Cognate Strategy Instruction in the Translanguaging Classroom

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CABE

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Translanguaging with Cognates

- *Translanguaging* - a new word for an inclusive linguistic process that has always characterized bilingualism (Garcia & Wei, 2014)
  - Example: my own family members and students
  - Your own examples
  - Bilingual speakers shift flexibly from language to language as they engage in communication and comprehension tasks.
  - Translanguaging teachers welcome students’ use of Spanish, English, and other languages, purposefully incorporating all of students’ linguistic and cultural resources into instruction

- Encourage translanguaging with cognates!
  - *Cognates* (*cognados*) are words that look similar and mean the same thing in two languages (Spanish-English cognates share a common Latin root)
The Cognate Advantage

- Cognates are everywhere!
  - Spanish-English cognates: one third to one half of adult vocabulary – 10,000-15,000 English words (Nash, 1997)
  - 70% of the 570 AWL headwords (words used frequently in academic texts) are English-Spanish cognates (Hiebert & Lubliner, 2008)
    - http://www.victoria.ac.nz/lals/resources/academicwordlist/
- Spanish-speaking students (even those with limited Spanish literacy) already know many of these academic words
  - 85% of the AWL cognates are more frequent in Spanish than in English (Lubliner & Hiebert, 2008)
    - Example: AWL word *construct* is quite rare in English, with a ranking of 6398. However, the cognate *construir* is very common in Spanish, with a ranking of 525
Unlocking: The Key to Comprehension

- Unlocking: clarify unknown words in a text, identify key ideas, put this information together to construct meaning.

- The Method: Cognate Strategy Instruction (CSI)
  - Increase Spanish-speaking students’ ability to recognize cognates
  - Use cognates to unlock English language texts.
Importance of Cognates

- Successful bilingual students use cognates to help them in English reading comprehension tasks (Garcia, 1999; Jimenez, Garcia, & Pearson, 1996)

- When bilingual students are given cognate strategy instruction, they are more likely to search for cognates and to use cognate information effectively (McLaughlin, August, & Snow, 2000)

- When students use cognates actively to construct meaning of English texts, their reading comprehension improves (August & Shanahan, 2006)
Are False Cognates Really Such a Big Problem?

No!

- Cognate relatedness can be viewed as a continuum, ranging from English and Spanish word pairs that share full meaning to word pairs that look similar but share no meaning at all (Lubliner & Hiebert, 2011).

Analysis of a chapter in fifth, seventh, and ninth grade textbooks in math, science and social studies

- 2,678 full cognates were identified (99.8%)
- 7 partial cognates
- 1 false cognate
## First CSI Lesson:
### What Do These Words Have in Common?

<table>
<thead>
<tr>
<th>activity</th>
<th>division</th>
<th>group</th>
</tr>
</thead>
<tbody>
<tr>
<td>exactly</td>
<td>family</td>
<td>education</td>
</tr>
<tr>
<td>enter</td>
<td>nation</td>
<td>future</td>
</tr>
<tr>
<td>different</td>
<td>no</td>
<td>animal</td>
</tr>
<tr>
<td>prepared</td>
<td>science</td>
<td>culture</td>
</tr>
<tr>
<td>actor</td>
<td>history</td>
<td>moving</td>
</tr>
<tr>
<td>student</td>
<td>difficult</td>
<td>music</td>
</tr>
</tbody>
</table>
### All of these Words Are Cognates

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>activity</td>
<td>actividad</td>
<td>group</td>
</tr>
<tr>
<td>division</td>
<td>división</td>
<td></td>
</tr>
<tr>
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<td>exactamente</td>
<td>education</td>
</tr>
<tr>
<td>family</td>
<td>familia</td>
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</tr>
<tr>
<td>enter</td>
<td>entrar</td>
<td>future</td>
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<tr>
<td>nation</td>
<td>nación</td>
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<tr>
<td>different</td>
<td>diferente</td>
<td>animal</td>
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<tr>
<td>no</td>
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<tr>
<td>prepared</td>
<td>preparado</td>
<td>culture</td>
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<td>science</td>
<td>ciencia</td>
<td></td>
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<tr>
<td>actor</td>
<td>actor</td>
<td>moving</td>
</tr>
<tr>
<td>history</td>
<td>historia</td>
<td></td>
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<tr>
<td>student</td>
<td>estudiante</td>
<td>music</td>
</tr>
<tr>
<td>difficult</td>
<td>difícil</td>
<td></td>
</tr>
</tbody>
</table>

Cognates share a common Latin base, are spelled similarly in Spanish and English and mean the same thing in both languages.
Cognates are Everywhere!

Nutrition Facts/Datos de Nutrición

Amount Per Serving/Cantidad por Ración
Calories/Calorías: 350  
Calories from Fat/Calorías del Graso: 320

Total Fat/Total Grasa: 4g  
Saturated Fat/Grasa Saturada: 2g  
Trans Fat/Grasa Trans: 0g

Cholesterol/Colsterol: 20mg  
Sodium/Sal: 110mg

Total Carbohydrate/Total Carbohidratos: 1g

Dietary Fiber/ Fibra Dietética: 0g

Sugars/Sacaridos: 0g

Protein/Proteínas: 10g

Vitamin A/A vitamina A: 4%  
Vitamin C/A vitamina C: 2%

Calcium/Calcio: 15%  
Iron/Hierro: 4%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

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Overview of Instruction

- Introduce cognates, provide a rationale for cognate instruction
- Explicitly teach high-frequency cognate patterns
- Build **phonological** awareness of cognates (words that sound similar)
- Build **orthographic** awareness of cognates (words that look similar)
- Build **morphological** awareness of cognates (word parts with similar meaning)
- Build **strategic** cognate skills
  - Monitor comprehension of words
  - Look for cognates during independent reading
  - Use cognate knowledge to construct meaning and strengthen reading comprehension
  - Encourage translanguaging inside and outside the classroom
  - Involve parents in CSI activities
Cognate Patterns

- 1. SAME: area/área
- 2. AL/IL: manual/manual
- 3. OR: factor/factor
- 4. IBLE: visible/visible
- 5. ADD/CHANGE: concept/concepto
- 6. ORY/ARY: contrary/contrario
- 7. TY: capacity/capacidad
- 8. ION: revolution/revolución
- 9. IC/ICAL: logic/lógica
- 10. MENT/ANT/ENT: element/elemento
- 11. ENCE/ANCE: intelligence/inteligencia
- 12. URE: culture/cultura
- 13. OUS: religious/religioso
- 14. IVE: motive/motivo
- 15. Y: energy/energía
- 16. LY: exactly/exactamente
- 17. ING: continuing/continuando
- 18. ED: organized/organizado
- 19. INFINITIVE: anticipate/anticipar
- 20. ES (BEGINNING) structure/estructura
- OTHER: theater/teatro

92% of AWL cognates can be classified according to one of these patterns
## Contrastive Analysis

<table>
<thead>
<tr>
<th>Underline letters that are the same in both words</th>
<th>Explain the differences in spelling</th>
<th>Explain the differences in pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>área / área</td>
<td>the words are spelled exactly the same except for the accent in the Spanish word</td>
<td>the vowels &quot;a&quot; and &quot;e&quot; sound different in Spanish and English, only the “r” sounds the same</td>
</tr>
<tr>
<td>animal / animal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bank / banco</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Cognate Spelling Continuum

exactly alike  similar  fairly different  very different

animal/animal  different/diferente  substance/sustancia  signals/señales
**Cognate Raps**

*Introduce the first cognate rap and invite students to chant it with you*

Look and listen - that's my game
English words, Spanish words, mean the same
Family/familia- that's it now
Find all the cognates - you know how!

*Call on a student to do the next verse, inserting their own choice of cognates.*

Look and listen - that's my game
English words, Spanish words, mean the same
Class/clase- that's it now
Find all the cognates - you know how!
Cognate Cue Card

Cognates are words that look or sound alike in two languages and mean nearly the same thing. There are many Spanish-English cognates. When you learn how to catch cognates you will understand a lot of new words in English.

Directions:
LOOK AND LISTEN:
Look at the new English word. Does it look like a word you know in Spanish? Read it aloud. Does it sound like a word you know in Spanish?

THIK ABOUT IT:
Think about the meaning of the Spanish word that sounds most like the word in English.

TRY IT OUT:
Try using the Spanish word instead of the new English word in the sentence.

CHECK IT OUT:
Does the Spanish word make sense in the sentence?

CELEBRATE! You’ve identified a cognate and learned a new word!

Lubliner, 2005

Try it with this sentence: My family lives in Concord.
Colonial Trade

As a result of the many ships built in New England, trading became the center of the region’s economy. The English government set up strict rules for trade. The government insisted that the colonists send their exports, or products leaving a country, only to England or to other English colonies. The government expected the colonists to buy only English-made imports, or goods brought into a country.

English/Spanish Cognates

- colonial/ colonial
- result/ resultado
- New England/ Nueva Inglaterra
- center/ centro
- region/ región
- economy/ economía
- English/ inglés
- government/, gobierno
- strict/ estricto
- insisted/ insistido
- colonialists/ colonialistas
- exports/ exportaciones
- products/ productos
- England/ Inglaterra
- colonies/ colonias
- imports/ importaciones
Working with Cognate-Based Word Families

<table>
<thead>
<tr>
<th>include</th>
<th>predict</th>
<th>explore</th>
<th>prepare</th>
<th>communicate</th>
<th>act</th>
<th>compare</th>
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</table>

activity, communicating compared, including exploration, communication, activate, inclusion, unpredictable, communicative, preparation, reactivate, prepares, comparable, includes, action, uncommunicative, comparison, prediction, prepared explorer, predicting, acted, react, predictable, reaction, incomparable, inactive, unexplored, inclusive, unprepared, reaction, explorative, communicates, comparing, unexplored
Raquel’s Classroom
Cognate Clusters

patrones de cognados

SAME

ADD-CHANGE

ES

VERBS

textos informativos
Cognate Word Families

Many cognates end in *tion* in English and *ción* or *sión* in Spanish. It is important to remember that *ción* is pronounced "shun" in English. How is the ending *ción* or *sión* pronounced in Spanish? (Hint - the accent tells you how to say the word.) Fill in the English word next to each Spanish cognate in the chart below.

Now try to think of English words that are related to each cognate. For example, *organización* is related to the following words: organize, organizes, organizing, organized, reorganize, reorganizes, reorganizing, reorganization.

<table>
<thead>
<tr>
<th>Spanish Word</th>
<th>English Word</th>
<th>Word Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>organización</td>
<td>organization</td>
<td>organize, organizes, organizing, organized, reorganize, reorganizes, reorganizing, reorganization,</td>
</tr>
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<td>reproducción</td>
<td>reproduction</td>
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<td>respiración</td>
<td>respiration</td>
<td>respiration, respire, respired, respirator,</td>
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<td>excrición</td>
<td>excursion</td>
<td>excursion, excursions, excursed, curiously</td>
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<tr>
<td>explicación</td>
<td>explanation</td>
<td>explaining, explained, explanations, explain, explanatory,</td>
</tr>
</tbody>
</table>

Cognate Project: Lesson 7
Worksheet 7-1
Cognate Word Wall and Dictionary
How Do We Know It Works?

CSI Research

- **Study 1: Comparison of Students in 3 Intact 5th Grade English-Only Classes**
  - Experimental class received social studies curriculum plus cognates (12 cognate lessons)
  - Control classes received regular social studies curriculum

- **Study 2: Comparison of Two Bilingual 6th Grade Classes Taught by the Same Teacher**
  - Experimental group: bilingual curriculum plus cognates (one semester of instruction)
  - Control group: regular bilingual curriculum
## Study 1: Fifth Grade Comparison

**Lubliner & Grisham, 2008**

<table>
<thead>
<tr>
<th>Source</th>
<th>Dependent Variable</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Cohen’s d</th>
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</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>Posttest Cognates in Isolation</td>
<td>2</td>
<td>986.48</td>
<td>8.30</td>
<td>.01**</td>
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<tr>
<td>Posttest Context</td>
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<td>2</td>
<td>906.03</td>
<td>2.85</td>
<td>.07</td>
<td>.37</td>
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<tr>
<td>Posttest Comprehension</td>
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<td>2</td>
<td>36.81</td>
<td>4.57</td>
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<td>143.72</td>
<td>3.56</td>
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</table>

*p ≤ .05, ** p ≤ .001,

Effect Size (Cohen’s d): .20 small effect, .50 medium effect, .80 large effect
# Study 2: Comparison of Two Bilingual 7th (Lubliner, Grisham, & Moran, 2015)

<table>
<thead>
<tr>
<th></th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
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<th>Effect Size</th>
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<td>.00**</td>
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<td>63.22</td>
<td>.00**</td>
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<td>166.96</td>
<td>21.82</td>
<td>.00**</td>
<td>1.31</td>
</tr>
</tbody>
</table>

*p ≤ .05, ** p ≤ .001,  
Effect Size (Cohen’s d) .20 small effect, .50 medium effect, .80 large effect
Teaching Cognates in the Multi-lingual Classroom

- Emphasize closeness of Spanish to Latin -source of most academic vocabulary.
- CSI activities expose students from diverse language backgrounds to Latin-based roots and word parts.
- All emergent bilingual students will acquire new Latin-based vocabulary, enabling them to better understand complex academic texts in English.
- Emphasize that you welcome all languages and cultures and hope that they will share words and phrases in their own languages.
- Explain that when students who speak languages other than Spanish incorporate their own languages into class activities they add to the linguistic richness of the class.
Look for the Book and Keep in Touch!

- Translanguaging: The Key to Comprehension for Spanish-Speaking Emergent Bilingual Learners and Their Peers (Rowman & Littlefield (2017))

- For more information feel free to contact us:
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  - Dana L. Grisham (dana.grisham@gmail.com)