Appendix 1
Lesson Plan: Teaching Cognates using Corpus Linguistics

Level: Advanced 3 (B2 CEF)

Students: 3 students: 1 young adult (20 years old), 2 women (between 50-55 years old).

Main Aim(s): To use corpus linguistics to teach cognates and false cognates in English, without using a computer. To get students to act as language researchers by analyzing the data obtained from a corpus.

Subsidiary Aims	Time	Activities	Interaction	Materials
• To raise students' expectations. • To engage students in the class.	2 min.	Warm up. The teacher will write the following words on the board: career, realize, resume, eventually, actually, notable, splendid, criticize; and will encourage students to work together and decide what each word means.	Teacher-student Group work	Markers
		The three students will work together, and will come up with the meaning of each word. Students' answers can be either a definition in English, or an equivalent word in Spanish. Both types of answers are acceptable.	Group work	
		The teacher will check students' answers. At this stage, the teacher will not tell students whether their answers are correct or incorrect.	Class as a whole	
• To introduce students to the topic of cognates/false cognates. • To raise students' awareness of the importance of knowing when a word is a cognate/false cognate.	3 min.	The teacher will ask students if they think the words on the board are similar to some words in Spanish. The teacher will tell students that words that are similar in two languages are called *cognates* (if they have the same meaning in both languages), or *false cognates* (if the meaning is different in each language).	Teacher-student	
		Each student will be given a handout (Appendix 2) with more information about cognates and corpus linguistics. The teacher will read out loud the *What are cognates?* part, and will give students some more examples if necessary.		Handout 1 (Appendix 2)
		The teacher will then tell students that it is important that they know if cognates are false or not, since they can be very helpful when learning English. If they know a word is a cognate, it might be easier for them to remember its meaning; therefore, their range of vocabulary becomes wider.		
		The teacher will tell students that one way in which they can find out/investigate the meaning of cognates is with the help of Corpus Linguistics.		

• To introduce students to Corpus Linguistics. • To briefly describe the corpus used for this activity. • To explain what concordances are and how they should be read.	4 min.	The teacher will refer students to the *Corpus Linguistics: What is a corpus?* section of the handout, and will explain what a corpus is. Then, the teacher will read the description of the corpus he/she used to obtain the data needed for the class (Collins, The Bank of English). It is important that the teacher tells students that they do not need to register or pay in order to use this corpus since they can access it for free. The teacher will refer students to the *What are we going to look at?* section, and will explain what concordances are and how they should be interpreted. The teacher will show students the concordances (Appendix 3) they will be working with later in the class (in order for them to see what they look like), but will not give them out yet.	Teacher-student	Handout 1 (Appendix 2)
• To give students a general idea of how to use a corpus. • To guide students through the step-by-step instructions on how to use the corpus.	4 min.	Now that students have a general idea of what a corpus is, they will look at page 2 of the handout in order to follow the step-by-step instructions on how to use the Collins corpus to obtain concordances. The teacher and the students will read together the step-by-step instructions on how to use the corpus. Each step on the handout is illustrated with an image of the website of the Collins corpus (Appendix 2 p.2-4), so that students can see what the webpage looks like. • The first step is to go to the website of the corpus. The teacher will tell students that they need to log on to the following website: http://www.collins.co.uk/books.aspx?group=153. • The second step is to scroll down the page until students see the *Can I use this resource?* section, and then click on the first *click here* link to access the free Concordance Demonstration and Collocation Demonstration. • Students will now have access to the Concordances. The third step is to type in the word students are interested in, in the *Type your query* box. Students will also need to select in which sub-corpora they want to search the word: • British books, ephemera*, radio, newspapers, magazines. • American books, ephemera* and radio. • British transcribed speech. * Students might not know the meaning of *ephemera*; therefore, the teacher will have to explain what it is: Ephemera are paper	Teacher-student	Handout 1 (Appendix 2 p.2-4)

		collectibles that were not designed to be collectible or conserved. Some examples are greeting cards, newspapers, magazines, menus, or ticket stubs. • Once students have chosen the word and the sub-corpus, they can go on to step four, which is to click on the *Show Concs* button to obtain their results. • A new window with students' results will appear on the screen. Step five is to analyze the data obtained.		
• To introduce students to the analysis of data. • To lead students to interpret the data obtained from the corpus. • To teach students to use concordances as a resource to get information about the language. • To lead students to formulate hypotheses about how the language works.	35 min.	Now that students have become familiar with the corpus, they can start analyzing the concordances. The teacher will remind students that what they are interested in is knowing whether the words previously written on the board are cognates or false cognates, and that in order to know this, they will be using the concordances from the Collins corpus. The teacher will give each student a copy of the handouts with the concordances (Appendix 3). The handouts contain printed concordances for each of the words students guessed the meaning of at the beginning of the class. In order to facilitate students' analysis, the teacher chose the easiest sentences (10 or 11) from the corpus. The three students will work together to analyze the data. The teacher will tell them which word should be analyzed first (the order doesn't matter). Students will read the concordances, and they will first try to identify whether the word is a cognate or false cognate. If students decide that the word is a false cognate, then they will be asked to guess what the word means based on the context that surrounds the word. The teacher will give students enough time to go through each word. While students are working, the teacher will walk around the classroom and monitor students' work. If there are any questions or problems, the teacher will help students.	Group work	Handout 2 (Appendix 3).
• To check students' answers and hypotheses about the language. • To measure the effectiveness	7 min.	When students have finished analyzing all the words, the teacher will check their hypotheses. The teacher will check students' hypotheses about the meaning of each word, i.e. the teacher will say one word and will remind students of the meaning they attributed to such word at the beginning of the class. Then, the teacher will ask students what they think now,	Teacher-student	

of the use of concordances to teach cognates based on how many correct hypotheses students formulated.		whether the word is a cognate or false cognate (based on the concordances), and what it means. The teacher will give students feedback on their answers, and will tell them if the word is actually a cognate or false cognate and what it really means. If students are doubtful about their answers, the teacher will go through the concordances again, and will try to encourage them to guess the answer. If students are still uncertain, the teacher can give them some more examples. If students are still unable to guess the meaning of the word, or whether it is a cognate or false cognate, the teacher will give them the correct answer.		
• To encourage students to reflect on the use of corpora to analyze the way language works. • To know what students think about/how they feel about the use of corpora to learn English. • To encourage students to become language researchers, rather than simply getting answers from reference material such as dictionaries.	5 min.	Once students' answers have been checked, the teacher will conclude the class by asking students some reflection questions about using the corpus and the concordances to investigate/analyze language: • How did you feel using the concordances from the corpus? • Do you think using a corpus could help you learn English? • Did you find it easy to use? • Apart from guessing the meanings of words, what else could you use the corpus for? Finally, the teacher will remind students of the importance of the use of all the tools available to us to learn a language. The teacher will encourage students to become language researchers, and to think about the way the language behaves and is structured, rather than just looking up a word in a dictionary and getting the meaning out of context and structure.	Class as a whole/class discussion	