mean "habitual" and it is a common translation for the English word. But it can refer to something that is normal, typical or customary.

30. HINDÚ: Hindú can refer to a Hindu, but it can also refer to someone from India regardless of the person's religion. Someone from India can also be called an Indio, a word also used to refer to indigenous people of North and South America. An American Indian is also often called an indígena (a word both masculine and feminine).

31. HISTORIA: This word is obviously related to the English word "history," but it is also similar to "story." It can mean either one.

32. HONESTO: It can mean "honest." But honesto and its negative form, deshonesto, more often have sexual overtones, meaning "chaste" and "lewd" or "slutty," respectively. Better words for "honest" are honrado and sincero.

33. INTENTAR: Like the English cognate, it can mean to plan or want to do something. But it also is frequently used to indicate more than a mental state, referring to an actual attempt. It thus is often a good translation for "to try."

34. INTOXICADO, INTOXICAR: These words refer to almost any kind of poisoning. To refer specifically to the symptoms of alcohol poisoning, use borracho or any number of slang terms.

35. INTRODUCIR: This verb can be translated as, among other things, "to introduce" in the sense of "to bring in," "to begin," "to put" or "to place." For example, se introduce la ley en 1998, the law was introduced (put in effect) in 1998. But it's not the verb to use to introduce someone. Forthatpurpose, use presentar.

36. MARCAR: While it usually means "to mark" in some way, it also can mean "to dial" a telephone, "to score" in a game, and "to notice." Marca is most often "brand" (with origins similar to the English "trademark"), while marco can be a "window frame" or "picture frame."

37. MISERÍA: In Spanish, the word more often carries the connotation of extreme poverty than does the English "misery."

38. NOTORIO: Like the English "notorious," it means "well-known," but in Spanish it usually doesn't have the negative connotation.

39. OPACO: It can mean "opaque," but it can also mean "dark" or "gloomy."

40. ORACIÓN: Like the English "oration," an oración can refer to a speech. But it also can refer to a prayer or a sentence (in the grammatical sense).

41. OSCURO: It can mean "obscure," but it more often means "dark."

42. PARIENTES: All of one's relatives are parientes in Spanish, not just parents. To refer to parents specifically, use padres.

43. PETICIÓN: In English, "petition" as a noun most often means a list of names or a legal demand of some sort. Petición (among other words) can be used as a Spanish translation in such cases, but most often petición refers to almost any kind of request.

44. PROBAR: It can mean "to probe" or "to test." But it is frequently used to mean "to taste" or "to try on" clothes.

45. PIMIENTA, pimiento: Although the English words "pimento" and "pimiento" come from the Spanish words pimienta and pimiento, they aren't all interchangeable. Depending on region and speaker, the English terms can refer to allspice (malageta in Spanish) or a type of sweet garden pepper known as pimiento morrón. Standing alone, both pimiento and pimienta are general words meaning "pepper." More specifically, pimienta usually refers to a black or white pepper, while pimiento refers to a red or green pepper. Unless the context is clear, Spanish usually uses these words as part of a phrase such as pimiento de Padróna (a type of small green pepper) or pimientanegra (black pepper).

46. PROFUNDO: It can have some of the meanings of the English "profound." But it more often meens "deep."

47. PRESERVATIVO: You might find yourself embarrassed if you go to a store and ask for one of these, because you could end up with a condom (sometimes referred to as a condón in Spanish). If you want a preservative, ask for a conservante (although the word preservativo is also used at times).

48. PROPAGANDA: The Spanish word can have the negative implications of the English word, but it often doesn't, simply meaning "advertising."

49. PUNTO: "Point" often works as a translation of this word, but it also has a variety of other meanings such as "dot," a type of stitch, "belt hole," "cog," "opportunity," and "taxi stand."

50. REAL, REALISMO: "Real" and "realism" are the obvious meanings, but these words also can mean "royal" and "regalism." Similarly, a realista can be either a realist or a royalist. Fortunately, realidad is "reality"; to say "royalty," use realeza.

51. RENTAR: In some areas of Latin America, rentar can indeed mean "to rent." But it also has a more common meaning, "to yield a profit." Similarly, themostcommonmeaning of rentable is "profitable."

52. RELATIVO: As an adjective, relativo and "relative" are often synonymous. But there is no Spanish noun relativo corresponding to the English "relative" when it refers to a family member,in that case, use pariente.

53. RODEO: In the right context, it can mean "rodeo," although there are differences between the typical rodeos of the United State and of Mexico. But it can also mean encirclement, a stockyard, or an indirect path. Figuratively, it also can mean an evasive reply, a "beating around the bush."

54. RUMOR: When used in a figurative sense, it indeed does mean "rumor." But it also often means a low, soft sound of voices, commonly translated as "murmuring," or any soft, vague sound, such as the gurgling of a creek.

55. SOPORTAR: Although it can be translated as "to support" in some usages, it often is better translated as "to tolerate" or "to endure." Some of the verbs that are better used to mean "to support" include sostener or aguantar in the sense of supporting weight, and apoyar or ayudar in the sense of supporting a friend.

56. SUBURBIO: Both "suburbs" and suburbios can refer to areas outside a city proper, but in Spanish the word usually has a negative connotation, referring to slums. A more neutral word to refer to suburbs is lasafueras.

57. TÍPICO: This word usually does mean "typical," but it doesn't have the negative connotation that the English word often has. Also, típico often means something along the lines of "traditional" or "having the characteristics of the local area." Thus if you see a restaurant offering comidastípicas, expect food that is characteristic for the region, not merely "typical" food.

58. TORTILLA: In Spanish, the word can refer not only to a tortilla but also to an omelet.

59. ÚLTIMO: Although something that is the best can be referred to as lo último, the word more commonly means "last" or "most recent."

60. VICIOSO: Although this word is sometimes translated as "vicious," it more often means "depraved" or simply "faulty."

61. VIOLAR, VIOLADOR: These words and words related to them have a sexual connotation more often than they do in English. While in English a violator may simply be someone who drives too fast, in Spanish a violador is a rapist.

Ron Murphy on his book "Las Trampas del Ingles (1992)" mentions a variety of terms with a different meaning from English to Spanish and many other terms which have more than one meaning. These ones can be considered helpful in addition to the previous list of false cognates. Besides that, he provides a huge quantity of tricking exercises which can be used by teacher when teaching about this subject matter.

That author presents examples in an alphabetic order which can be a good guide when students look for meanings of confusing terms. These confusing words, or false cognates, must be minimized by using different techniques recommended by the interviewed professor on this research.

It is necessary to consider those words that can have more than one connotation so students usually go with the first idea that comes to the mind, again the list of possible meanings of words that Ron Murphy offer on his book becomes helpful.

Finally, that author, provide a many practical exercise that can lead the students to get ideas to avoid misunderstandings by setting in practice those confusing words, and besides that he mention and give examples of bad translations from either English and Spanish.

Examples of false cognates:

	Significa	*no significa* que se traduce por	
ABANDON	abandonar para siempre	Marcharse	toleave
ACCEPTATION	acepción	Aceptación	acceptance
ACCORD	otorgar; concordar	Acordar	toagreeupon
ADEPT	experto	Adepto	follower

	Significa		no significa / que se traduce por
ADHERENT	partidario	Adherente	adhesive
ADJUDICATE	dictaminar	Adjudicar	to award
ADVERT	referirse	Advertir	to warn
AFFRONT	offender	Afrontar	to face
AGENDA	orden del dia	Agenda	appointment book
ALIENATED	apartado, esquivado	Alienado	insane, crazy
ALTERNATE	alternar (turnar)	Alternar	to be sociable
ANNOUNCE	anunciar (una noticia)	Anunciar	to advertise
APERTURE	abertura	Apertura	inauguration
APPARATUS	aparato mecanico	aparato	pomp
APPRECIATE	agradecer	apreciar	to like, to love, to fond
APPROVE	aprobar, estar conforme	Aprobar	to pass.
ARGUMENT	discusión, razonar	argumento	plot
ARTIFICE	artificio	Artifice	author
ARTIST	artista de bellas artes	Artista drama	Actor/actress
ASPÍRATE	aspirar (fonética), succion	Aspirar	to brethe in, to aspire
ATTIC	buhardilla	Atico	top floor
BACCALAUREATE	licenciatura univ.	Bachillerato	high school
BARCHELOR	licenciado, soltero	Bachiller	high school graduate
BARRACKS	cuartel	Barracas	huts
CABIN	camarote, cabina de avión	Cabina tel.	booth
CANDID	franco	Cándido	ingenuos
CARBOM	carbono	Carbón	coal
CARPET	moqueta, alfombra	Carpeta	folder
CASTOR	rueda de mueble	Castor	Beaver
COMMODITY	mercancía	Comodidad	comfort
COMPLACEMENT	satisfecho consigo mismo	Complaciente	complaisant
COMPLIMENT	cumplido	Complemento	complement
COMPOSITOR	cajista de prensa	Compositor	composer
COMPREHENSIVE	que lo incluye todo	Comprensivo	understanding

CONCOURSE	concurrencia	Concurso	contest
CONDUCTOR	cobrador, o	Conductor	driver
	Conductor de orquesta		
CONFECTIONER	pastelero	Confeccionador	maker

	Significa	*no significa*	que se traduce por
CONSECUENT	consecuente, lógico	Consecuente	consistant
	(derivado de cosecuencia)	(persona)	
CRIME	delito	Crimen grave	murder, felony
CUP	taza	Copa	glass, drink
CYNIC	escéptico	Cínico	Barefeced, bold
DEMAND	exigir	Demandar legal	tosue
DIRECTIONS	instrucciones	Direcciones	adresses
DISGRACE	deshonra	Desgracia	misfortune
DISMAY	consternar	desmayar	tofaint
DISPOSE OF	deshacerse de	Disponer de	tohave
DORMITORY	dormitorio colectivo	Dormitorio	debroom
EDIFICATION	formación moral	Edificio	building
EDIT	corregirtextos	Editar	to publish
EDUCATED	culto	educado	well-mannered
EDUCATION	cultura	Buena educacion	good-manners
EFFECTIVELY	en la practica	efectivamente	in fact
ELEMENTAL	de los elementos	Elemental	elementary
EXIGENCE	necesidad urgente	exigencia	demand
EXPEDIENT	estratagema, ventajoso	expediente	record
EXPERIMENT	experimentar(hacer exp)	Experimentar	toexperience
EXPLODE	explotar, estallar	Sacar provecho	toexploit
EXPOSITION	presentación oral,escrita	presentación	exhibition
FACTION	facción, banda rebelde	facción, rostro	feature
FASTIDIOUS	dicficil de contentar	fastidioso	umpleasant

	Significa	no significa	que se traduce por
FEAST	banquete, conmemor	Fiesta, dia asueto	Party, holiday
FIRM	firma de empresa	firma de persona	signature
FLORID	sonrrosado, recargado	florido, con flores	flowery, in bloom
FORMAL	etiqueta, ceremonioso	Formal	upright, reliable
GABARDINE	tejido de gabardina	Gabardina	reincoat

	Significa	no significa	que se traduce por
GUARD	guardar, proteger	guardar(conservar)	tokeep, to sabe
GENIAL	afable	genial	ingenious
GENIUS	genio (de talento)	genio (carácter)	temper
GENTLY	con suavidad	Gentilmente	kindly
GRACIOUS	gracioso, gentil	gracioso (chistoso)	funny; witty
GRATIFICATION	satisfacción	Recompensa	bonus
GRATIFY	dar satisfacción	Gratificar	toreward
GRENEDA	granada (proyectil)	Granada (fruto)	pomegranate
HUMANE	humano, bondadoso	humano (ser)	human
IGNORE	hacer caso omiso	Ignorar	nottoknow
IMPORTUNE	insistir en una petición	Importunar	tobother
IMPREGNABLE	inexpugnable	Impregnable	saturable
IMPROVABLE	mejorable	Improbable	improbable
INADEQUATE	insuficiente	Inadecuado	inappropriate
INCONVENIENT	molesto, incomodo	Inconveniente	objection
INDIGNANT	indignado	Indignant	infurianting
INDISCRETE	no dividido	Indiscreto	indiscreet
INFIDEL	infiel (religión)	Infiel, desleal	disloyal
INFORMAL	sin protocolo	Informal, no confiable	unreliable
INTEND	tener la intención	intentar	to try
INTIMATE	sugerir	Intimar	tobecome
INVERT	invertir (posición)	ivertir dinero	toinvest
INVIDIOUS	irritante	envidioso	envious
LAGOON	albufera	Laguna	smalllake

		Significa	no significa	que se traduce por
LECTURE	conferencia	Lectura	reading
LOCAL	lugareño	local, espacio	premises
MALIGN	difamatorio	Maligno	malignant
MARMALADE	mermelada de naranja	Mermelada en gral.	Jam
MEASURE	medida	Mesura	moderation
MOTORIST	automovilista	Motorista	motocyclist
MISTIFY	dejar perplejo	mistificar	toboax
NOTE	nota musical, apunte	notar (calificación)	grade, feel,
NOVEL	original, nuevo, novela	Novel	inexperienced*
OBSEQUIOUS	servil	Obsequioso	obliging
OCURRENCE	suceso	Ocurrencia	witty idea*
OFFICIOUS	entrometido	Oficioso (diligente)	diligent
PERCIEVE	percibir (captar)	Percibir (cobrar)	torecieve
PERIODICAL	publicación periódica	periódico	newspaper
PETULANCE	impaciencia, irritabilidad	Petulancia	conceit
PHYCITIAN	medico	físico	physicist
PORTER	mozo de estación	Portero	doorman;
PRACTICIONER	medico	practicante	medical assistant
PREOCCUPIED	distraído, ocupado	preocupado	worried
PREVENT	impedir	prevenir	to warm
PREFESSOR	professor universitario	Profesor	teacher
PROFOUND	profundo (pensamiento)	profundo (espacio)	deep
PROSPECT	perspectiva	prospecto	leaflet
QUALIFICATION	preparación, aptitud	Calificaciones	grades
RECLAMATION	recuperación de material		Reclamación complaint
RECOGNIZE	reconocer, admitir	Reconocer(examinar)	to examine
RECUR	repetirse	Recurrir	to resort to
REFRAIN	estribillo	refrán	saying
REFUND	reembolso	refundir	recast
REGALE	agazajar	regular	to give as a gift

REGISTER	registrar, inscribir	de inspeccionar	tosearch
RELEVANT	pertinente, adecuado	Relevante	outstanding
RELIEVE	aliviar, relevar	Relieve	relief
RENT	renta (arrendatario)	Renta (beneficio)	income
RESIST	a una tentación	Resistir, soportar	to endure to stand
ROTUND	gordo, sonoro	Rotundo, completo	complete,
RUBRIC	encabezamiento	Rúbrica	flourish
SALVAGE	salvamento	Salvage	savage
SCANDAL	escándalo inmoral	Escándalo, alboroto	uproar
TRADUCE	calumniar	Traducir	totranslate
TRAMP	vagabundo	Trampa	trap
TRASCENDENTAL	que trasciende	que es importante	far-reaching
VARIANCE	descuerdo	variación	variation

III. Methodology

The main aim of this research was to determine how true and false cognates have an incidence on studentslearning English as a foreign language and how these cognates can help or affect the students' learning process. This contributed to both generate theory by gathering information from different authors and at the same time it helped to create new techniques or improve the ones that had been applied before to teach this topic. All this contributed to avoid or at least minimize this kind of confusion on learners of English as a foreign language.

First step

The information was gathered from different authors and language teaching experiences. Through the research it was helpful to elaborate a document with all findings. These findings came from the internet and books.

Second step

The information gathered from students and teachers was used to generate or improve a technique that could be better applied by teachers at the Foreign Language Department of the University of El Salvador in order to avoid misunderstandings when dealing with cognates. It was also considered helpful for the students to learn and not to get confused by similar words when these have different meanings from each other. At the same time, this material was arranged in order for the FLD students to take an advantage of true cognates to increase their vocabulary.

Third step

      The methodology that was applied throughout this process was mainly based on observation, and in-depth interviews. That was about the way students used both true and false cognates. Observation took place in a class in order to list the most common errors that students made while speaking, specifically, about the way they used both true and false cognates and how their teachers managed this situation.

Fourth step.

      The in-depth interviews were conducted to teachers with the main aim of pointing out the techniques that they used to teach the topic –cognates-- to the students and their opinions about the way and level this topic had to be taught. The interviews contained open questions with the purpose of getting more information on the matter and discovering more options to solve negative events when teaching and learning about cognates.

Fifth step.

      After collecting data, the next step was to analyze all findings carrying out three general activities which were done to summarize the data, display the data and draw conclusions or results of the collected data.

      One important aspect when analyzing the data was to arrange the mass data in order to make them more comprehensible. For this reason some of the data are displayed using graphics; these were also carefully analyzed to get the results to answer the research question.

It was necessary to look for additional information to support the objectives. For that purpose the author collected the appropriate findings that were added as appendices at the end of the research.

The last step was the elaboration of the report of the research that would reflect the incidence of cognates on the process of learning English as a foreign language.

IV. Graduation Process Timetable

ACTIVITY	SEPTEMBER				OCTUBER			
	07/09- 12/09	17/09-19/09	22/09-26/09	28/09-30/09	05/10-09/10	12/09-16-10	19/09-23/09	2609 30/0
Proposaldesign	■							
Proposalreview		■						
			■					
				■				
					■			
Teacher interviews						■		
Studentsobservation							■	
Data analysis								■
Final report								
Presentation of thethesis								
Thesis								
Final report								

V. DATA COLLECTION TECHNIQUES

To collect reliable data, it was necessary to apply different techniques. That could allow the author to have a better organization of the information which could be arranged to be easily analyzed and understood. These were the techniques:

a. Document analysis

The document analysis consisted of gathering data from books and other sources, which were gathered and analyzed to find useful and appropriate data to enrich the significance of theory.

b. Note taking

This technique was useful mainly during the observation period by taking notes of all that could contribute to the research. It was about this specific topic of cognates, which could help or affect the learning process, mainly by the time students had to speak and even better if when they had a conversation. Besides that, this technique was useful in the interviews to point out the most important data that the professors mentioned when they were interviewed.

VI.　DATA ANALYLIS AND INTERPRETATION

The technique used to record the data was based on the method selected for this research. Since the method chosen were the in-depth Interview and observation, the techniques used were note taking and videotaping, but taking into account the considerations for each method.

QUESTIONS ONE TO TEN:
In order to identify the problem and its possible solutions from the FLD professors' perspective, the author of this research asked a group of FLD professors' ten questions as follows.

The first question was:" What are cognates for you?" The purpose of this question was to determine the professors´ knowledge about cognates in order to generate a concept of this topic under study.

The second question was about the professors' opinion on the difference between true cognates and false cognates. This question had the purpose of determining the professors´ knowledge about the differences between cognates in order to improve the concept we have about this topic.

The third question addressed to the professors was related to examples of true and false cognates that they could find between Spanish and English. Its purpose was to attain the objective of identifying the most common true and false cognates in

the process of learning English at the fourth semester level in Licenciatura en IdiomaInglés: OpciónEnseñanza major at the Foreign Language Department.

 The fourth question had as an objective to determine how cognates help or affect the process of learning English as a foreign language by students at the fourth semester in their major (Licenciatura en IdiomaInglésOpciónEnseñanza).

The fifth question had the objective of getting the opinions of the FLD professors about the consequences that the false cognates can bring on their students' learning process and determine how cognates affect the process of learning English as a foreign language.

The sixth question was about the professors' opinion on the importance of cognates in the learning process and to get information about this topic from the professors and students' experience.

The seventh question was a discussion whether or not the Foreign Language Department has included this topic – cognates-- in any subject of the current study plan of the major (Licenciatura en IdiomaInglés: OpciónEnseñanza). This question sought to identify the appropriate level for instructing students about true and false cognates.

The eighth question addressed to the professors was about the techniques that they apply to teach their students true and false cognates. This question had the objective of getting information about the topic from the professors' experience to improve or create a technique to avoid cognate's misunderstandings on their students' part when learning English as a foreign language.

The ninth question requested the professors to express their opinion of what they considered as a good and new technique to teach the topic under study. This

question's objective was to determine whether or not they considered cognates as a content to take into account in their teaching-learning process of English as a foreign language.

The tenth question requested the professors' opinion about the appropriate level and subject to teach cognates in order to identify the appropriate level to instruct students about true and false cognates.

VII. FINDINGS

AObservations.

The observation was applied to four groups of about forty five students each one, a total of one hundred eighty students registered in Advanced Intensive English I subject of the major of "Licenciaturaen IdiomaInglésOpciónEnseñanza" at the Foreign Language Department of the School Of Arts and Sciences at the University of El Salvador.
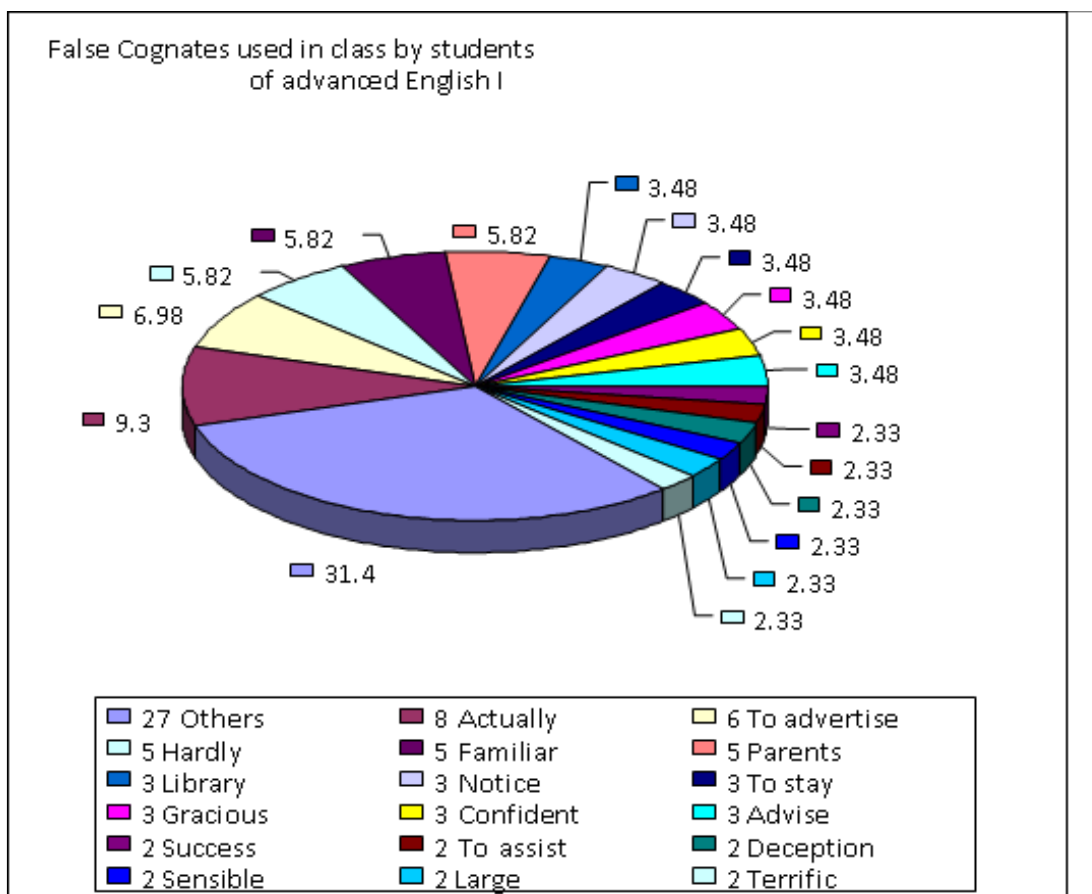
Through this process the students inconvenient was difficult to be identified because the ones that have more troubles are the ones who almost never participate in class activities that required speaking. These students always are afraid of making mistakes so they just speak when are pushed by professors to do it or if they have a forced presentation of a topic which must be evaluated.

The list and description of the false cognates were identified during the observation process in the four groups. A huge list of true cognates was found while students were speaking. This phenomenon is considered to have a positive incidence on the process of learning English as a foreign language.

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A.OBSERVATION

False Cognates used in class by students of advanced English I

Objective: To identify the most common true and false cognates in the process of learning English at the fourth semester by students at the FLD
(graphic 1.a)

False Cognates used in class by students of advanced English I

3.48
3.48
3.48
3.48
3.48
3.48
5.82
5.82
5.82
6.98
9.3
31.4
2.33
2.33
2.33
2.33
2.33
2.33

27 Others	8 Actually	6 To advertise
5 Hardly	5 Familiar	5 Parents
3 Library	3 Notice	3 To stay
3 Gracious	3 Confident	3 Advise
2 Success	2 To assist	2 Deception
2 Sensible	2 Large	2 Terrific

ANALYSIS:

According to the professors response the most used false cognates are the words "actually, hardly, familiar, advertise, and parents" is the used false cognate by

students of second year at the foreign language department. In this graphic we do not include words of the option "others".
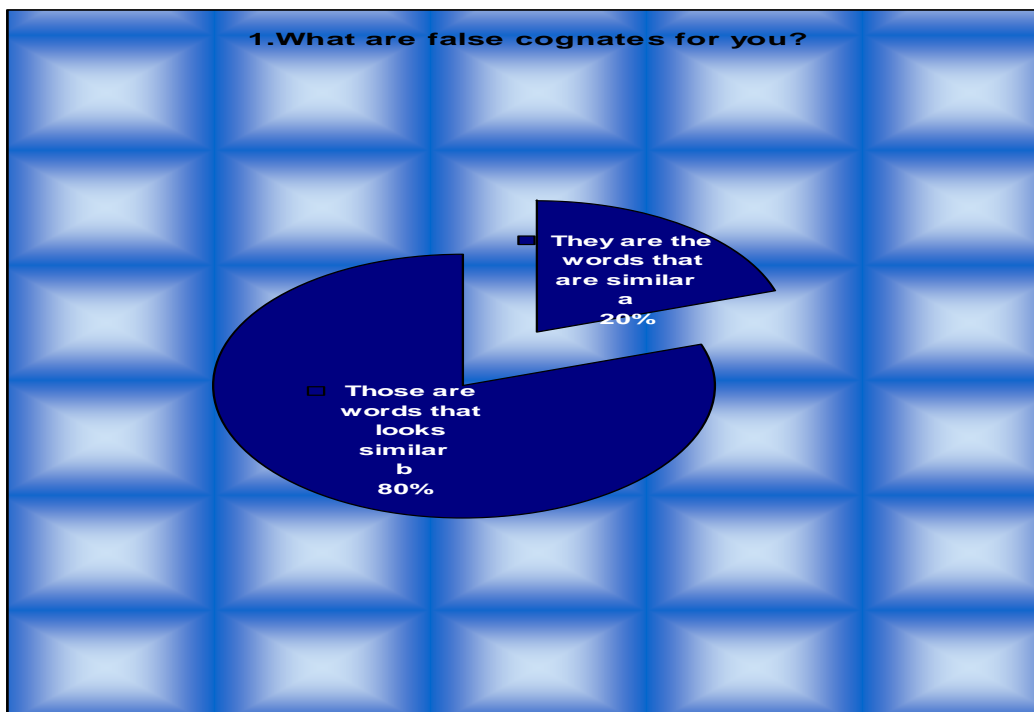
INTERPRETATION:

Most of the students use a diversity of false cognates but the most used ones are the words "actually", "advertise", "familiar", "parents", and "hardly" because those words are very popular in everyday conversation

False Cognates used in class by students of advanced English I

Objective: To identify the most common true and false cognates in the process of learning English at the fourth semester by students at the FLD
(graphic 1.b)
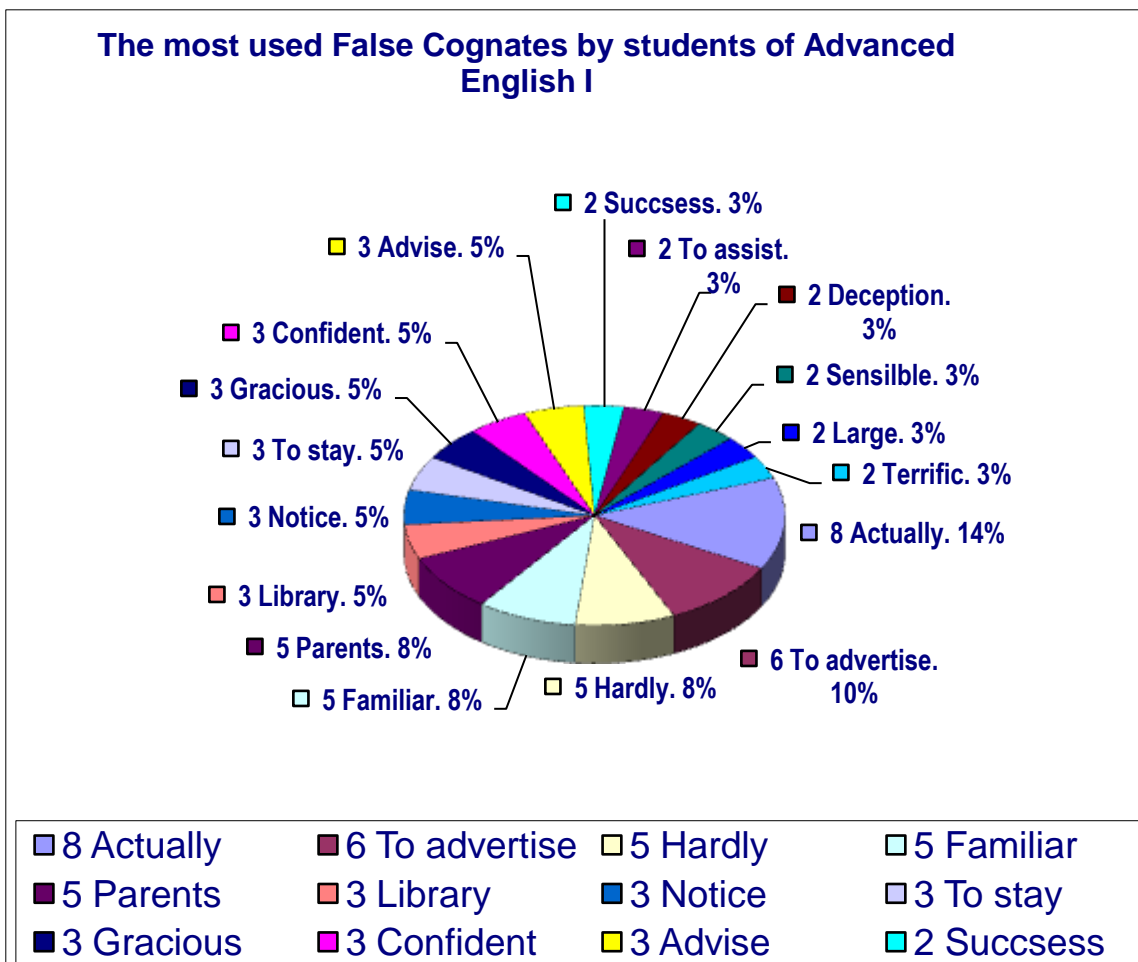
The most used False Cognates by students of Advanced English I

2 Succsess. 3%
3 Advise. 5%
2 To assist. 3%
2 Deception. 3%
3 Confident. 5%
2 Sensilble. 3%
3 Gracious. 5%
2 Large. 3%
3 To stay. 5%
2 Terrific. 3%
3 Notice. 5%
8 Actually. 14%
3 Library. 5%
5 Parents. 8%
6 To advertise. 10%
5 Familiar. 8%
5 Hardly. 8%

8 Actually	6 To advertise	5 Hardly	5 Familiar
5 Parents	3 Library	3 Notice	3 To stay
3 Gracious	3 Confident	3 Advise	2 Succsess

ANALYSIS:

According to the professors response the most used false cognates are the words "actually, hardly, familiar, advertise, and parents" is the used false cognate by

students of second year at the foreign language department. In this graphic we do not include words of the option "others".

INTERPRETATION:

Most of the students use a diversity of false cognates but the most used ones are the words "actually", "advertise", "familiar", "parents", and "hardly" because those words are very popular in everyday conversation.

B. TEACHER´S INTERVIEW

1. What are false cognates for you?

Objective: to determine professors´ knowledge about cognates in order to generate a concept of the topic under study (cognates).
(graphic 2)

1.What are false cognates for you?

They are the words that are similar
a
20%

Those are words that looks similar
b
80%

ANALYSIS:

Most of professors' responses go to one the definition of false cognates as: "those are words that look similar to each other" and the rest have a similar concept "They are words that are similar".

INTERPRETATION:

Most professors at the FLD have a similar concept about cognate as revealed in their answers about them.

2. What do you think is the difference between true cognates and false cognates?

Objective: To determine professors´ knowledge aboutthe differences between true and false cognates in order to generate a concept of the topic under study (cognates).

(graphic 3)
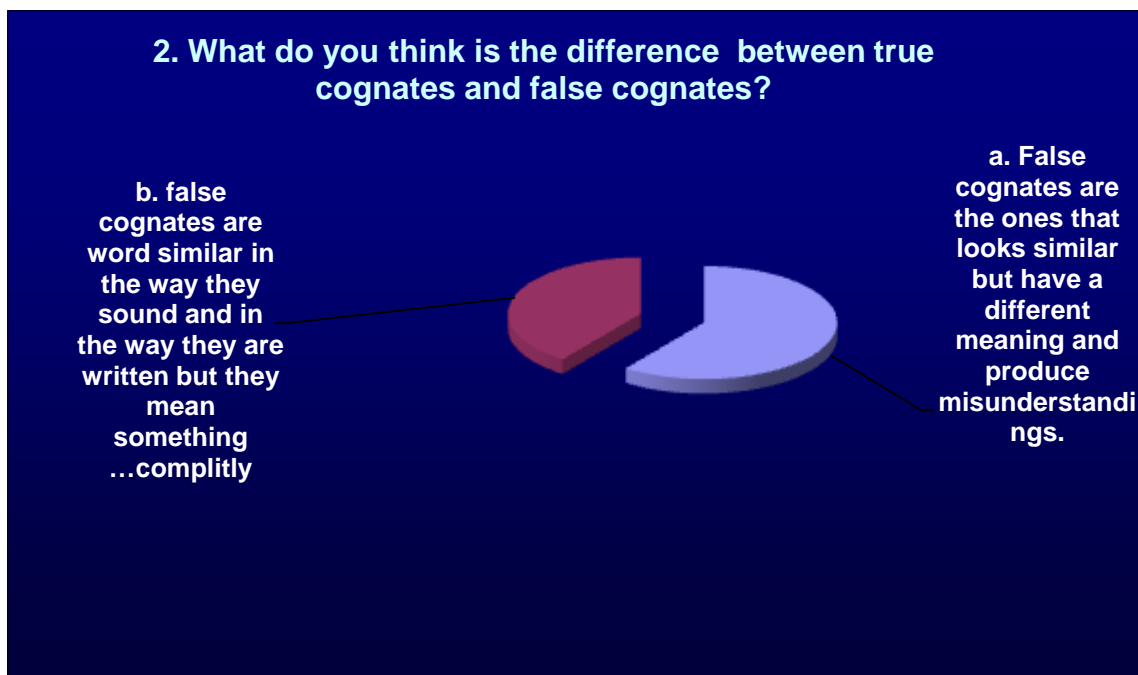
ANALYSIS:

The 60% of professors' responses gave us the response "false cognates are the ones that look similar to each other, but they have a different meaning and produce

misunderstandings". The rest 40% of interviewees just add the concept about the sound and the way those are written.

INTERPRETATION:

Professors at the FLD have a similar perception about the difference between false and true cognates and they focus the attention on false cognates. They think that false cognates are the words that look similar, but they have in fact different meanings and produce misunderstandings.

3. Would you please give us some examples of true and false cognates that we could find between the Spanish and the English language?

Objective: To identify the most common true and false cognates in the process of learning English at the fourth semester level in "Licenciatura en IdiomaInglés: OpciónEnseñanza" major at the FLD.

(graphic4.a)
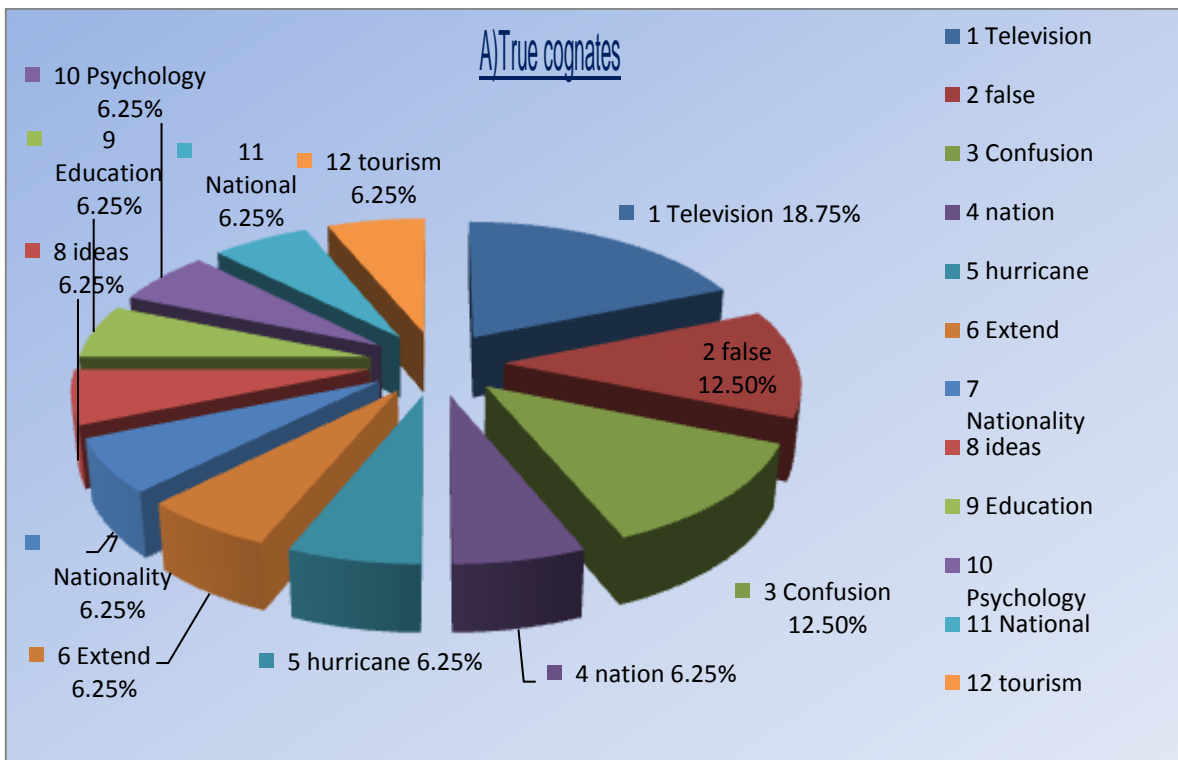
ANALYSIS:

Regarding true cognates, the FLD professors reveal that the cognates which are mostly used by their students are such words as television, false and confusion, accompanied by other words such as nation, hurricane, extend, nationality, ideas, education, psychology, national, and tourism.

INTERPRETATION: Most of the students use a diversity of true cognates but the most used ones are the words "television, "confusion", and "false" which are used in everyday life, besides other words that have an academic background as reveal by the cognates they refer to.
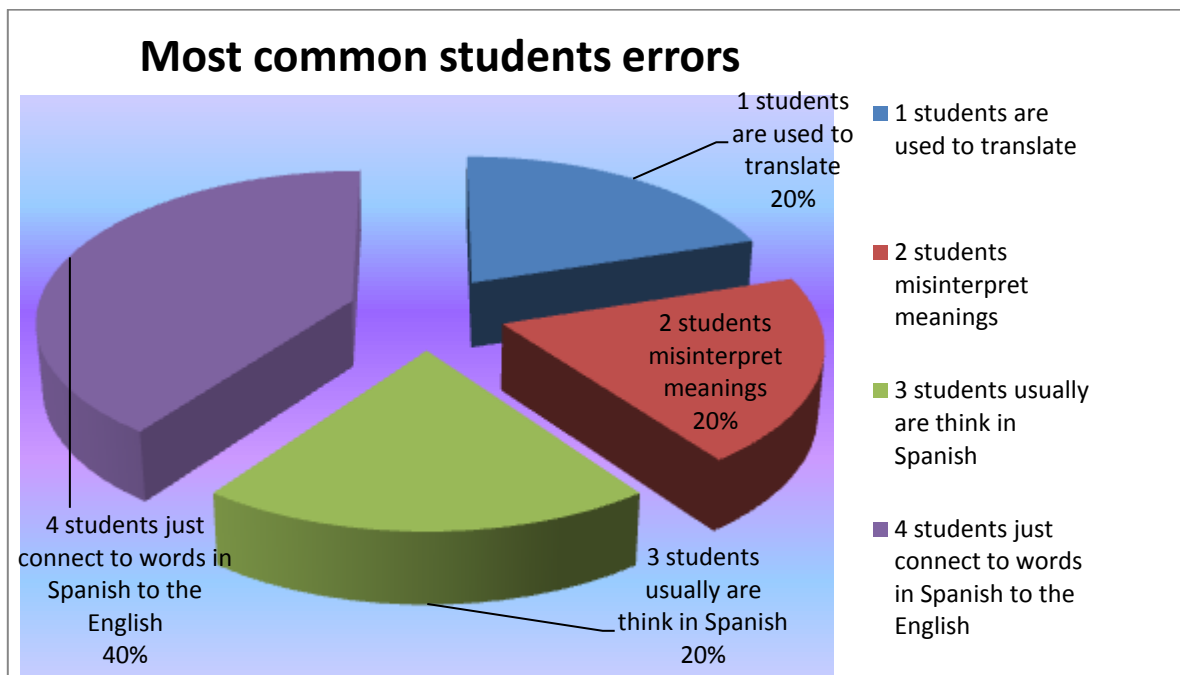
B) False Cognates

(graphic4b)
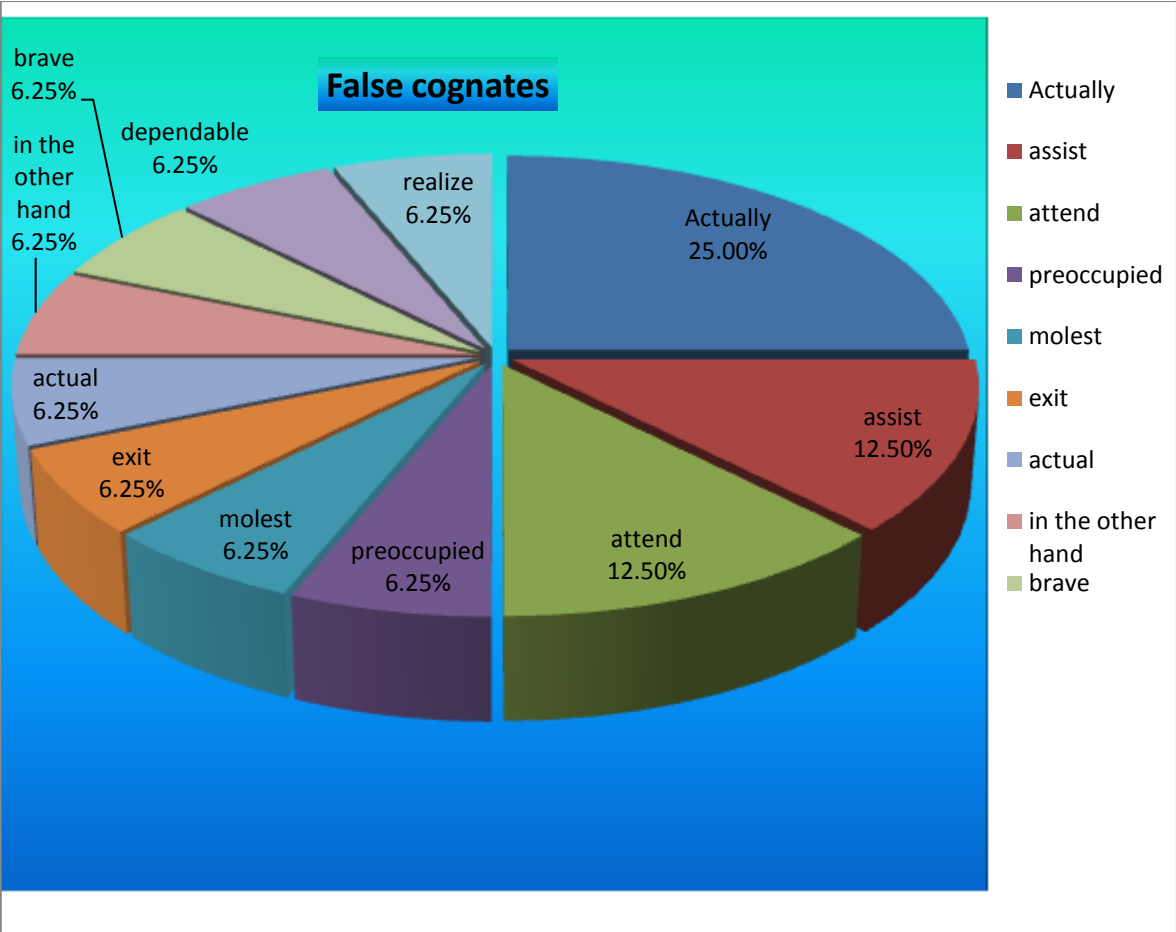
ANALYSIS:

According to the professors' response, the most used false cognate by students is the words "actually" but there are many others that students bring into play while they speak or write.

INTERPRETATION: Most of the students use a diversity of false cognates, but the most used one is the word "actually". As observed in the true and false cognates, students have a strong tendency to use false cognates related to their academic environment such as preoccupied, attend, actual, and assist.

4. Do you think that false cognates create confusion on students when learning English and why?

Objective: To determine whether or not cognates affect the process of learning English as a foreign language by students at the fourth semester in their major. (graphic 5)

ANALYSIS:

The interview reveals that the 40% of professors think that students are affected by false cognates because they just connect words in Spanish to the English. 20% of professors state that students are thinking in Spanish when they are speaking, a

20% of them say students misinterpret meanings, and another 20% say those students usually translate.
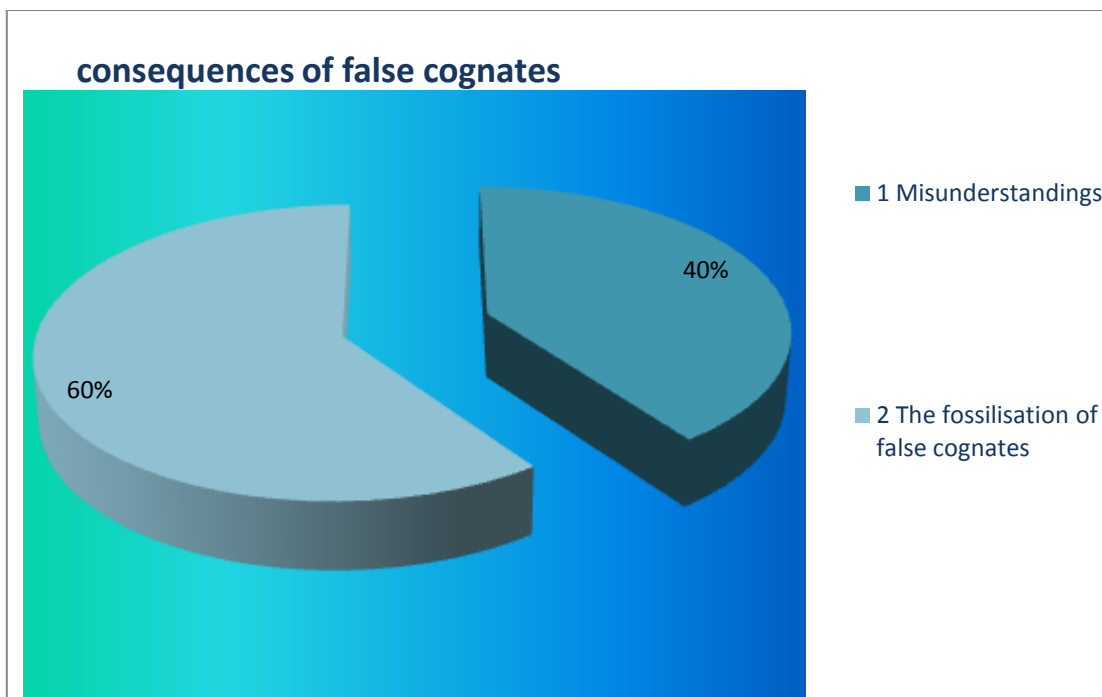
INTERPRETATION:
As revealed by the interviewee most of their opinions go to almost the same concept.

5. What do you think that could be some of the consequences that false cognates can bring on student´s learning process?

Objectives: To get the opinions of the FLD professors about the consequences that the false cognates can bring on their students' learning process and determine how cognates affect the process of learning English as a foreign language.
(graphic 6)

ANALYSYS:

In the FLD professors´ opinion there are two important consequences of false cognates: fossilization (60%) and misunderstandings (40%)
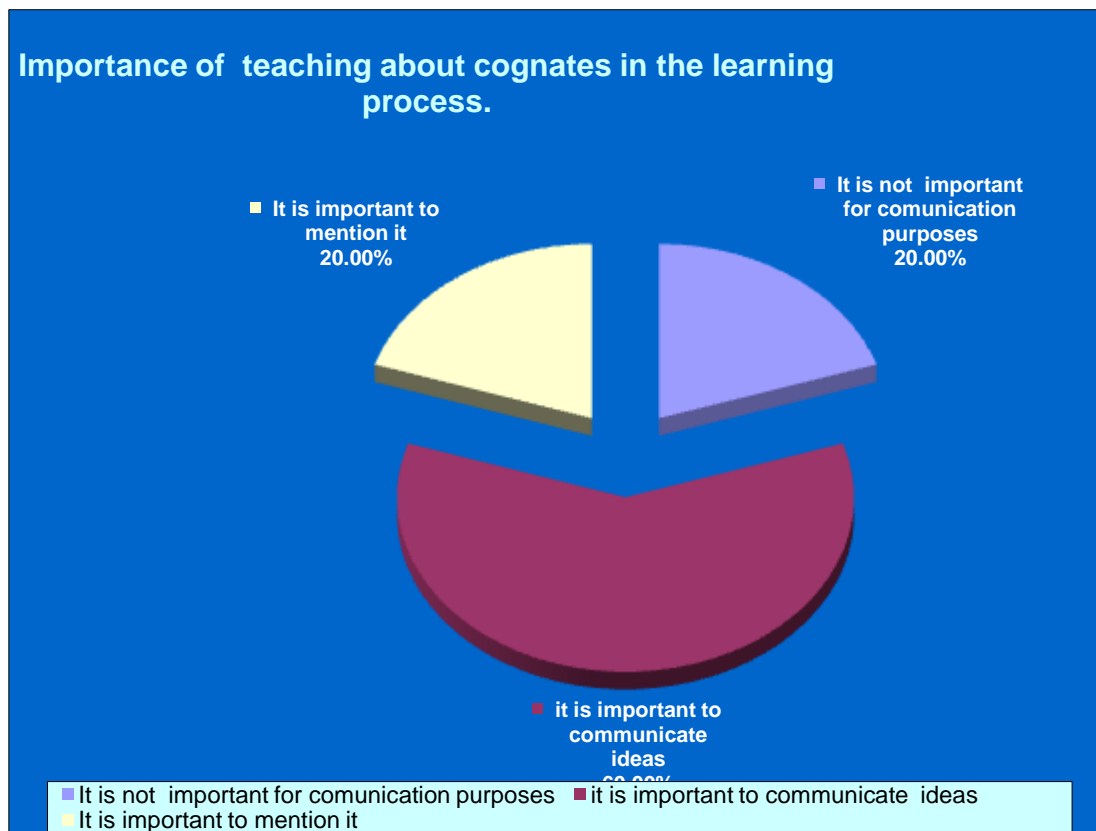
INTERPRETATION:

There is a considerable tendency on the professors' part to consider fossilization as the main consequence of false cognates. On the other hand, an important group of professors´ considers that the direct consequence of false cognates is misunderstanding on their students' part.

6. What is your opinion of the importance this topic has in the learning process?

Objective: To determine the impact that false cognates have on the teaching and learning process of English.

(graphic 7)

Importance of teaching about cognates in the learning process.

- It is important to mention it 20.00%
- It is not important for comunication purposes 20.00%
- it is important to communicate ideas 60.00%

Legend: It is not important for comunication purposes / it is important to communicate ideas / It is important to mention it

ANALYSIS:

As revealed by the interviewees, the importance of true and false cognates is highly related to communication. Only a 20% of professors think that true and false cognates are important for learning purposes whereas the rest reject the importance of cognates for communication purposes.
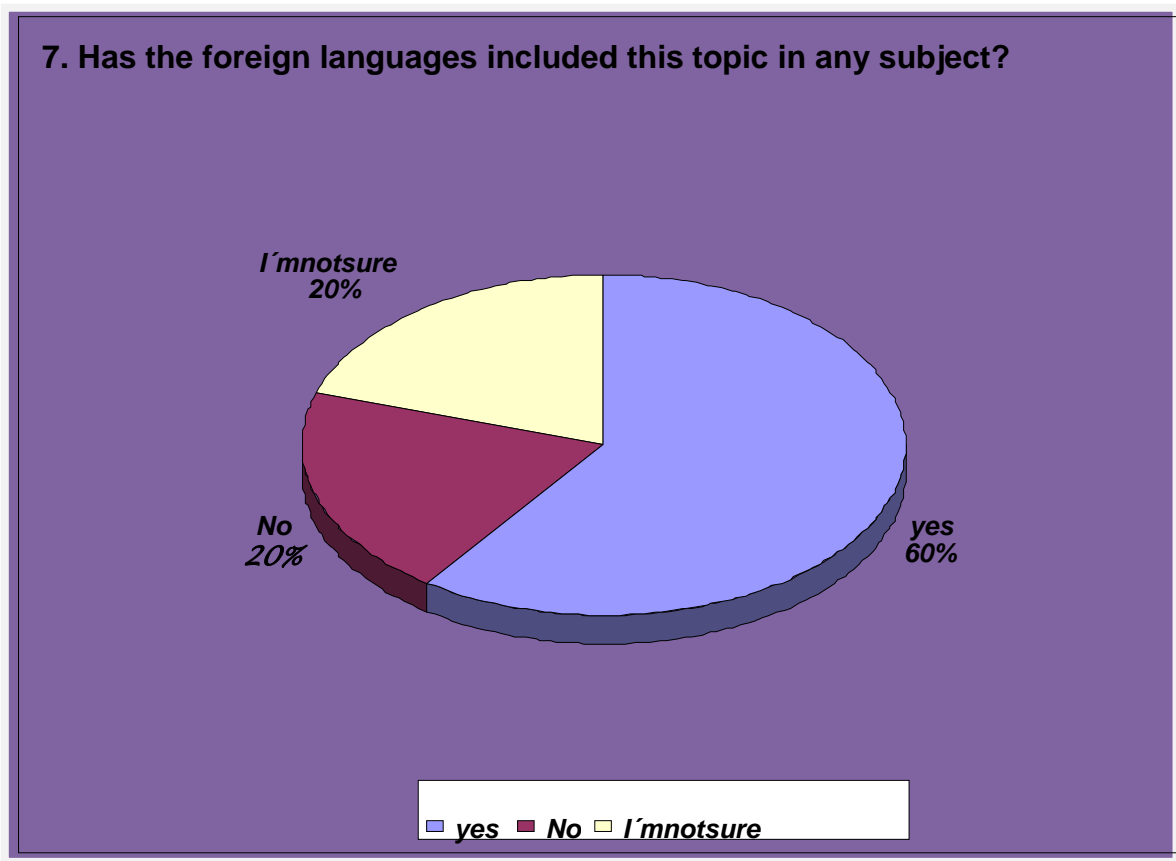
INTERPRETATION:

There is a strong tendency on the professor's part to consider cognates as a topic which is useful for communication purposes and for learning.

7. Has the FLD included this topic in any subject?

Objective: To determine whether or not the FLD has taken into account this topic – cognates- as part of some syllabuses of subjects in the study plan of "Lincenciatura en Idioma Ingles opcionenseñanza" major.

(graphic 8)

7. Has the foreign languages included this topic in any subject?

I´mnotsure
20%

No
20%

yes
60%

yes   No   I´mnotsure

ANALISYS:

The 60% of professor response was "yes", a 20% of them say "no" and a 20% say that they don't know.

INTERPRETATION:

This revealed the need to inform the FLD professors about the current study plan of "Licenciatura en IdiomaInglésopciónEnseñanza" major.

8. What are the techniques that you apply to teach this topic in class?

Objective: To improve or create a technique to avoid cognate's misunderstandings on their students.

(graphic 9)

Techniques applied by professors at FLD to teach about cognates
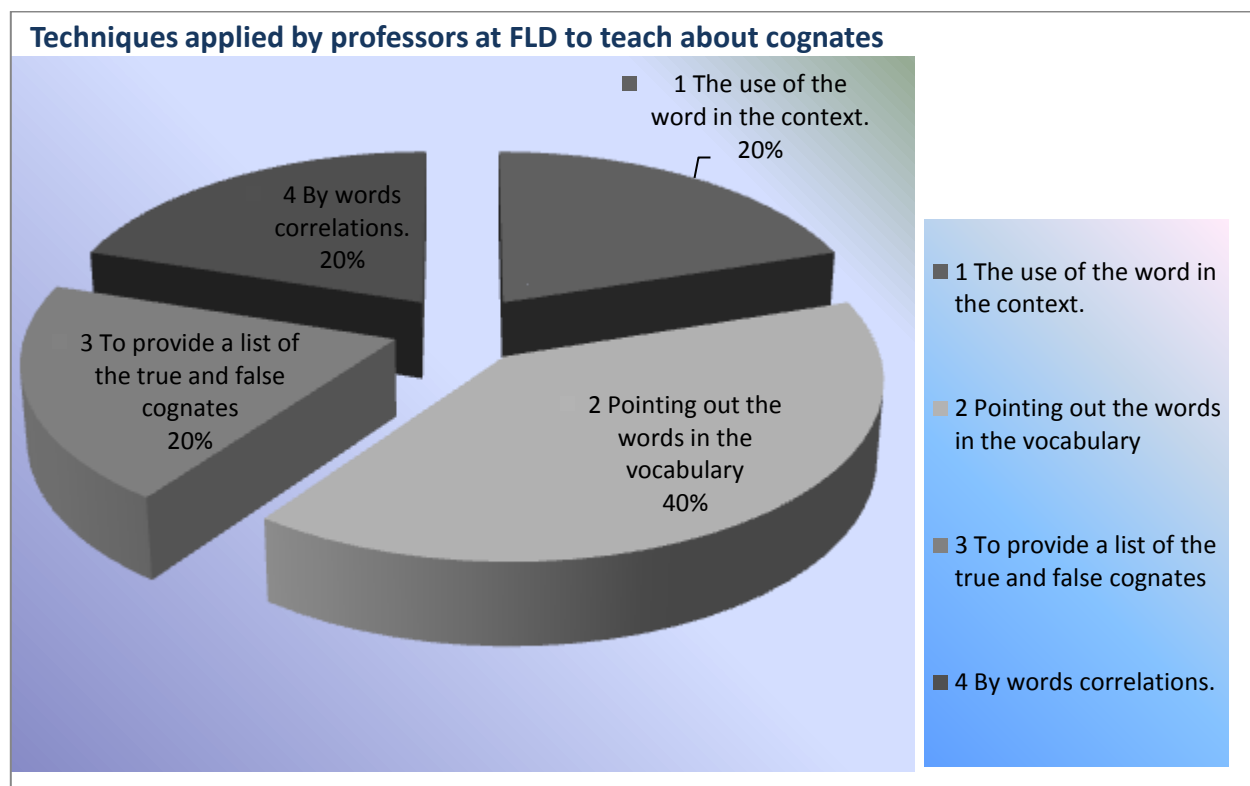
ANALISYS:

These professors' responses show that 40% of opinions go to the one technique which is "by pointing out the words in the vocabulary. The rest of them in a same

percentage add other important options such as words correlation, the use of words in the context, and a list of true and false cognates.
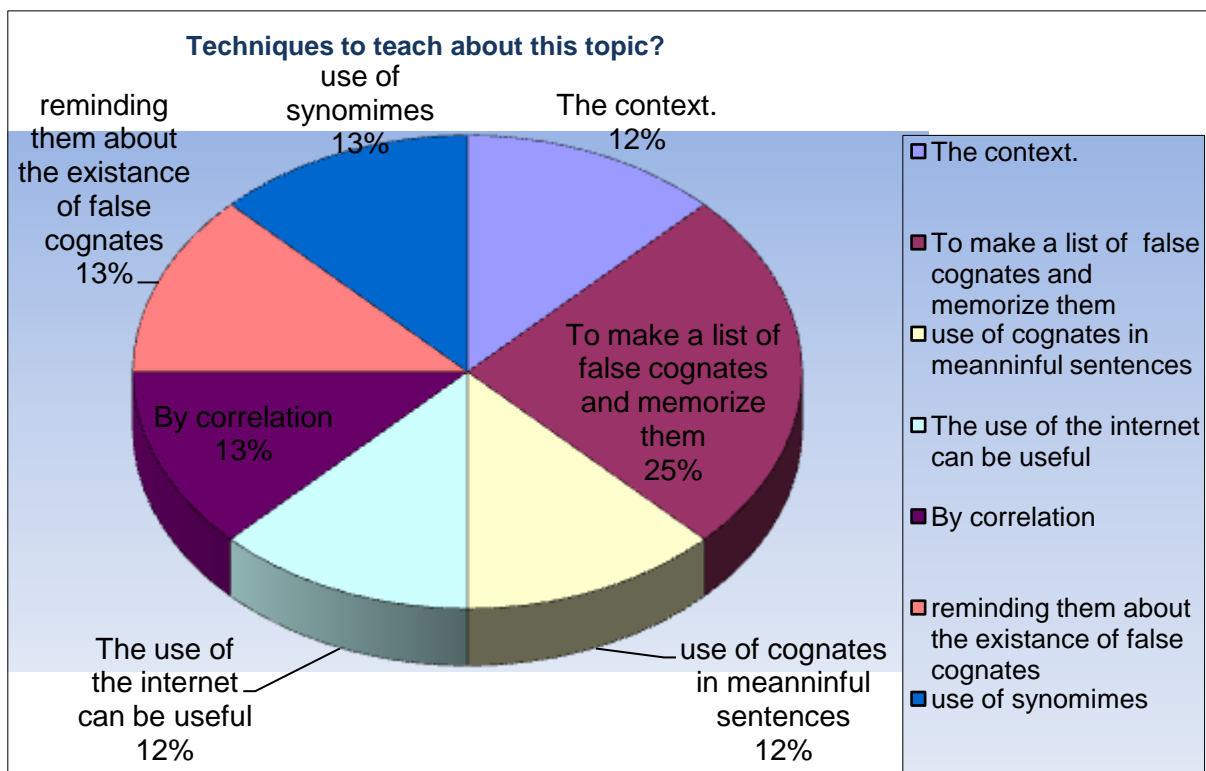
INTERPRETATION:

Almost half of professors favor the use of words in the vocabulary to teach cognates, whereas the rest of them express varied tendencies (words correlation, the use of words in the context, and a list of true and false cognates) which applies different methodologies to explain the concept of cognates to their students.

9. What do you consider is a good and new technique to teach this topic?

Objective: To determine whether or not professors considered cognates as a content to take into account in their teaching-learning process of English as a foreign language.

(graphic 10)

Techniques to teach about this topic?

- The context. 12%
- To make a list of false cognates and memorize them 25%
- use of cognates in meanninful sentences 12%
- The use of the internet can be useful 12%
- By correlation 13%
- reminding them about the existance of false cognates 13%
- use of synomimes 13%

ANALISYS:

There is no strong consensus among the professors with regard to cognates teaching techniques. A modest percentage of professors (25%) favor the use of a list of false cognates, whereas the rest recommend other techniques such as synonyms, remind false cognates in meaningful sentences, internet, and the use of context.
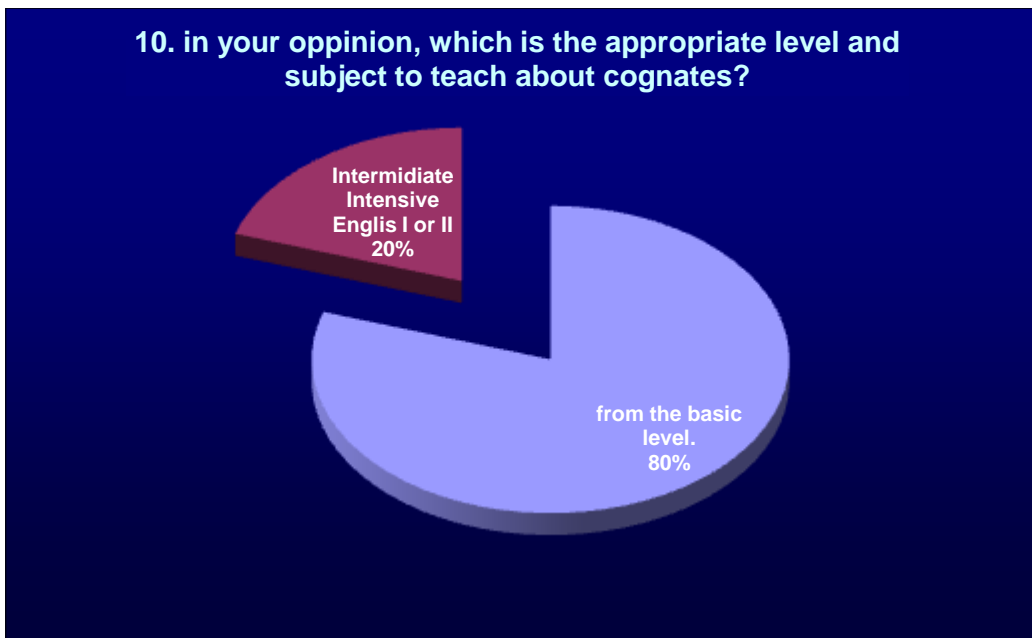
INTERPRETATION:

The professors' answers are varied, which reveals different viewpoints on their par regarding techniques to teach cognates. This also shows the professors interest in teaching cognates by applying different techniques.

10. In your opinion, which is the appropriate level and subject to teach students about cognates?

OBJECTIVE: to identify the appropriate level to instruct students about true and false cognates.

(graphic 11)

ANALISYS:

The responses goes in a higher percentage to the opinion that the topic must be taught from the basic level, and the other 20% opinion comes close to the intermediate level.

INTERPRETATION:

This answer reveals a strong tendency on the FLD professors' part to teach cognates from the very beginning of the major (Linciatura en IdiomaInglésopciónEnseñanza). In the other hand, cognates are considered a fundamental or basic content by most FLD professors.

VIII. CONCLUSIONS

A. The behavior of students when they do not participate in the class activities is a sign that they need to be motivated to do it, because these ones usually do not improve their vocabulary and as a result when they have to participate they just try to translate similar words in Spanish to the English language erroneously believing that all similar words in both languages are true cognates. They often do not take in to account the existence of a huge quantity of false cognates which make them failure to communicate when they speak and even when they write.

B. Professors usually teach this topic when they find the necessity to do it. They take the responsibility to extend the explanation to the students about true and false cognates by the time they give to the students the vocabulary of a unit. That is because this phenomenon is mentioned in some grammar focuses in the intensive courses but is not taken as a complete topic until the third year of studies in suchsubjects as introduction to Linguistic and Phonology and Morphology, to mention two examples.

D. Some of the books used to teach in the intensive English courses give more information about cognates and that could help if teacher chose them to teach at

that level. On the contrary, if they decide to use the other ones the information turns limited.

E. The Foreign Languages Department authorities must redesign the curriculum of "Licenciatura en IdiomaInglésopciónEnseñanza", in a way that this contain this phenomenon –true and false cognates- as a topic at the beginning of the learning process. In that way false cognate won´t be a problem in later levels of studies and even though those words will continue being an inconvenient it will be easier for the students to get rid of them.

IX. RECOMMENDATIONS

It is necessary for the professors to take into account the students' behavior in class when they do not participate because in that way those ones are not improving their vocabulary, and as result, they usually confuse false with true cognates.

Professors must take into account the importance of this topic and for this reason it is their responsibility to give the student better and more complete information about true and false cognates

The Foreign Languages Department authorities must rearrange the curricula in a way that include true and false cognates as a topic at the beginning of the learning process.

The material used to instruct the students studying the intensive levels must be carefully selected in away this topic must be better explained to avoid student´s confusions with true and false cognates.

The existing information about this topic is easy to find at the internet, so it is recommendable to take advantage of that but with a professor´s instruction.

The head of the department or the ones who work on the design of the curricula for the Intensive English Courses must include cognates as a topic since the basic level.

The head of the department or the ones who work on the design of the curricula for the Intensive English courses must choose more appropriate and complete material to be used to instruct students about cognates.

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APPENDICES

APPENDIX A

GUIDE FOR THE IN-DEPTH INTERVIEW

Do cognates have an incidence on the process of learning English as a foreign language of students in their second year of studies of the "Licenciatura en Idioma Ingles opcion Enseñananza" in the School of Arts and Sciences of the University of El Salvador?

The main aim of this research   is to gather information in order to find out whether or not cognates have any incidence on foreign language learners, case of English students,and on this way to contribute to both generate theory and create a new technique or improve the existing ones.

To avoid making this kind of misunderstandings on English learners, we ask you to answer with honesty and clarity to the following question, your answer will be kept confidentially and will help to create a solution.

Purpose:

- We are interested in knowing about some of the most common false cognates.
- We seek to determine how cognates help or affect on the process of learning English as a foreign language

Understanding the topic.

1. What are cognates for you?

2. What do you think is the difference between true cognates and false cognates?

3. Would you please give us some examples of true and false cognates that we could find between the Spanish and the English language?

Problem

4. Do you think that false cognates create confusion on students when learning English and why?

5. What do you think that could be some of the consequences that false cognates can bring on student´s learning process?

6. What is your opinion of the importance this topic has in the learning process?

7. Does the school of foreign languages have this topic included on any subject?

Solutions

8. What are the techniques that you apply to teach this topic in class?

9. What do you consider is a good and new technique to teach this topic?

10. in your oppinion, which is the appropriate level and subject to teache about cognates?

APPENDIX B

TRUE AND FALSE COGNATEs

1. False cognates.

Se denominan "False Friends"(falsos amigos) o cognates (cognados) a las palabras que por escribirse de la misma forma(o parecida) en español son confundidas , pero que en realidad significan otra cosa en Inglés.

Un ejemplo puede ser "conductor" en ingles no significa conductor, sino que se refiere al director de una orquesta o al cobrador que se encuentra en los autobuses. Aquí se presenta una lista de algunos de los "false cognates" mas conocidos.

Ingles	Traducción al español	Confundido con	Traducción al ingles
An abstract	Resumen	abstracto	
To achieve	Lograr	Archivar	To file
actual	Real, efectivo	Actual	current
Actually	Realmente	actualmente	Nowadays, at present
To advertise	Anunciar	Advertir	To warn
advise	Consejos	Aviso	Warning, notice
Ailment	Enfermedad leve, achaque	Alimento	Food
Apparel	Ropa, vestimenta	Aparato	Machine, apparatus
Application form	Formulario de solicitud	Formulario de aplicación	

To apologise	Pedir disculpas	apología	defense
Apt	Propenso	apto	Qualified, able
Argument	Discusión, pelea	Argumento de un libro o película	Plot
Arena	Estadio, plaza de toros	Arena	Sand
Arm	Brazo	Arma	Gun
Army	Ejercito	Arma	*********navy****
assessment	Evaluación	Accesoria	Consultancy
To assist	Ayudar	Asistir (a un lugar)	To attend
To attain	Lograr, conseguir	Atar	To tie
attempt	Intento	Atentado	Terrorist attack
Attendance	Asistencia	Atención	Attention
Avocado	Aguacate	Abogado	Lawyer
Balloon	Globo	Balón	Ball
Bank	Banco (institución)	Banco (de una plaza)	bench
bark	Ladrar	Barco	Boat, ship
Billet	Acuartelamiento, alojamiento militar	billete	Ticket, note
Billion	Mil millones	Billón	Trillion
Body	cuerpo	Boda	wedding
Brave	Valiente	Bravo	fierce
Camp	Base militar o campamento	Campo (en general)	Field
Can	Lata o poder(verbo)	cana	White hair
Cap	Gorra	Capa	layer
Carpet	alfombra	Carpeta	folder
Cartoon	Dibujos animados	Cartón	Cardboard
Casual	Fortuito, ocasional, informar, superficial	Casual	Accidental, chance
Casualty	Victima o herido	Casualidad	coincidence
Cave	Cueva	Cavar	To dig
Cellular	Celular, relativo a célula	Teléfono celular	Mobil telephone
Chafed	rozado	Chafado	Flattened, crushed
Collar	Cuello de las prendas de vestir	collar	Necklace
To collapse	Hundirse derrumbarse	Colapsar	To bring to a standestill
College	Facultad, colegio universitario	Colegio	School
Command	Orden o mandato	Comando	Commando unit
Commodity	Mercancia o materia prima	Comodidad	Comfort
To complain	Quejarce	complacer	To please
Complexion	Tez, tono de la piel	Complexión	Body type
To compromise	Ceder, transigir, o poner en peligro	Compromiso	Commitment, engagemant or agreement
Conductor	Director de orquesta	Conductor o	Driver

		chofer	
Confident	Seguro de si mismo	Confidente	Confidant
(to be) constipated	Sufrir de estreñimiento	Estar constipado	To havea acold/chill
contest	Concurso	Contestar	To answer
To convene	Convocar, reunir	Convenir	To agreed to be advisable
Council	Consejo	Conciliar	To reconcil
Crane	Grúa	craneo	Skull
curse	Maldición	Curso	course
Date	fecha	Dato	Piece of information or data
Deception	Engaño	Decepcion	Disappointment
To deliver	entregar	Deliberar	To delibarate
Deprivation	Privación, perdida	Deparavacion	Depravity
Derogatory	despectivo	Despective	NO EXISTE
Desperate	Desesperado	despertar	To wake up
Dessert	postre	Desierto	Desert
Dinner	Cena	Dinero	Money
Discrete	Diferenciado	Discreto	Discreet
Disgust	Asco, repugnancia	Disgusto	Annoyance, tobe upset
Disparate	Dispar	disparate	Nonsense, foolish act
Diversion	Desviación	Divercion	Fun
To doze	dormitar	Doce	Twelve
Dramatic	Drástico, espectacular	Dramatico	
Economics	Economiza	Economico	Cheap
Embarrassed	Avergonzado/a	Embarazada	Pregnant
Estate	Propiedad, bien inmueble	estado	state
Eventual	Definitivo o posible	Eventual	Casual, incidental
Eventually	Finalmente, tarde o temprano	Eventualmente	By chance, possible
Exit	Salida	Exito	success
Fabric	Tela	Fabrica	Factory
Familiar	Conocido, familiar(adj)	Familiar(sustantivo)	Relative
Fin	Aleta	Fin	end
Form	Formulario	forma	Shape
Fray	Riña, irritarse	fraile	friar
Fume	Vapor	Fumar	To smoke
Genive	Ginebra	Genova	ganoa
Gentle	Moderado, suave	Gentil	Gantile, kind
To grab	Agarrar, asir	Garbar	To record
gracious	Cortés	Garacioso	Funny
Grocery	Tienda de comestibles	Grocery	Rudeness rude word
Hardly	Apenas, difícilmente	Duramente	Strongly
By heart	De memoria	De corazón	From one´s heart
Horn	Cuerno	Horno	Oven

Idiom	Modismo, locución	Idioma	Language
Influenza	Gripe	influencia	Influence
Ingenuity	Ingenio	Ingenuidad	Nayvity
Inhabitant	Habitante	Inhabitado	Uninhabitated
instalment	Cuota	Instalación	installation
To intend	Tener la intención de	Intentar	To try
Intoxicated	Ebrio	Intoxicado	With food poisoning
Involve	Involucrar	envolver	To wrap
Jam	Mermelada	Jamón	ham
Lame	Cojo, renco	Lamer	To lick
Large	Grande	Largo	Long
Lentil	lenteja	Lentilla	Contact lens
Letter	Carta o letra de un abecedario	Letra de una canción	Lyrycs
Library	Biblioteca	Librería	Bookstore, bookshop
Lobe	Lóbulo	Lobo	Wolf
Luxury	Lujo	Lujuria	Lust
Macaroom	Galleta con almendras o coco	Macarrón	macaroni
Man	Hombre	Mano	Hand
Mascot	Persona, animal o objeto que da buena suerte	Mascota	Pet
Mayor	Alcalde	mayor	Bigger
Media	Medios	Media	Sock
Misery	Tristeza	Miseria	Poverty
Mocha	Café moca	Mocha/o	Blunt
To molest	Abusar sexualmente	Molestar	To bother
Notice	Nota, anuncio	Noticia	New
Occurrence	Aparición	ocurrencia	Absurd idea
Office	Oficina	Oficio	Trade, job
Once	Una vez	Once	Eleven
Oration	Discurso ceremonial	Oración	Prayer, sentence
Ordinary	Común	Ordinario	Vulgar
Pan	Cacerola	Pan	Bread
Parade	Desfile	Pared	Wall
To pare	Pelar, cortar las uñas	Parar	To stop
Parents	Padres	Parientes	Relatives
Pendant	Colgante de un collar	Pendiente	earring
Petrol	Gasolina	Petróleo	Oil petroleum
Pie	Pastel	Pie	Foot
Place	Lugar	Plaza	Square
Policy	Política	Policía	Police
Politic	Diplomático, cortes, prudente	Politico	Politician
Preservative	Preservante	Preservativo	Condom
Prize	Premio	Precio	price
To prove	Investigar	Provar	To prove, taste try
Quince	Membrillo	Quince	fifteen
To quit	Abandonar	Quitar	To remove or to put Hawai
Quite	Bastante	quitar	To remove or to put away

Quote	Cita o presupuesto	Cuota	Free, installment, paymant
Recollection	Recuerdo	Recolección	Hervest, collection
Red	Rojo	Red	Net
regular	De tamaño normal	Regular	Bad, not so good
Relatives	Parientes	Relativos	Relative(adj)
Rope	Cuerda, soga	Ropa	Clothes
Rude	Maleducado, descortés	Rudo	Rough
To raze	Arrasar	Raza	Race
To realize	Darse cuenta	Realizar	To make
To record	Grabar	Rocordar	To remember
To remove	Quitar o eliminar	Remover	To stir
To rest	Descansar	Restar	To substract
To resume	Reanudar, reasumir, continuar	Resumir	To summarize
Salad	Ensalada	Salado	Solty
Sane	Cuerdo	Sano	Healthy
Scallop	Vieira	Escalope	Escalope
Sensilble	Sensato	Sensible	Sensitive
Signature	Firma	Asiganatura	Subject
Soap	Jabón	Sopa	Soup
socket	Enchufe de corriente	soquete	Ankle sock
spade	Pala	Espada	Sword
To stay	Quedarse	Estar	To be
To stir	Revolver un liquido	Estirar	To streach
stranger	Desconocido, forastero	Extrangero	Foreingner
succsess	Éxito	Suceso	Event
To support	Apoyar	soportar	To put up with
sympathetic	Comprensivo	Simpático	Nice, likeable
Symapthy	Compasión, comprensión, pésame	Simpatia	Friendliness, affection
Target	Objetivo	Tarjeta	Card
Tax	Impuesto	Taxi	Taxi
Tea	Té	Tia	Aunt
Terrific	Fenomenal, genial	Terrorífico	Terrifing
To traduce	calumniar	Traducir	Translate
Trait	Rasgo	Trato	Treatment, deal
To translate	Traducir	Transladarse	To move
Tramp	Vagabundo	Trampa	trap
Ultimate	final	Ultimo	End
Umpire	Arbitro	Imperio	Empire
Zealous	Entusiasta	Celoso	Jealous

Appendix C

<u>*Website activity.*</u>

Quien podría decirme 15 falsos cognados en Ingles (false cognates)

cognates: son palabras en ingles que se parecen al castellano pero no siempre con el mismo significado ej:

cinema: cine

- *an abstract: resumen (y no abstracto)*
  to achieve: lograr (y no archivar, que se dice to file)
  actual: real, efectivo (y no actual, que se dice current)
  actually: en realidad (y no actualmente, que se dice nowadays, at present)
  to advertise: anunciar (y no advertir, que se dice to warn)
  advice: consejos (y no aviso, que se dice warning, notice)
  ailment: enfermedad leve, achaque (y no alimento, que se dice food)
  apparel: ropa, vestimenta (y no aparato, que se dice apparatus, machine)
  application form: formulario de solicitud (y no formulario de aplicación)
  to apologise: pedir disculpas (y no apología, que se dice defence)
  apt: propenso (y no apto, que se dice qualified, able)
  argument: discusión, pelea (y no argumento de un libro/una película, que se dice plot)
  arena: estadio, plaza de toros (y no arena, que se dice sand)
  arm: brazo (y no arma, que se dice gun)
  army: ejército (y no arma, que se dice navy)
-
  assessment: evaluación (y no asesoría, que se dice consultancy)

to assist: ayudar (y no asistir a un lugar, que se dice to attend)
to attain: lograr, conseguir (y no atar, que se dice to tie)
attempt: intento (y no atentado, que se dice terrorist attack)
attendance: asistencia (y no atención, que se dice attention)
avocado: aguacate (y no abogado, que se dice lawyer)
balloon: globo (y no balón, que se dice ball)
bank: banco - la institución (y no banco de plaza, que se dice bench)
bark: ladrar o ladrido (y no barco, que se dice boat o ship)
billet: acuartelamiento, alojamiento militar (y no billete, que se dice ticket o note)
billion: mil millones (y no billón, que se dice trillion)
body: cuerpo (y no boda, que se dice wedding)
brave: valiente (y no bravo, que se dice fierce)
camp: base militar o campamento (y no campo en general, que se dice field)
can: lata o el verbo poder (y no cana, que se dice white hair)

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cap: gorra (y no capa, que se dice layer)
carpet: alfombra (y no carpeta, que se dice folder)
cartoon: dibujos animados, tira cómica (y no cartón, que se dice cardboard)
casual: fortuito, ocasional, informal, superficial (y no casual, que se dice accidental, chance)
casualty: víctima o herido (y no casualidad, que se dice coincidence)
cave: cueva (y no cavar, que se dice to dig)
cellular: celular, relativo a la célula (y no teléfono celular, que se dice mobile telephone)
chafed: rozado (y no chafado, que se dice crushed o flattened)
collar: cuello de las prendas de vestir (y no collar, que se dice necklace)
to collapse: hundirse, derrumbarse (y no colapsar, que se dice to bring to a standstill)
college: facultad, colegio universitario (y no colegio, que se dice school)
command: orden, mandato (y no comando, que se dice commando unit)
commodity: mercancía o materia prima (y no comodidad, que se dice comfort)

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to complain: quejarse (y no complacer, que se dice to please)
complexion: tez, tono de la piel (y no complexión, que se dice body type)
to compromise: ceder, transigir, poner en peligro (y no compromiso, que se dice commitment, engagement o agreement)
conductor: director de orquesta o cobrador (y no conductor, que se dice driver)
confident: seguro de sí mismo (y no confidente, que se dice confidant)
(to be) constipated: sufrir de estreñimiento (y no estar constipado, que se dice to have a cold/chill)
contest: concurso (y no contestar, que se dice to answer)
to convene: convocar, reunir (y no convenir, que se dice to agree, to be advisable)

council: consejo (y no conciliar, que se dice to reconcile)
crane: grúa (y no cráneo, que se dice skull)
curse: maldición (y no curso, que se dice course)

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date: fecha (y no dato, que se dice a piece of information o data)
deception: engaño (y no decepción, que se dice disappointment)
to deliver: entregar (y no deliberar, que se dice to deliberate)
deprivation: privación, pérdida (y no depravación, que se dice depravity)
derogatory: despectivo (la palabra despective no existe en inglés)
desperate: desesperado (y no despertar, que se dice to wake up)
dessert: postre (y no desierto, que se dice desert)
dinner: cena (y no dinero, que se dice money)
discrete: diferenciado (y no discreto, que se dice discreet)
disgust: asco, repugnancia (y no disgusto, que se dice annoyance, quarrel, trouble o to be upset)
disparate: dispar (y no disparate, que se dice nonsense o foolish act)
diversion: desviación (y no diversión, alegría, que se dice fun)
to doze: dormitar (y no doce, que se dice twelve)
dramatic: drástico, espectacular
economics: economía (y no económicos, que se dice cheap)
embarrassed: avergonzado/a (y no embarazada, que se dice pregnant)
estate: propiedad, bien inmueble, patrimonio (y no estado, que se dice state)
eventual: definitivo o posible (y no eventual, que se dice casual, incidental)
eventually: finalmente, tarde o temprano (y no eventualmente que se dice by chance, possibly)
exit: salida (y no éxito, que se dice success) Hi.

1) concurso / concourse (explanada)
2) contestar / contest (impugnar)
3) molestar / molest
4) idioma / idiom (modismo)
5) bota / boat (barco)
6) escolar / scholar (erudito, becario)
7) futbol / football
8) alumna / alumna (una ex-estudiante)
9) colegio / college (universidad, instituto, facultad0
10) suceso / success (exito)
11) exito / exit (salida)
12) papa / papa (padre)
13) conducir / conduct (dirigir musica)
14) realizar / realize (darse cuenta)
15) envolver / involve (consistir en, suponer)
16) asuncion / assumption (suposicion)
17) facultad / faculty (cuerpo docente)

18) marron / maroon (color granate)
19) quince / quince (arbol: membrillero; fruta: membrillo)
20) pipa / pipe (tuberia, conducto, caño)
21) revisar / revise (modificar, ajustar)
22) cuestion / question (pregunta)

fabric: tela (y no fábrica, que se dice factory)

- *library librería*
  embarrassed embarazada
  exit éxito
  soap sopa
  assist asistir
  attend atender
  actual actual
  carpet carpeta
  costume costumbre
  camp campo
  equivocal equivocado
  altered alterado
  arena arena
  contest contestar
  disgust disgusto

Appendix D

False cognates can affect our speech.

<u>*Fill in The Blanks with appropriate translation to the English*</u>

1. *I hope to have _____(éxito) in my Quiz*

2. *I want to _____(grabar) the newJonas Brother´s song*

3. *He will visit his_____(padres) in New York.*

4. *We have to _____(asistir) to the English class.*

5. *She _____(conduce) the car just on weekends.*

6. *He sign the document, now he has _____(compromiso).*

7. *It is impossible to find watter at the _____(desierto).*

8. *Many people work on _____ (fabricas)*

9. *His _____ (familiares) will come from Argentina.*

10._____(librerias) must have short story books.*

<u>*Write the meaning to the next words.*</u>

- *To support_____*

- *To resume_____*

- Symapthy _____

- Pie_____

- *Mascot_____*

- *Misery_____*

- *To molest_____*

- *By heart _____*

- *Recollection_____*

- *Actually_____*

APENDIX E

EJERCICIO GLOBAL

Ron Murphy- Maria J. Rodellar (Las Trampas del Ingles)

A) *Traduzca al español las siguientes frases:*

1. *Actually, I don´t care whether you like it or not.*

2. *When I return in Octuber, there was a new carpet in every classroom.*

3. *The casualties in the war were innumerable.*

4. *The company worried about the sanity of the employees.*

5. *He wants to remove that glass of water immediately.*

6. *Did you record that old song by Trini Lopez?*

7. *If everyone is quiet, nobody will be hurt.*

8. *My brother is studying to be a physician.*

9. *When a walked and sow how many students there were, I realized that the classroom was inadequate.*

10. *John was indignant when he left the office.*

11. *they said that it will be a casual party and do not bother bringing anything.*

B) *Escoja la palabra correcta que corresponda al termino:*

1. *Dicen que guardar el dinero es como perderlo.*
   a)how   b) as   C)like

2. *En ese banco no hay mas dinero que en el de algunos paises.*
   a)over   b)more   c) plus.

3. *No tienes ninguno.*
   a)neither   b)none   c)any

4. *Miramos las noticias cada dia.*
   A)look   b)whatch   c)stare

5. *Pasó la prueba sin esfuerzo.*
   a)pass   b)superate   c)approve

6. *Pasaba las paginas del libro tan rapido como podía.*
   a) pass   b)get by   c)turn

7. *Los melones tardaron mucho en pasarse.*
   a)pass   b)go bad   c)be over

8. *Piensa estar en Nueva York dos o tres dias.}*
   a) think   b)intend   c)believe

9. *Hay demasiadas personas para hacerlo bien.*
   a)persons   b)gents   C)people

10. *Se puso a llorar cuando entré.*
    a)start   b)put on   c)push on.