



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
SCHOOL OF EDUCATION AND LANGUAGES  
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**STRATEGIES FOR TEACHING “FALSE FRIENDS” VOCABULARY  
IN (EFL) LEARNERS**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN  
LANGUAGES**

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### **ADVISOR'S APPROVAL**

In my role as Advisor of the research paper entitled “STRATEGIES FOR TEACHING ‘FALSE FRIENDS’ VOCABULARY IN (EFL) LEARNERS” prepared by YADIRA MISELA CRESPIÓN MITE” an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declared that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



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## DECLARATION

The information and content in this degree and research work are the responsibility; the intellectual, property belongs to Universidad Estatal Península de Santa Elena.

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## **Acknowledgment**

First of all, I dedicate these pages to myself, because I have been patient throughout this process. Although in many moments of uncertainty and doubt I have questioned whether I should go ahead, whether I could continue with my studies or whether it was worth all the effort invested. I have found the courage to move forward. I have learned that doubts are part of the process and that the biggest challenge is to let doubts and accept them, but the most important thing is to move forward and learn from every stumble, no matter how difficult the obstacles are.

I want to thank my parents, Betty Mite and Marcelo Crespín who were my foundation, my constant guide, for their unconditional love and for teaching me by example the value of effort, responsibility and perseverance, thank you for believing in me even when I myself doubted. To my siblings, for always being present in their own way. And especially to my sister Kerly: although her character is strong and sometimes is a little hard on me, she was by my side from the beginning of this process. Thank you for your help, and for not leaving me alone when I needed it the most. I thank you for being part of my development during this fundamental stage towards my professional formation.

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This project is not only a reflection of my efforts, but also of the challenges, learning, and experiences that have allowed me to evolve both professionally and personally. It is my way of telling myself that I am capable, that I deserve this achievement and that everything I have done so far has a

purpose.

Finally, it is dedicated to all the future challenges that are yet to come, with the hope that everything I have learned during this process will translate into new opportunities to grow, and the lessons of this stage will help me to continue growing and contributing to the world around me.

Yadira Crespín.

## **Dedication**

I dedicate this work to my grandmother Juana Palma, whose presence in my life was an inexhaustible source of joy, love and comfort. Although she is no longer with me, her memory lives on in every step I take and every goal I achieve.

This achievement is also for her, whose unconditional affection left an indelible mark on my heart. Her strength, tenderness and wisdom are always with me, and today more than ever, I feel her love guiding me from wherever I am.

With love, Yadirá Crespín

## **Abstract**

This research explored the teaching strategies employed by English language teachers to address the problem of false friends in vocabulary acquisition among faculty members at the Santa Peninsula State University. The study was based on the perceptions and experiences of five English teachers from the La Libertad canton, using a qualitative approach of individual interviews. It was found that each interviewee mentioned that although textbooks tend to treat false friends superficially, they employ communicative, contextualized strategies and are supported by technology, such as gamification, analysis of authentic materials and memorization, and consider their training as a fundamental part of their learning, which allows them to teach their classes in a participatory, creative and student-centered manner. They also highlight that Innovation strengthens motivations, interaction, critical thinking, and the use of digital tools. However, the results showed that teachers face several challenges, identifying the most common false friends as "actually," "embarrassed," and "library." Despite these challenges, teachers demonstrated a strong commitment to improving their practices through independent research on new pedagogical methodologies.

In conclusion, a systematic and contextualized approach is essential for reflective feedback and authentic practice, reducing lexical interference and improving students' communicative competence, recommendations for curriculum design are also offered.

**KEY WORDS:** False friends, Vocabulary acquisition, Lexical interference, EFL teaching strategies.

## Resumen

Esta investigación exploró las estrategias de enseñanza empleadas por profesores de inglés para abordar el problema de los falsos amigos en la adquisición de vocabulario entre el profesorado de la Universidad Estatal Península de Santa Elena. El estudio se basó en las percepciones y experiencias de cinco profesores de inglés del cantón La Libertad, mediante un enfoque cualitativo de entrevistas individuales. Se constató que cada entrevistado mencionó que, si bien los libros de texto tienden a tratar los falsos amigos de forma superficial, emplean estrategias comunicativas y contextualizadas, apoyadas por la tecnología, como la gamificación, el análisis de materiales auténticos y la memorización. Consideran su formación como una parte fundamental de su aprendizaje, lo que les permite impartir sus clases de manera participativa, creativa y centrada en el estudiante. Asimismo, destacan que la innovación fortalece la motivación, la interacción, el pensamiento crítico y el uso de herramientas digitales. Sin embargo, los resultados mostraron que los profesores se enfrentan a diversos desafíos, identificando los falsos amigos más comunes como "actually ", "embarrassed " y "library ". A pesar de los desafíos, los profesores demostraron un firme compromiso con la mejora de sus prácticas a través de la investigación independiente sobre nuevas metodologías pedagógicas. En conclusión, un enfoque sistemático y contextualizado es esencial para la realimentación reflexiva y la práctica auténtica, reduciendo la interferencia léxica y mejorando la competencia comunicativa de los estudiantes, también se ofrecen recomendaciones para el diseño curricular.

**PALABRA CLAVE:** Falsos amigos, Adquisición de vocabulario, Interferencia léxica, Estrategias de enseñanza del idioma inglés como lengua extranjera.

## INDEX

STATEMENT OF AUTHORSHIP .....	3
DECLARATION.....	4
BOARD OF EXAMINERS .....	5
Acknowledgment .....	6
Dedication.....	8
Abstract.....	9
Resumen.....	10
Introduction.....	14
Chapter I.....	15
The problem.....	15
Stating problematic situation.....	15
Problem question.....	17
Specific questions.....	17
Objectives.....	17
<i>General objective</i> .....	17
<i>Specific objectives</i> .....	17
Sope y Delimitations .....	18
Justification .....	19
Chapter II .....	20
Theoretical Framework.....	20
Background .....	20
<i>Internacional Background</i> .....	20
<i>Regional Background</i> .....	21
<i>National Background</i> .....	21
Pedagogical basis .....	22
<i>A constructivist approach to teaching about "false friends"</i> .....	22
<i>Theoretical Pedagogical Foundations: A Constructivist and Cognitive Perspective</i> .....	24

Theoretical framework .....	25
<i>The current process of teaching English</i> .....	25
<i>Lexical Encoding Accuracy and Vocabulary Size</i> .....	27
<i>Limitations in learning English as a Foreign Language</i> .....	29
<i>False Friends in English</i> .....	30
<i>Strategies for teaching false friends in English</i> .....	32
Legal basis.....	33
<i>Constitución de la Republica del Ecuador</i> .....	33
<i>Ley Orgánica de Educación Intercultural</i> .....	33
Chapter III .....	35
Methodological Framework.....	35
Method .....	35
<i>Qualitative Methodology</i> .....	35
Type of Research .....	35
<i>Phenomenological Studies</i> .....	35
Data collection techniques .....	36
Instruments:.....	37
<i>Questionnaire</i> .....	37
Type of questions: .....	37
Data collection Processing and Resources:.....	38
Population and sample .....	38
Chapter IV .....	39
Analysis of Findings .....	39
<i>Brief Explanation of the Findings</i> .....	39
Data Interpretation: .....	39
Chapter V .....	56
Conclusions and recommendations.....	56
Recommendation.....	57

References.....	58
Annexes .....	61
Annexes A: <i>Certified Anti-Plagiarism System</i> .....	61
Annexes B: <i>Questionnaire</i> .....	63
Annexes C: <i>Interviews transcription</i> .....	64

## INDEX OF TABLES

<b>Table 1</b> <i>Examples of stimuli used in the auditory lexical decision task.</i> .....	28
<b>Table 2</b> <i>Examples of common false friends between Spanish and English.</i> .....	31
<b>Table 3</b> <i>Questions words.</i> .....	38
<b>Table 4</b> <i>Most Common Confusing Words.</i> .....	40
<b>Table 5</b> <i>Skills with the Highest Error Rate</i> .....	42
<b>Table 6</b> <i>Evolution of errors and strategies</i> .....	44
<b>Table 7</b> <i>Teaching methodologies considered effective by teachers</i> .....	46
<b>Table 8</b> <i>Successful activities described by teachers for teaching "false friends."</i> .....	48
<b>Table 9</b> <i>Technological tools and their perceived role by teachers in teaching false friends.</i> .....	50
<b>Table 10</b> <i>Teaching methodologies considered effective by teachers.</i> .....	52
<b>Table 11</b> <i>Feedback strategies considered effective by teachers.</i> .....	54

## Introduction

English has established itself as a fundamental pillar of global communication, driven by the dynamics of globalization, making its mastery an essential skill. At the core of this mastery is lexical competence, considered the foundation upon which all other language skills are built. As Agazzi (2022) argues, “Vocabulary is central to English language teaching because without enough vocabulary mastered, students will have difficulties understanding others or expressing their ideas” (p.56). This quote underscores that poor vocabulary is not a minor problem, but a critical barrier to communication itself.

However, the path to solid lexical proficiency is fraught with specific obstacles for learners. Among the most cunning are "false friends," word pairs in both languages that, due to their formal similarity, mislead the learner into making lexical interference errors that can lead to a learning impasse. Acquiring this vocabulary correctly requires, as the author himself points out, conscious and repeated attention Agazzi (2022), as well as strategies that promote the student's cognitive engagement with the word.

Unfortunately, "false friends" often don't receive this regular pedagogical treatment in the classroom, instead being addressed incidentally, which undermines the problem. For this reason, investigating the strategies teachers use to address this challenge becomes imperative to transform a source of constant error into an opportunity for deep and meaningful learning.

## Chapter I

### **The topic:**

Strategies for Teaching "False Friend" vocabulary in (EFL) Learners

### **Title (specific, centered in your research)**

Didactic Strategies to Teach "False Friend" in the Vocabulary of (EFL) students at University in Santa Elena, Ecuador

## **The problem**

### **Stating problematic situation**

Spanish-speaking students face lexical difficulties in the process of learning English as a Foreign Language (EFL) due to misinterpreting or misusing certain words in their vocabulary. These terms are known as “false friends” because they resemble Spanish words both phonetically and grammatically, but have different meanings in English. These linguistic interferences cause errors in writing, speaking, and reading, which hinders communicative competence (Macías et al., 2025).

While effective teaching of vocabulary for false friends requires more than memorization techniques, current practices in Ecuador often lack systematic approaches. According to the findings, advanced students may feel dissatisfied if they believe their vocabulary learning has stagnated, as they are familiar with the most common general words in the language. Shavkidinova (2022) suggests that they increase their exposure to academic vocabulary, which will be much less familiar to them, but which they are more likely to encounter in their future academic and professional lives (Shavkidinova, 2022).

These findings confirm that even advanced students have difficulties with lexical accuracy, highlighting a significant gap in pedagogical strategies for systematically addressing these errors.

In the Ecuadorian educational context, linguistic interference affects both high school and university

students, especially in writing, and is a well-documented problem. According to the data in this research, interference errors are one of the main sources that obstruct the effectiveness of the English learners' writing. Based on the above, it is necessary for the foreign language teacher to encourage the learner to read and write more in English. In this sense, reading provides the learner sentence patterns, new vocabulary, among others, that it is likely they may not have experienced yet (Macías et al., 2025).

At Santa Elena Peninsula State University, located in the province of Santa Elena, students tend to make lexical errors when using "false friend", which limits their development in reading, writing and oral communication. For this reason, teachers require clear didactic guidance on specific strategies to teach and correct these terms, which could positively affect the quality of the didactic methodologies applied by them. In addition, the occurrences of specific pedagogical approaches and practices used by teachers to reduce errors caused by 'false friends' remain poorly documented in the academic literature.

Traditional approaches fail to address the complexity of false friends. This comment is supported by Mukharramkhon (2024), who criticizes the use of traditional methods focused on memorization and repetition, and suggests that vocabulary teaching should be oriented towards more meaningful communicative practices, with the use of real tasks, authentic materials, and contextual approaches. Such strategies can contribute to more effective teaching of vocabulary in general, including "false friend".

Because of this, the present study wishes to fill this practical gap by focusing on teachers' experiences, exploring their didactic strategies and their efforts to increase students' lexical awareness of 'false friends'. It also aims to generate grounded pedagogical proposals to improve students' vocabulary comprehension, reduce linguistic interference, and optimize the learning outcomes of English as a foreign language.

**Problem question**

How do teachers of English as a foreign language address the vocabulary of "false friend" in their classes to improve students' lexical accuracy and communicative competence?

**Specific questions**

What didactic strategies do EFL teachers apply to correct false friend vocabulary errors in communicative contexts, and how effective are these strategies in improving students' lexical accuracy?

In which communicative contexts do "false friend" errors occur most frequently, and how do teachers describe the challenges faced by their students?

What didactic strategies do EFL teachers perceive as most effective in correcting "false friend" errors and how do they adapt them to communicative activities?

**Objectives*****General objective***

To identify the strategies teachers use to address "false friend" vocabulary in their classrooms and understand how these strategies influence lexical accuracy and comprehension, through a qualitative study analyzing interviews with teachers.

***Specific objectives***

To explore the most common "false friend" vocabulary that EFL teachers have detected in their students, in order to establish a reference list of the terms that require more pedagogical attention, through semi-structured interviews with English teachers.

To analyze the most frequent errors made by students, in order to understand the linguistic

difficulties, through teacher feedback.

To review didactic strategies that allow EFL teachers to correct "false friend" errors in communicative contexts, through interactive resources and practices that improve lexical accuracy.

### **Scope y Delimitations**

The specific aspects and delimitations that have been considered for this work are detailed below:

- Institutional space: It will be developed at the Peninsula de Santa Elena State University located in the canton of La Libertad, province of Santa Elena. Therefore, the results will be contextualized to this specific institution.
- Specific lexical content: This approach focuses specifically on addressing the "false friends" of English. This approach is justified by their significant relationship with lexical errors among Spanish-speaking students, as identified in previous studies.
- Duration of study: It will be carried out during the second academic semester of 2025. It was selected temporarily because it provides a complete and representative period of the teaching cycle without external variables affecting the results.
- Modality of intervention: The didactic strategies will be applied in virtual and face-to-face modality, without including extracurricular programs or intensive courses.
- Population and sample: The study will be carried out exclusively with five teachers of English as a foreign language (EFL). This qualitative sample size is adequate for an in-depth case study and will therefore allow for a detailed analysis of teaching practices and strategies through online interviews.

## **Justification**

In teaching English as a foreign language (EFL) there are certain limitations in the process of achieving effective communication, and one of the most common is lexical interference caused by the mother tongue, which manifests itself through errors in the use of vocabulary, especially with words known as "false friend". According to Riswanto et al., (2021), this interference occurs when learners do not sufficiently master the target language vocabulary and unconsciously resort to terms from their native language, resulting in errors in pronunciation and lexical selection. This situation directly affects the linguistic accuracy and communicative fluency of English learners.

Based on this problem, the present research is justified in the academic, practical and social context. On the one hand, we would be dealing with a relevant topic for the improvement of the lexical skills of the student in order to speed up the production of literacy in the student, which has to do with the teaching-learning process. On the other hand, there is also a practical relevance because by creating strategies to solve the "false friend" in English, it would be promoting the student to speed up his ability to relate with a fluent oral communication, without detriment of his lexicon, in such a way that it is also understandable for those who listen and attend him, creating a solid communication channel, which also affects the agile social relations in the practice of English as a foreign language, opening more interactive and participatory environments.

The direct beneficiaries are the students who will be able to use strategies to confront this limitation such as false friends and improve their reading, writing, speaking and listening skills. And of course, the beneficiaries are the teachers who can propose creative and innovative strategies with the use of active methodologies that motivate their students to learn English leaving aside these and other limitations that usually occur in the process.

## Chapter II

### Theoretical Framework

#### Background

##### *Internacional Background*

The phenomenon of "false friends" in language learning has been widely studied in various international contexts. Research in Europe, particularly in Spain and the United Kingdom, has highlighted the challenges posed by false cognates for English as a foreign language (EFL) learners, especially those whose native language shares Latin roots with English. This challenge becomes even more critical in institutional settings. According to Achieng (2023), "English as a Foreign Language (EFL) is usually a compulsory part of academic curricula and universities expect their students to learn English as part of their degree programme. However, the level of English required may vary from course to course" (p. 4).

These studies, together with Achieng's (2023) observation on English as a foreign language (EFL) as a compulsory component in higher education, highlight how false friends create systemic challenges for students in formal academic settings. This reinforces the need for clear pedagogical strategies, such as comparative analysis and context-based vocabulary teaching, to address the constant errors of lexical interference.

In addition to traditional methods, technology supported learning has emerged as a transformative tool for vocabulary acquisition and oral proficiency in English contexts. International studies, such as the podcast-based intervention described by Suseno (2024), "A dynamic and constantly changing system, language reflects the diversity of culture and civilization. While grammar and vocabulary serve as the essential building blocks, the use of idiomatic expressions and colloquialisms captures the true spirit of a language" (p.17).

I believe that the international framework outlined above not only describes a linguistic

phenomenon, but also outlines a critical educational scenario. Achieng's (2023) observation on English as a compulsory component of the curriculum places the problem of "false friend" in a highly demanding environment for students, where mistakes can have direct academic consequences. Therefore, it turns research on this topic from a theoretical issue into an urgent practical one.

### ***Regional Background***

In Latin America, the teaching of English as a foreign language faces unique challenges due to linguistic interference between Spanish and English. Countries like Mexico, Colombia, and Argentina have implemented strategies to address false friends, such as integrating them into communicative activities and using digital tools. According to Sultan et al. (2022):

The importance of learning new vocabulary has encouraged language teachers of English today to move from passive learning to active learning, to find better ways of engaging students in the English language learning process, because Students need something fun and easy to access the vocabulary quickly when is required for use. (p. 76)

When analyzing the regional context, the greatest success of the strategies described lies in their focus on student motivation. For this reason, students “need something fun and easy” to learn. "false friend" are particularly frustrating, leading students to believe they know the word but actually misunderstand it. Therefore, I believe that the use of digital tools and communicative activities, far from being mere entertainment, is a smart strategy for transforming a weakness into a learning opportunity.

### ***National Background***

In Ecuador, English language teaching has gained importance due to globalization and educational reforms. However, studies indicate that lexical interference, particularly that of false friends, remains a

significant barrier for Spanish-speaking students. According to Rashid, Lan, and Hui (2022), “When students’ fluency and speech in English increase, it is essential for them to improve their word awareness and learn their language learning techniques. Students have a deep urge to learn new words” (p. 1549).

The National context allows us to summarize and specify international and regional findings in the specific case of Ecuador. In my opinion, this situation confirms that the country is not immune to a global challenge, but places it in a particular educational reality. I observe that the “significant barrier” that false friends represent for Ecuadorian students is the exact point where the need for explicit pedagogical strategies mentioned at the international level coincides with active and technological methodologies at the regional level and the “profound urgency” of students to improve their lexical awareness (Rashid et al., 2022). I believe that this triangulation clearly defines the problem and points the way to an effective and contextualized solution for the Ecuadorian educational system.

## **Pedagogical basis**

### ***A constructivist approach to teaching about "false friends"***

The pedagogical approach to addressing the problem of "false friends" can be defined within a constructivist perspective. This approach, proposed by Rapanta (2023), posits that knowledge is constructed through social interaction and dialogue, particularly when people confront and resolve sociocognitive conflicts.

When a student misuses a "false friend," a significant cognitive conflict arises. This conflict stems from the discrepancy between the student's existing mental schema the meaning in the L1 and the correct meaning in the target language. According to socioconstructivist theory, these conflicts are not obstacles, but crucial opportunities for learning when mediated through collaborative dialogue Rapanta (2023).

Thus, these teaching strategies must create situations that provoke this confrontation and guide

students toward its value. This is achieved not through passive correction, but by engaging students in authentic argumentative dialogues where the goal is to mutually construct the correct meaning. The teacher's role is to provide scaffolding, facilitating discussions that help students contrast meanings, analyze contexts, and collaboratively construct accurate lexical representations. This process goes beyond rote memorization and encourages students to become active participants in rebuilding their vocabulary knowledge, leading to deeper and more lasting learning (Rapanta, 2023).

### *Theoretical pedagogical foundations: a cognitive and sociocultural perspective*

The challenge of teaching and learning "false friend" can be effectively understood through the complementary lenses of Piaget's cognitive developmental theory and Vygotsky's sociocultural theory. (Pedapati, 2022).

From a Piagetian perspective, encountering a "false friend" creates a state of cognitive imbalance. The learner's existing mental schema conflicts with the new, correct meaning in the target (real) language. Cognitive conflict is a crucial driver for learning. To achieve balance, student must move beyond simple comprehension, which leads to error, and experience adaptation, reorganizing their lexical knowledge to create a new, detailed schema for the English word. Therefore, this process requires overcoming natural self-interest and developing the ability to be distracted, which allows them to consider the different semantic perspectives of Spanish and English. (Pedapati, 2022).

Thus, Vygotsky's sociocultural theory highlights that this cognitive reevaluation occurs most effectively through social communication within the Zone of Proximal Development (ZPD). The teacher, as a trained professional, provides personalized support system that guides the student from assisted performance to independent mastery of correct vocabulary use. This can be achieved through dialogue and collaborative learning activities, where students adjust meanings and correct one another. Through this

social language and guided participation, correct lexical knowledge is internalized, moving from the interpsychological level between teacher and student to the intrapsychological level within the student's understanding. (Pedapati, 2022).

For this reason, effective pedagogical strategies to address the problem of "false friends" should intentionally create cognitive conflict while simultaneously providing structured social interactions to guide students through the necessary conceptual reorganization, leveraging both the cognitive and social dimensions of learning.

### ***Theoretical Pedagogical Foundations: A Constructivist and Cognitive Perspective***

The vocabulary teaching mode proposed by Gao (2021) Gao (2021), which integrates contextual parameters and schematic activation, is firmly based on the synthesis of constructivist learning theory and modern cognitive psychology.

From a Piagetian constructivist perspective, the "Contextualized Meaning Construction Module of Word Parameters" presents vocabulary acquisition as a process of active cognitive adaptation. When a student encounters an unfamiliar word, a state of cognitive imbalance is created. Their linguistic schemata are insufficient to understand the new word, which drives them to search for a solution. Parameters within the context, such as synonymic signals "that is, namely", antonymic markers "but, whereas", or generic-specific cues "such as, including", serve as critical data for this cognitive operation. To achieve balance, the learner must go beyond passive reception and actively engage in accommodation, restructuring their lexical understanding by interpreting these clues to construct a precise meaning for the new word. This process transforms the learner from a passive receiver into an active language "detector," fostering metacognitive awareness and conceptual development. (Gao, 2021).

As a complement, the "Embodiment Activation Schematic Construction Module" is directly based

on schema theory from cognitive psychology, which posits that knowledge is stored in interconnected networks. This model leverages the brain's propensity for pattern recognition through immersive, multisensory experiences, such as acting out a robbery scenario or visualizing the movements of a dive, to activate preexisting knowledge frameworks. The teacher's role is to facilitate this activation and guide the integration of new vocabulary items into the appropriate spaces within these schemas. This approach aligns with Vygotsky's concept of the Zone of Proximal Development (ZPD), where the teacher acts as a platform, helping students connect new vocabulary with their prior experiences and knowledge. Through collaborative activities and guided discovery, the correct usage and nuanced meanings of words are internalized, moving from teacher-supported social practice to independent cognitive mastery.

Thus, the pedagogical power of this dual approach lies in its intentional design to create opportunities for cognitive engagement while simultaneously providing the structured and experiential foundation through schematic activation necessary for deep and lasting vocabulary learning. It effectively combines the cognitive conflict essential for conceptual change with the social and experiential support necessary to guide students in the process of autonomous knowledge construction.

## **Theoretical framework**

### ***The current process of teaching English***

It is known that English is the universal language, because it is used in all countries of the world, not only as a mother tongue but also as a foreign language, so it is essential to include a process of teaching and learning English based on acceptable standards for its implementation. As Rashid, Lan, and Hui (2022) argue, "The instructor is critical in helping students develop their vocabulary. Sadly, vocabulary instruction has not tackled these concerns, and teachers have not seen the value of encouraging their students to acquire an extensive vocabulary" (p. 1550).

This lack of value teachers' places on vocabulary teaching underscores the crucial need for effective and innovative professional development in this area. According to Zhang (2022):

The quality of teacher professional development is turning into a highly important academic matter, as educators come across increasing investigation and stress to assist learners to reach higher degrees. Although discussion and stresses over the field shape and concentrate on teacher professional development, educators are anticipated to fulfill based on new and altering criteria, and school areas are pushing educators to reform activities through learning tasks ranging from conference, workshop to class modeling. (p. 1)

This pressure for pedagogical innovation is particularly relevant in EFL vocabulary teaching, where problems such as false friends require specific strategies that are not yet systematically integrated into teacher training. Therefore, this study not only seeks to propose effective teaching techniques, but also it contributes to professional development for teachers with concrete tools to address this linguistic challenge.

### ***Strategies for teaching and learning English as a foreign language in virtual classes***

The creation of authentic and relevant teaching materials is crucial for effective vocabulary acquisition in virtual environments. Innovative approaches leverage technology, such as Artificial Intelligence (IA), to generate this recourse. A compelling example is the use of ChatGPT to mine large text corpora for real-world examples of lexical error, specifically "False Friends" (Haddad & Premasiri, 2024). In their methodology, the researchers used the AI model to scan thousands of sentences from the UN's parallel corpus and asked it to flag potential mistranslations or dubious terms based on false friend.

This process generated pedagogically valuable examples, for instance, the model helped identify problematic copying, such as the direct translation of "*carbon capture and sequestration*" as "*captura y secuestro de carbono*" in Spanish. This is a clear case of a false friend, as the English term "sequestration"

means *storage* or *containment* in this technical context, while the Spanish word "secuestro" unequivocally means kidnapping for ransom (Haddad, 2022). These authentic examples can be compiled into error banks, exercises, and feedback tools, providing students with concrete illustrations of common errors.

Beyond technological tools, effective virtual instruction also relies on sound pedagogical strategies. The communicative approach is essential, thus strengthening meaningful interaction between teacher and the student, instead of just memorizing grammatical rules. This can be implemented using think-aloud protocols or student logbooks to fill it daily practice (García J., 2021). Finally, the strategic use of digital resources, such as audio, video, and online platforms, is essential for reinforcing reading comprehension and dialogue practice, creating a rich and immersive learning environment that complements formal teaching.

### ***Lexical Encoding Accuracy and Vocabulary Size***

Acquiring accurate phonolexical representations—the correct mental encoding of the sound form and meaning of a word—is a fundamental challenge for second language learners. Psycholinguistic research has shown that a learner's ability to discriminate between similar sounds in a second language and correctly associate them with different words is directly related to their lexical competence.

According to Daidone and Darcy (2021) identified that vocabulary size is a key predictor of L2 lexical encoding accuracy for Spanish learners. Using an auditory lexical decision task, researchers assessed participants' ability to accept real words and reject unconventional words containing critical, perceptually similar phoneme substitutions (e.g., he tap /t/ replaced by a trill /r/ or a stop /d/). Table 1 provides examples of real words and non-words used for the key contrasts in the study.

**Table 1** *Examples of stimuli used in the auditory lexical decision task.*

Condition	Contrast	Stimuli			
		Examples			
		Word		Non-word	
		Orthography	IPA	Orthography	IPA
/tap-trill	/r-*/r/	aburrado 'bored'	/a.bu. 'rri.do/	aburrado	/a.bu. 'ri.do/
		dinero 'money'	/di. 'ne. ro	dinerro	/di. 'ne.ro/
		cultura 'culture'	/kul. 'tu. ra	cultuda	Kul. 'tu.da/
		miedo 'fear'	/'mie.do/	miero	/'mie. ro
		ocurre 'it occurs'	/o. 'ku.re	ocude	/o. 'k.ude/
		estado 'state'	/es. 'ta.do/	estarro	/es. 'ta.ro
		jefe 'boss'	/'xe.fe/	jepe	/'xe.pe/
		grupo 'group'	/'gru.po/	grufo	/'gru.fo

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The results indicated that students with a broader vocabulary showed greater accuracy in discriminating and rejecting non-existent words, suggesting that their mental representations of words were more detailed and robust. This finding is highly relevant to the problem of *false friends*, suggesting that students with a broader and more consolidated vocabulary may have more resources to inhibit negative transfer from their L1 (Spanish) and correctly encode the meaning of the word in L2 (English), despite the misleading formal similarity.

In the context of this research, the study by Daidone and Darcy (2021) supports the idea that teaching strategies for false friends should not only focus on contrasting isolated word pairs, but also on

expanding and reinforcing the learner's overall vocabulary. A more solid lexical base could provide the network of connections necessary to resist interference and achieve more accurate lexical encoding.

### ***Limitations in learning English as a Foreign Language***

The process of learning English as a foreign language (EFL) is influenced by a complex interaction of constraints that go beyond purely linguistic challenges. A comprehensive qualitative study conducted by (Babadi, Asl, Dolatyari, & Alipoor, 2024) in the Iranian university context identified a robust framework of five broad categories that summarize these constraints:

A study conducted in the context of Iranian universities by (Babadi, Asl, Dolatyari, & Alipoor, 2024) provides a comprehensive framework for understanding these limitations, identifying five general categories through qualitative analysis:

**Resource Constraints:** This fundamental category includes significant financial constraints, a shortage of up-to-date textbooks, poor technological infrastructure, and inadequate physical facilities, such as language labs, which limit opportunities for immersive language practice and hands-on learning.

**Curriculum Issues:** The study revealed that curricula are often outdated, lack relevance to real-world communication needs, and place too much emphasis on rote memorization for exams at the expense of developing practical communication skills.

**Instructor Challenges:** This encompasses issues related to teachers' language proficiency, teaching qualifications, and pedagogical skills, compounded by a lack of professional development opportunities and low job motivation.

**Motivational Factors:** A significant barrier identified is the lack of clear goals on the part of learners, negative attitudes toward English, low self-efficacy, and insufficient external motivation, all of which lead to low levels of engagement and commitment.

**Cultural Barriers:** The sociocultural context, in which English may be perceived with stigma or a lack of integrative motivation, poses a profound challenge. This includes limited exposure to global English-speaking communities and cultural resistance to the influence of foreign languages.

This finding is consistent with broader research on English as a foreign language. The challenges of motivation and the need for personalized strategies are consistent with studies by Shaid et al. (2023) and Zhuoma (2023). The relationship of cultural attitudes is further supported by Aldawood and Almeshari (2019), and the shift to online learning has highlighted issues of access and participation, as noted by Alqahtani (2022).

These multifaceted limitations in learning English as a foreign language occur throughout the acquisition process and persist even as proficiency in reading, speaking, writing, and listening develops. Therefore, comprehensive strategies that address these interconnected logistical, pedagogical, motivational, and sociocultural factors are necessary to effectively strengthen the English language acquisition process.

### ***False Friends in English***

False friends are defined as “lexemes in at least two different languages with identical or similar graphic/oral forms, whose semantics partially overlap or do not overlap at all” (Haddad and Premasiri (2024). This phenomenon is especially common among related languages, such as Spanish and English, due to their shared linguistic roots. Haddad and Premasiri (2024) emphasize that false friends are a major source of misunderstanding, not only in everyday language, but also in specialized and scientific discourse, where terminological precision is essential.

False friends can be classified into two main types:

**Total false friends:** words that are similar in form but have completely different meanings for example, “éxito” in Spanish means “success,” not “exit” “salida”.

Partial false friends: words that share one or more meanings but differ in others. For example, “eventually” in English denotes something that will certainly happen at the end of a process, while “eventualmente” in Spanish indicates a possibility that may or may not occur (Haddad and Premasiri, 2024).

The problem of false friends is particularly pronounced in specialized terminology. For example, in environmental science, the English term “carbon capture and sequestration” is often translated into Spanish as “captura y secuestro de carbono.”. However, this is a false friend error: while ‘sequestration’ in English implies storage, “*secuestro*” in Spanish unequivocally means “kidnapping”. These errors can lead to conceptual misunderstandings in technical and academic contexts.

**Table 2** *Examples of common false friends between Spanish and English.*

Spanish word	English translation	English word	Spanish Translation
Éxito	Exit	Success	Salida
Actualmente	Actually	Currently, at present	De hecho, realmente
Libería	Library	Bookstore	Biblioteca
Decepción	Deception	Disappointment	Engaño
Embarazada	Embarrassed	Pregnant	Avergonzada
Sopa	Soap	Soup	Jabón
Colegio	High school	College	Universidad
Recorder	To record	To remember	Grabar

Prepared by: Author based on contrastive analysis

This table highlights the need for a proactive approach to vocabulary teaching. As Haddad and Premasiri (2024) point out, developing specific tools to address these challenges is crucial. Future research could assess the frequency of these errors among students, thereby not only improving lexical accuracy but also fostering greater metalinguistic awareness.

### *Strategies for teaching false friends in English*

There are didactic proposals presented for working with false friends in the ELE classroom, so that the lexicon is expanded with the correct use of these words, it has been proposed according to Mezquida (2022) that students practice lexical competence from various activities that help the work of language skills, for example 85 false friends are applied where words of different grammatical categories are included in order to offer students a broad lexical knowledge. This approach is significant because it goes beyond memorizing separate word lists and instead integrates false friends into communicative contexts, allowing students to actively grasp features of meaning and usage.

In the document by García and Mena (2023) argue that learning false friends can be directly associated with the development of communicative competence in English. In their research with language learners at the University of Tacna a basic, correlational study with a non-experimental design that included a population of 221 students they demonstrated that the acquisition of false friends is positively related to the mastery of communicative skills in English. This finding underscores the need to design pedagogical strategies that not only highlight lexical differences but also integrate them into meaningful practice across all linguistic domains.

Therefore, it is essential to foster oral expresión strategies that allow students to deliberately practice expresión, intonation, pronunciation, and fluency when using terms that can cause confusion. Activities such as role-plays or guided discussions that incorporate false friends can increase metalinguistic awareness and reduce errors in real time interference errors. Similarly, listening exercises should be reinforced, as they allow students to discern meaning through contextual and phonetic clues, thus helping them correctly identify and interpret false friends in oral discourse. In this regard, the use of authentic audio materials, such as interviews, podcasts, or movie scenes, can expose students to real-life uses of these terms, encouraging not only their recognition but also their accurate production.

Thus, a comprehensive pedagogical approach to false friends must combine explicit instruction with implicit practice, integrating skills. This dual approach ensures that students not only understand false friends but are also equipped to use them accurately and confidently in a variety of communication situations.

## **Legal basis**

### ***Constitución de la República del Ecuador***

The Ecuadorian Constitution establishes education as a fundamental right and establishes the State's responsibility to guarantee quality education for all citizens. According to Article 26

“La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.”

This constitutional mandate underscores the State's obligation to guarantee inclusive, quality education, which extends to the teaching of foreign languages such as English. However, lexical interference caused by false friends poses a challenge to effective language learning, contradicting the principle of quality education.

### ***Ley Orgánica de Educación Intercultural***

The fundamental principles of education, including the rights and obligations inherent each domain, are delineated in Article 2 of Ley Orgánica de Educación Intercultural LOEI

**d) Interés superior de los niños, niñas y adolescentes.** - El interés superior de los niños, niñas y adolescentes, está orientado a garantizar el ejercicio efectivo del conjunto de sus derechos e impone a todas

las instituciones y autoridades, públicas y privadas, el deber de ajustar sus decisiones y acciones para su atención. Nadie podrá invocarlo contra norma expresa y sin escuchar previamente la opinión del niño, niña o adolescente involucrado, que esté en condiciones de expresarla."

Another public interest within the Organic Law of Intercultural Education in the principles article is to have a teaching approach appropriate to the ages, ethics and established work performance, in which education is inclusive in all areas, regardless of whether access to education has cost variables. Therefore, the primary thing will be to establish the integrity of the student within the classroom, thus carrying out strategic and curricular implications for the cognitive development and coexistence of the student.

## Chapter III

### Methodological Framework

#### Method

##### *Qualitative Methodology*

The research is adapted in a qualitative approach. This methodology was chosen because its primary objective is to gain a deeper understanding of teachers' perspectives, experiences, and instructional practices regarding teaching 'false friends' (Lanka et al., 2021), the interpretation and subjectivism in direct communication between participants, considering how the phenomenon occurs and revealing cases or situations that can be compared to draw significant conclusions about the problem investigated.

This approach is particularly well-suited to exploring complex social phenomena by collecting non-numerical data. According to Kuehn & Rohlfing (2024), the strength of qualitative research lies in the interpretation of semantic relationships within the data and understanding the cultural context of the cases studied, which is essential for refining theories or conducting detailed case studies.

Consequently, this qualitative approach is implemented through semi-structured online interviews with EFL teachers. This method was chosen to document their specific teaching experiences, gather examples of classroom strategies, and understand the reasoning behind their strategies for correcting and preventing errors caused by "false friends."

#### Type of Research

##### *Phenomenological Studies*

This study adopts a qualitative research approach with a phenomenological design. As (McLeod, 2024) explain, phenomenology aims to explore the "lived experiences" of individuals to understand the

essence of a phenomenon from their own perspective.

In this context, a phenomenological approach is appropriate for the present study, which aims to understand the lived experiences of teachers of English as a foreign language with the challenges and strategies associated with teaching "false friends". This methodology will allow for a deep investigation of teachers' personal perceptions, their emotional dynamics, and the delicate obstacles they encounter in their teaching practices. This study focuses on clarifying specific realities and understanding how educators address lexical interference in the classroom.

From the perspective of teachers, this research seeks to examine the phenomenon from the teachers own point of view. This research seeks to answer the central "how do you to teach false friend to English students?" The main objective is to obtain effective information that can support pedagogical strategies and contribute to an understanding of teaching.

### **Data collection techniques**

Semi-structured interview will be conducted with five teachers from the Peninsula University of Santa Elena, individually, to obtain detailed information about the perceptions, experiences, of the teacher in each on in classroom, always maintaining a close relationship with the objectives and research questions.

To ensure flexibility and richness of the data, the interviews will be conducted virtually using a digital platform, which will also facilitate the recording and subsequent transcription of the conversations for detailed qualitative analysis.

This qualitative approach is justified as it enables the researcher to identify subtleties, advantages, and challenges that are difficult to capture through quantitative methods. As Stofer (2019) notes, an individual interview between a researcher and a participant provides a deep understanding of a small number of people and offers valuable insights into their unique experiences.

**Instruments:*****Questionnaire***

This research will use a semi-structured interview guide composed of eight open-ended questions. This instrument is designed to explore the central theme of study and gather detailed information on English as a foreign language (EFL) teachers' perceptions and teaching strategies regarding the challenge of 'false friends'.

The interview guide was selected as a data collection tool because it allows for qualitative exploration. As Sharma (2022) notes, "A questionnaire is an essential tool in epidemiological and mental health surveys, as well as for assessing knowledge, attitudes practice (KAP) on a particular topic or interest" (pag. 1). By employing guided conversation, this research can go beyond superficial responses to understand educators' lived experiences, the specific strategies they employ, and the nuances of their pedagogical reasoning, thereby obtaining the rich and detailed data necessary for robust qualitative analysis.

**Type of questions:**

This research will utilize eight open-ended questions in a semi-structured interview guide. These questions are designed to be administered virtually to five English teachers from the Santa Elena Peninsula State University, selected through purposive sampling. The virtual interviews, conducted via zoom, will be recorded and transcribed with prior consent of the participants.

## Data collection Processing and Resources:

**Table 3** *Questions words.*

<b>Basic Questions</b>	<b>Explanation</b>
What?	Qualitative data from semi-structured interviews
Where?	The interviews are conducted at the Santa Elena Peninsula University, with English professors
When?	To be carried out in October 2025
How?	Individual interviews administered via Zoom, recorded and transcribed with prior consent.
What for?	The experiences and pedagogical strategies of English teachers regarding false friends in vocabulary acquisition are explored.

*Note:* The data governing the data collection process for this qualitative study is described.

## Population and sample

The population for this study is defined as the entire group of individuals who share the characteristics of interest for the research objectives (Riya, 2023). For this research, the target population is composed of English as a Foreign Language (EFL) teachers at Santa Elena Peninsula University who have direct experience in teaching vocabulary and addressing lexical interference challenges.

The sample constitutes a subset of the population, carefully selected to represent its characteristics and allow for a thorough qualitative analysis. A purposive sampling method was used. This non-probability technique is crucial for selecting cases with abundant information that allows for a comprehensive understanding of the central phenomenon under study.

The sample consisted of five English as a Foreign Language teachers from Peninsula University of Santa Elena. This sampling strategy ensures that the data collected on perceptions, experiences, and teaching strategies related to "false friends" come from qualified informants, increasing the validity and depth of the findings. The small sample size is typical in qualitative research, allowing for a detailed analysis focused on specific cases, rather than statistical conclusions.

## Chapter IV

### Analysis of Findings

#### *Brief Explanation of the Findings*

This chapter presents a systematic analysis of the qualitative data collected through semi-structured questionnaires administered to five English teachers at Salinas Peninsula State University (UPSE). The chapter analyzes and presents the responses from the interviews conducted with teachers on the topic of false friends, providing a deeper understanding of the meaning of the results in the context of the problem studied.

The data show that the teacher studied vocabulary, which is vital for learning. Teachers also connect vocabulary to practical motivational strategies. Therefore, paying attention to these aspects is essential for effective teaching.

#### **Data Interpretation:**

**Question 1:** Which English words confuse your students the most due to their similarity to Spanish words, “false friends”?

**Table 4** *Most Common Confusing Words.*

<b>Interviewee 1</b>	<b>Interviewee 2</b>	<b>Interviewee 3</b>	<b>Interviewee 4</b>	<b>Interviewee 5</b>
Maybe depending on the situation and the level the more common are for example, actually, library, sensitive, embarrass the students listen them and get this little confusion about them.	In first levels actually they think it is 'actualmente', fabric they think it is 'fábrica', library they think it is 'librería', carpet they think it is 'carpeta'. Others are sensible what is sensitive', college they confuse it with 'colegio' de escuela.	The most common fabric confuses with 'fábrica', embarrassed translate as 'embarazada', exit confuse with 'éxito', actually.	Words that look identical to Spanish but differ in meaning the most common example can be actually 'embarrassed' 'sensible'. This creates an interference because learners assume that similar orthography implies similar meaning.	After more than two decades teaching words like 'actually' confuse with 'actualmente', 'embarrassed' 'embarazada', 'assist' 'asistir', and 'library' 'librería', even advanced students occasionally fall into these traps, especially in spontaneous speech.

*Note:* This table presents the list of "false friends" that the five teachers interviewed identified as the most common in their classrooms.

The analysis of the responses reveals notable agreement among the five teachers regarding the most confusing "false friends." Words like 'actually' and 'embarrassed' were mentioned consistently, suggesting that these are the most emblematic and persistent examples of lexical interference for learners. Other terms such as 'library,' 'fabric,' and 'sensitive' also appear with high frequency. Haddad and Premasiri (2024). This recurring pattern indicates that, beyond individual differences in each teacher's experience, there is a common core of vocabulary that presents the greatest challenges and should therefore be central to pedagogical planning. The persistence of these errors, even among students at advanced levels as reported in Interview 5, aligns with the concept of negative transfer from the L1 (Riswanto et al., 2021) and underscores the need for continuous and systematic pedagogical attention, as suggested by Agazzi (2022), who argues that vocabulary requires conscious and repeated attention.

**Question 2:** In which learning skills do you most often notice these errors with false friends?

**Table 5** *Skills with the Highest Error Rate*

<b>Interviewee 1</b>	<b>Interviewee 2</b>	<b>Interviewee 3</b>	<b>Interviewee 4</b>	<b>Interviewee 5</b>
Could be writing and speaking maybe it could be more as speaking when they are speaking maybe they don't have enough time so they have to think quickly and they are not sure and use maybe the words incorrectly in my case more common is in speaking that I have listened to my students.	They are common in writing and speaking because those are the productive activities in speaking, they improvise and just try to translate quickly the words and at that moment they misinterpret.	I usually identify in writing and speaking also, but mostly in writing.	In writing in academic paragraphs, emails, essays. In speaking when they speak spontaneously. In contrast, during reading and listening, students can infer meaning from context, so there is less probability of confusion.	I see them most clearly in writing and speaking. In writing, they use these words thinking they sound sophisticated. In speaking, errors are more spontaneous often with a confident intonation, which makes correction delicate but necessary.

*Note:* This table presents the language skills in which errors are most frequent according to teachers' perceptions.

This analysis confirms that "false friends" are a primarily productive phenomenon. Four of the five teachers agree that 'speaking and writing' are at the most affected skills supporting a socioconstructivist perspective (Rapanta, 2023), where the conflict of incorrect word use becomes more evident during active meaning construction. While Interviewee 1 and Interviewee 5 emphasize the time pressure of 'speaking', forces learners to resort to machine translations from their L1, leading to errors, Interviewee 3 identifies 'writing' as the most critical area, suggesting that students, with more time on their hands, deliberately resort to mistranslation. As Mukharramkhon (2024) criticizes, traditional methods often fail to go beyond memorization and apply them to the context. In contrast, teacher's consensus that receptive skills 'reading and listening comprehension' are less error-prone thanks to contextual clues is consistent with the vocabulary teaching model proposed by Gao (2021), where contextual parameters help learners infer meaning correctly.

**Question 3:** As students advance to higher levels of proficiency, how does the essence of their most common mistakes with false friends change, and how do their teaching strategies evolve to address them?

**Table 6** *Evolution of errors and strategies*

<b>Interviewee 1</b>	<b>Interviewee 2</b>	<b>Interviewee 3</b>	<b>Interviewee 4</b>	<b>Interviewee 5</b>
Well at lower levels mistakes are usually very direct translation at higher levels maybe they come more subtle the strategies involve maybe less on direct corrections or maybe more on awareness of the context so in that way I encourage my students to maybe identify what is the mistake.	At beginner levels, mistakes are because of translation, at higher levels they don't know how to use properly the words for example assist/ attend or discussion/ argument it's not so much the translation, it's because they do not use the correct word for the context.	In lower levels, they translate directly minimal mistakes. In higher levels they are errors because they are permanent, I try practice with writing and speaking, providing immediate feedback in higher levels we need to correct them because they will interfere with communication.	At lower levels, mistakes are frequent due to lexical similarity. As advanced learners, errors are more contextual. My strategies go from translation-based clarification to contextualized practice analysis of authentic texts and reflection on native speaker word choice.	At the beginner level, the problem is vocabulary they translate word for word. But at higher levels, the issue becomes more semantic and pragmatic. I shift to contextualized practice. We discuss connotation, register, and collocation.

*Note:* This table summarizes teachers' perceptions of how errors change and their teaching strategies at advanced levels.

Analysis of the interviews reveals that the evolution of errors, from direct translation at lower levels to practical misuse at higher levels, clearly reflects a progression through the Zone of Proximal Development (ZPD) according to Vygotsky, cited by Pedapati (2022). This pattern suggests that students overcome initial difficulties with guided support. Students typically require a temporal support strategy to grasp the difference between basic meanings. Therefore, a parallel shift in teaching strategy, moving from direct translation and correction methods deemed insufficient by Mukharramkhon (2024) to strategies that foster metalinguistic awareness and authentic practice.

This approach aligns with constructivist theory (Gao, 2021; Pedapati, 2022), where students must actively restructure their cognitive schemas through accommodation, moving from being passive receivers to active detectors of language.

**Question 4:** How well do the textbooks and materials you usually use address the specific challenge of false friends?

**Table 7** *Teaching methodologies considered effective by teachers*

<b>Interviewee 1</b>	<b>Interviewee 2</b>	<b>Interviewee 3</b>	<b>Interviewee 4</b>	<b>Interviewee 5</b>
<p>This topic it's not very common in books honestly, I haven't checked so the topic is not very common it's not something that we can find in the books easily it come from personal decision from the teacher</p>	<p>It depends on the textbook, but usually, yes, they have a section for false friends a common list to avoid errors. I also use worksheets from the internet, flashcards, and slides to reinforce.</p>	<p>Most books have content of false friends but just a few examples: As a teacher, I extend this information I have to provide more examples and more practice.</p>	<p>Most textbooks mention false friends but they don't provide systematic practice or recycling it's treated as incidental lexis rather than a linguistic interference. I usually replace textbook with my own resources including visuals, dialogues, and reflection.</p>	<p>Most textbooks mention false friends briefly. They underestimate the cognitive interference don't include enough contextual examples, nor do they recycle these items. I design my own activities to fill that gap.</p>

*Note:* This table reflects teachers' opinions on the coverage of the topic in textbooks and materials.

Consistent criticism from educators highlights a significant gap between pedagogical theory and available materials. However, some textbooks mention false friends, their treatment is described as superficial and decontextualized. This finding is consistent with the observations of Rashid, Lan, and Hui (2022), who noted that vocabulary instruction often fails to adequately address these concerns, and therefore, teachers may not perceive the acquisition of a broad vocabulary.

This shortcoming forces educators to design their own resources, a task that requires considerable additional time and effort. Therefore, this situation highlights the urgent need for continuous training (Zhang, 2022) and the creation of additional, more integrated curriculum materials that treat false friends not as incidental vocabulary, but as a central and recurring challenge in the acquisition of English by Spanish speakers.

**Question 5:** Could you describe a successful activity or lesson you used to help students understand and differentiate between a common pair of false friends?

**Table 8** *Successful activities described by teachers for teaching "false friends."*

<b>Interviewee 1</b>	<b>Interviewee 2</b>	<b>Interviewee 3</b>	<b>Interviewee 4</b>	<b>Interviewee 5</b>
Well, I don't know sometimes I used gamification false friend's detective game I can give them some statements they have to identify what is the mistake they analyze and maybe they use the correct words.	I did a role-play where students had to use false friends intentionally to see how they distort the meaning and cause confusion. For example, using 'embarrassed' as 'embarazada'. Students enjoyed it and memorized the words.	I work first with writing activities to identify the false friend then I transform this into a game 'contest' game. I use a dialogue where they speak using false friends and then correct it writing and speaking adapted into a game and competition.	I create a problematic situation students work in pairs to analyze headlines or social media posts; they have to identify possible false friends and infer meaning from context. I explain the differences. This encourages critical thinking.	A 'Real or Fake Friends Debate', groups research word pairs, create mini-dialogues showing correct and incorrect uses, and perform them. The audience must identify and explain the error. It's interactive, memorable, and the emotional connection helps retention.

*Note:* This table details the specific activities that teachers have implemented in the classroom

The successful activities described by the teachers as role-playing, gamification, and analysis of authentic materials are compelling examples of social-constructivist and communicative approaches in action. These strategies generate the "sociocognitive conflicts" that Rapanta (2023) identifies as crucial for learning, as students experience the communicative consequences of their mistakes in a collaborative setting. By participating in role-playing games or analyzing headlines, students move beyond rote memorization and into the realm of task-based learning (TBL) and meaningful interaction, which Mukharramkhon (2024) advocates against traditional methods. Furthermore, the use of authentic materials, such as social media posts, helps activate schematic knowledge (Gao, 2021), connecting new lexical knowledge to real-world experiences and making learning more memorable and impactful.

**Question 6:** What role do you think technology or digital tools can play in teaching this specific aspect of vocabulary?

**Table 9** *Technological tools and their perceived role by teachers in teaching false friends.*

<b>Interviewee 1</b>	<b>Interviewee 2</b>	<b>Interviewee 3</b>	<b>Interviewee 4</b>	<b>Interviewee 5</b>
Technology is really important we can use different tools AI maybe different platforms like Quizlet or Kahoot that they have to choose in a fun way what is the meaning the correct meaning	The typical online games like Kahoot, Quizlet, Educaplay they help students to practice through matching exercises interactive pieces help to practice and memorize.	We can use applications or websites like Kahoot or Padlet. We can use Artificial Intelligence to create activities Technology is necessary, not only in this topic but in all others.	Technology plays a significant role. I use Quizlet especially Live, for interactive, competitive practice and instant feedback, AI dictionaries to explore authentic example: Videos to enhance engagement and long-term retention.	A wonderful ally. I use Quizlet, Wordwall, Kahoot for repetition. I encourage using Corpus of Contemporary American English (COCA) to see real examples. The key is to make technology a tool for discovery where students compare patterns and develop linguistic intuition.

*Note:* This table lists the technological tools mentioned by teachers and their general application.

Teachers perceive technology as a flexible and powerful ally in addressing false friends, in relation to contemporary educational trends. The use of tools such as Kahoot and Quizlet for gamification and repetitive practice encourages lexical encoding accuracy through engaging repetition, a principle implicit in Daidone and Darcy's (2021) findings on the need for strong mental representations. Furthermore, the application of AI and linguistic corpora such as Corpus of Contemporary American English 'COCA' for discovery and analysis is consistent with the methodology described by Haddad and Premasiri (2024), who used AI to identify false friends in authentic contexts. This strategic use of technology provides the authentic and contextualized exposure that Mukharramkhon (2024) advocates, going beyond traditional methods. Furthermore, it empowers students in their professional development as autonomous learners, a goal supported by Zhang (2022). Ultimately, technology serves not only as a source of practice but as an ecosystem that fosters linguistic intuition and independent learning, helping students deconstruct and understand false friends in real-world contexts.

**Question 7:** What kind of methodology do you consider to be the most effectively teaching false friends?

**Table 10** *Teaching methodologies considered effective by teachers.*

<b>Interviewee 1</b>	<b>Interviewee 2</b>	<b>Interviewee 3</b>	<b>Interviewee 4</b>	<b>Interviewee 5</b>
The communicative methodology we can integrate this new vocabulary in different communicative activities such as debates, role plays or even maybe problem-solving activities	I think that CLT (Communicative Language Teaching) and even Project-Based Learning help them to interiorize knowledge. For example, creating a dialogue is a kind of project.	It's important to use Communicative Language Teaching (CLT) and Task-Based Learning (TBL) so students can practice with real situations and real tasks.	The communicative approach is effective we go into meaningful contexts. I combine it with emphasizing collocations. I encourage students to compare meanings, create visuals, and produce sentences in context to internalize the words.	A communicative and contrastive approach. I combine Cognitive Linguistics with Task-Based Learning. The combination of explicit instruction 'raising awareness' and meaningful communication is powerful. Students internalize.

*Note:* This table summarizes teachers' preferred methodologies for addressing the teaching of "false friends."

The widespread endorsement among teachers of communicative methodologies such as task-based learning, project-based learning, and communicative language teaching is firmly grounded in the theoretical framework. This preference directly aligns with Mukharramkhon's (2024) critique of traditional memorization-based methods. These interactive approaches provide the social interaction and authentic argumentative dialogues that, according to Rapanta (2023), are essential for resolving the cognitive conflict caused by false friends. Furthermore, Interviewee 5's mention of Cognitive Linguistics aligns with Gao's (2021) model, which emphasizes the importance of schematic activation and contextual parameter analysis for deep vocabulary acquisition. This combination of communicative practice and cognitive engagement provides a solid pedagogical foundation for teaching semantically complex items, such as false friends.

**Question 8:** Based on your experience, what is the most effective way to provide feedback on this type of error so that the student doesn't make it again?

**Table 11** *Feedback strategies considered effective by teachers.*

<b>Interviewee 1</b>	<b>Interviewee 2</b>	<b>Interviewee 3</b>	<b>Interviewee 4</b>	<b>Interviewee 5</b>
There are immediately two aspects the first correct during that moment right check now don't say 'in embarrass' and only correct but maybe we can ask them What do you think about this word? Does it make sense? make them that analyze the words so we can create something that they remember.	I use immediate feedback I stop the student and say 'that is not the correct word, it is this'. I explain the meaning in Spanish and they laugh because they realize the mistake I make it constructive and explain that if you say that to a native speaker, they won't understand.	We have to provide immediate feedback identify it immediately and tell the students the mistake provide more examples and explain why it's a mistake provide contextual examples: dialogues, workshops.	Feedback should be clear, concise, explicit, and reflective. I like to correct in context. I ask guiding questions 'What do you want to express?' We associate with the student's intention provide the correct form and encourage using both words in contrast.	Feedback should be immediate, gentle, and reflective. I write both forms on the board and ask them to reflect on their choice. I turn it into a mini-dialogue. Repetition is key to ensure consolidation. Students start self-correcting.

*Note:* This table details the strategies teachers use to provide corrective feedback.

The feedback strategies teachers find most effective are the direct application of socio-constructivist and cognitive principles. Immediate, reflective, and guiding feedback acts as an essential educational support system within the student's Zone of Proximal Development (Pedapati, 2022), helping them overcome the gap between their current understanding and correct use. Rather than simply providing the answer, teachers use guiding questions to encourage self-correction and metacognition, a process that Rapanta (2023) highlights as key to knowledge construction. This method is much more effective than mere correction because it encourages the cognitive "adaptation" necessary to restructure the student's mental schema of the word according to Piaget, cited in Pedapati (2022), which leads to more lasting learning and the ultimate goal of student self-correction.

## Chapter V

### Conclusions and recommendations

The teaching of "false friends" in English as a foreign language is revealed to be a critical area that transcends simple vocabulary instruction and becomes a fundamental pillar for the development of precise and autonomous communicative competence. The following conclusions can be drawn from this study.

First, the research identifies a persistent lexical core of "false friends" for example, 'actually,' 'embarrassed,' 'library.' This is consistently reported by teachers regardless of their experience or context. This not only confirms the structure of lexical interference for learners but also points to a clear and fundamental objective for curriculum design, indicating that these terms must be explicitly and continuously addressed throughout the learning process.

Second, the study demonstrates that the creation of errors evolves significantly with the student's proficiency level. While at the initial stages the problem is one of translation, at higher levels it becomes a practical challenge and a need to adapt to the context. This finding calls for a parallel evolution in teaching practice, shifting the focus from superficial correction to strategies that foster metalinguistic awareness, contextual analysis, and the use of language in authentic and meaningful situations.

Finally, it is concluded that there is a considerable gap between pedagogical theory and available teaching materials. Textbooks, while mentioning the phenomenon, do so insufficiently and decontextualized, forcing teachers to act as resource designers to fill this gap with creative, gamified activities based on a communicative approach.

This teacher independence is both a challenge and an opportunity to personalize teaching and respond effectively to students' real language needs.

## Recommendation

Based on the conclusions, the following recommendations are made to teachers, curriculum designers.

For Teaching Practice, teachers are recommended to dedicate explicit instructional time to the group of "false friends" identified as most problematic, for example: actually, embarrassed, library, integrating their practice into oral and written production activities from the initial levels.

Analyze the implementation of a dual approach, combining immediate and reflective correction with long-term, contextualized practice. The use of activities such as role-playing, debates, and analysis of authentic texts (social media or news articles) is recommended to familiarize students with the correct use of the language.

Technology can also be leveraged strategically, using tools such as Kahoot, Quizlet Live, and the Corpus of Contemporary American English (COCA), not only for gamification and memorization but also to foster research and independent student discovery.

Within the curriculum planning, teachers should include digital materials as essential support to reinforce the secondary treatment of false friends. This activity should be applied at different academic levels with contextual examples and opportunities to reuse the implemented outlines or diagrams.

Finally, in terms of developing teaching resources, educational institutions are encouraged to provide resource banks and professional development workshops where teachers can share and create effective activities to address lexical interference.

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## Annexes

### Annexes A: *Certified Anti-Plagiarism System*

#### **Certificado Sistema Anti-Plagio**

En calidad de tutora del Trabajo de Integración Curricular denominado “STRATEGIES FOR TEACHING ‘FALSE FRIENDS’ VOCABULARY IN (EFL) LEARNERS” elaborado por la estudiante YADIRA MISELA CRESPIÓN MITE de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0 % de la valoración permitida, por consiguiente se procede a emitir el informe , para proceder a la revisión por parte del especialista.

Atentamente,



Lcda. Vera Cruzatti Rossana Narcisa, MSc.

**TUTOR**



CERTIFICADO DE ANÁLISIS  
magister

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**Annexes B: Questionnaire****STRATEGIES FOR TEACHING “FALSE FRIENDS” VOCABULARY  
IN (EFL) LEARNERS**

1. Which English words confuse your students the most due to their similarity to Spanish words, “false friends”?
2. In which learning skills do you most often notice these errors with false friends?
3. As students advance to higher levels of proficiency, how does the essence of their most common mistakes with false friends change, and how do their teaching strategies evolve to address them?
4. How well do the textbooks and materials you usually use address the specific challenge of false friends?
5. Could you describe a successful activity or lesson you used to help students understand and differentiate between a common pair of false friends?
6. What role do you think technology or digital tools can play in teaching this specific aspect of vocabulary?
7. What kind of methodology do you consider to be the most effectively teaching false friends?
8. Based on your experience, what is the most effective way to provide feedback on this type of error so that the student doesn't make it again?

## **Annexes C: Interviews transcription**

### **Interviewee #1**

Good afternoon, Mister, thank you very much for granting me this interview and for taking the time to answer my questions. Let's get started. I'd like to inform you that this meeting will be recorded at the beginning for proper transcription.

Okay, let's begin. First question: **Which English words confuse your students the most due to their similarity to Spanish words, “false friends”?**

Hello Miss good evening thank you for the interview according to question number one: maybe depending on the situation the and the level basically the level the degree maybe the more the more common are well for example actually Library in sensitive embarrass maybe they are the most common words when we are teaching and sometimes, we read or do we listen these in this world and the students listen them and get this little confusion about them.

The next question is: **In which learning skills do you most often notice these errors with false friends?**

According to the activity well could be writing and speaking maybe it could be more as speaking that they have more of this mistakes because they don't have enough time to check words maybe if they are doing right and activities they can go to translator or ask somebody they have more time but when they are speaking maybe they don't have enough time so they have to think quickly and they are not sure and use maybe the words incorrectly Maybe in my case more common is in speaking that I have listened to my students.

Okay thank mister, next question is: **As students advance to higher levels of**

**proficiency, how does the essence of their most common mistakes with false friends change, and how do their teaching strategies evolve to address them?**

Well at lower levels mistakes are usually very direct translation like saying I am embarrassed maybe you know the meaning and at higher levels maybe they come more subtle like well not de-identify a specifically the levels maybe of this so basically the strategies is involves maybe less on direct corrections or maybe more on awareness of the context so in that way I encourage my students to maybe identify what is the mistake and they realized that they are not using the correct words in those situations.

Okay, the next question is: **How well do the textbooks and materials you usually use address the specific challenge of false friends?**

This topic it's not very common in books honestly I don't remember that they use a lot of this topic honestly I've heard this on videos or a specific classes when I was a student in this case the books that I am using now, I haven't checked so the topic is not very common it's not uh, something that we can find in the books easily and obviously if we don't have that topics from the books sometimes teachers we don't.. we don't use that because we have to complete a book depending of the level right and depending on the of the level that we're teaching I think it's it come from personal in this case a decision from the teacher that is we consider that they are necessary and we select but on books it is not very common it's not a very common topic.

Well thank, the next is: **Could you describe a successful activity or lesson you used to help students understand and differentiable between a common pair of false friends?**

Well I don't know sometimes I used gamification and I try to use this kind of a strategy with the different activities without caring about the students sometimes but could be I don't know false friends detective game I don't know so I can give them some statements could be written orally and could be individually or as a group they that they have to identify what is the mistake given time that they analyze and maybe they use the correct words could be like after checking this this lesson maybe of this topic we can use that to verify that they already know the new information about this false friends.

**What role do you think technology or digital tools can play in teaching this specific aspect of vocabulary?**

Technology is really important and it is not a deception. Technology you can play an important role here we can use different tools AI maybe or a different base skill board or well that we can identify maybe the information and we're can play with different assimilation as I mentioned information right like gamification different platforms like Quizlet or Kahoot that they have to choose in a fun way what is the meaning the correct meaning of some words from this topic.

Thank, next question: **What kind of methodology do you consider to be the most effectively teaching false friends?**

The communicative methodology that we as a teacher show in this on different statement maybe the ideas with this kind of vocabulary so if we are maybe I don't know using this world so we can teach them in a better way so we can work check and practice with a game and they find the topics and after that we can integrate this new vocabulary in different communicative activities such as debates role plays or even maybe problem-

solving activities that they have to communicate and they have to acquire the new world and identify the meaning and now that they know the meaning they can use them in different examples with the correct meaning.

And the last one: **Based on your experience, what is the most effective way to provide feedback on this type of error so that the student doesn't make it again?**

There are immediately two aspects right the first the most common would be the correct during that that moment right check now don't say in embarrass do you know or embarrass not correct and only correct but maybe we can ask them what do you think about this word does it make sense Maybe identify that and make them that analyze the words and in this case identify that they identify that the word is not correct and remember according to the class and the previous activity that they were incorrect so we can create with this something that what they remember they acquired the vocabulary the new reinforce maybe that aspect that they it wasn't clear maybe but with this we can ensure that they are going to make less mistakes when they are already identified these new vocabulary and they already know that it's not the correct way and now they can use them in a better way.

Okay, thank you mister, for you participating in my interview.

A pleasure, thank you.

## **Interviewee # 2**

Good afternoon, Miss, thank you very much for granting me this interview and for taking the time to answer my questions. Let's get started. I'd like to inform you that this meeting will be recorded at the beginning for proper transcription.

Okay, let's begin. First question: **Which English words confuse your students the most due to their similarity to Spanish words, "false friends"?**

Uh, thank you for your interview know that we are here to help every, OK try to have all the students OK. So, there are many, there are many and also it depends on the level. For example, in the First levels, usually they confuse for example, actually they say actually and they think that they are saying, but in fact, actually in english is in fact ok, is 'actualmente' will be currently, so actually it's very common, also sometimes they say fabric for 'fabrica', but we know that it's factory, another one is 'liberary' they saying that, Librería, but in fact is biblioteca right, so those are like the most common orders of carpet, they think that is 'Carpeta' but carpet is 'alfombra', so I would say that those are at the beginning, maybe there are others that are like sensible, that is similar to Spanish but in english sensible would be sensitive because sensible has another meaning and also could be college there is another one college that is high School, they ok students in that is high School or in fact colleges like University and I would say that those are like the most common and mistakes or false friends that they use.

The next question is: **In which learning skills do you most often notice these errors with false friends?**

Okay, they are common in writing and speaking because those are the productive activities in writing when they have to create sentences or talk about the specific topic, and in speaking because sometimes they have just one answer to some questions and they improvise and they just try to translate quickly the words and at that moment they misinterpret the word.

Okay thank, next question is: **As students advance to higher levels of proficiency, how does the essence of their most common mistakes with false friends change, and how do their teaching strategies evolve to address them?**

Uh, as I gave at the beginning in the First sentence, in the First questions like the beginner mistakes are because of translation they sound similar, but then also as they also as they go higher in higher levels, sometimes they don't know how to use properly the words and for example assist and attend is not the same, right, assist is to help and attend is in Spanish will be assisted, so they just do not use the correct words for the context that they are speaking or they are writing or for example discussion and argument is not the same in Spanish we say this discussion is just to have a normal talk about specific topics, so I will say that this at that moment in higher levels is not so much for the translation is because they do not use the correct word for the context that they are using.

Thank miss, the next question is: **How well do the textbooks and materials you usually use address the specific challenge of false friends?**

Uh I would say that yeah, it depends on the textbook, but usually, yes they have a section for false friends and it's like they give a common list to avoid the errors but at the same time, there are some worksheets that we can find on the internet to reinforce that so i used to do that and also like to show some in this case will be flashcards or slides to do show exactly what they want to what is the meaning of the words and not what in Spanish, they sound like no, this is the real name (maybe).

Well thank, the next is: **Could you describe a successful activity or lesson you used to help students understand and differentiable between a common pair of false**

**friends?**

Uh, once I remember that I did like a i asked a play role where students should have a dialogue using intentionally the false friends and how these false friends will distort the meaning and will cause a confusion right, well, I think that was an Activity that a student's enjoy a lot because the typical embarrassed that sometimes a student saying that is pregnant and is totally different, so they were laughing and I think that they memorized the false friends.

**What role do you think technology or digital tools can play in teaching this specific aspect of vocabulary?**

Uh, I think that the typical games, the online games maybe through the Kahoot or Quizlet also that allows the flashcards or Educaplay right, and the other I don't remember yeah, but I see that all these, eh, interactive pieces in some point help students to practice and also to play just like matching the correct one or matching the mistakes and in that sense in that way they practice and they can memorize.

Thank, next question: **What kind of methodology do you consider to be the most effectively teaching false friends?**

Uh, I think that the typical clean or communicate CLT communication, language teaching and even also project based learning as I told you, I send to create a dialogue and that is in some point of project, i see that those methodologies help them to interiorized knowledge.

And the last one: **Based on your experience, what is the most effective way to provide feedback on this type of error so that the student doesn't make it again?**

Okay, uh, what I usually do is, uh, the immediate feedback, ok not like to laugh or I always even say the other classmate do not laugh at the person because everybody can legally say, but usually I stop when, a student made a mistake with false friends that you stop saying no that is not the correct word, is this because if you say that means and I say the meaning in Spanish and of course they laugh because they realize that it's not the correct word, and in that I have seen that they remember because what I tried to, well then if there is a common mistake that they should not feedback because most of the learners do it, and the part that is necessary to remember, because if you say that to an english speakers, maybe the person will be watching, what are you talking about, ask the meaning is totally different, so that is what I do from the feedback that an immediate and constructive one ok.

Okay miss, thank for your participation.

Okay, you're welcome.

### **Interviewee #3**

Good night, Miss, thank you very much for granting me this interview and for taking the time to answer my questions. Let's get started. I'd like to inform you that this meeting will be recorded at the beginning for proper transcription.

Okay, let's begin. First question: **Which English words confuse your students the most due to their similarity to Spanish words, "false friends"?**

Uh, ok well, the most common false friends that uh, were that my students always confuse is, for example, fabric they confuse with 'fabrica' en español, but it means that it's a material another common word is embarrassed that they translate into 'embarasada' that means that you are ashamed another one is exit that it means, uh when you leave, but they

confuse with 'éxito', there are other words, but these are the most common that I usually detect with my students, especially with embarrassed they confuse with 'embarasada' another one is actually okay, actually they also confused these words these are the most common.

The next question number two: **In which learning skills do you most often notice these errors with false friends?**

Well, I usually identify well, in writing okay when my students usually write in classes when they don't use, for example, a dictionary or when they don't use artificial intelligence, they usually confuse in writing and the speaking also, but mostly in writing.

Okay thank, the question number three is: **As students advance to higher levels of proficiency, how does the essence of their most common mistakes with false friends change, and how do their teaching strategies evolve to address them?**

Well, uh, in the lower levels, they usually translate directly from Spanish, that's why they confuse, and in these levels we can say that these are minimal mistakes, but when we are or when we are, when my students are in higher levels, in this case, they are not mistakes, they are errors because, they are permanent, so what I do is that I try that my students a practice with writing and speaking, providing immediately feedback in order to correct the mistakes and errors, and the low levels it's very common because they are starting to learn english but in higher levels, we need to correct them, because they are going to interfere with communication, especially in writing and speaking.

Okay, the question number four: **How well do the textbooks and materials you usually use address the specific challenge of false friends?**

Well, most of the books have, uh content of false friends but they have just a few

examples, so, as a teacher what I do is that I extend this information I make my students practice more, exercises than the ones that appear in the book not all the books have false friends, some of them just mention a few examples, but as a teacher, I have to provide to my students with more examples and with more practice.

Okay, question five: **Could you describe a successful activity or lesson you used to help students understand and differentiate between a common pair of false friends?**

Well, I can adapt activities I usually work First with writing activities where they can identify the false friend, worksheets, where they can underline, or where they can circle the false friends and identify the error, and I can transform this activity into a game, maybe a contents where the students have to identify very quickly the false friends then I can use I usually use a dialogue where they speak this dialogue using false friends, and then they have to correct speaking using the correct words usually writing and speaking, I adapted into a game, competition and in this way I assure that my students can identify what are the false friends.

Question six: **What role do you think technology or digital tools can play in teaching this specific aspect of vocabulary?**

Okay, uh, well we can as teachers we can use Technology we can use applications different applications we can use, for example okay uh, well we can use Technology, Technology is a very useful tool that we can use as teachers in our classes we can make our students also use Technology I think that Technology plays an important role for teachers, we have to use Technology we can use applications or websites like Kahoot or we can

Padlet or we can use artificial intelligence to create activities for our students to practice and also, we can use applications where our students can choose or practice false friends identifying false friends so, I think that Technology is necessary, not only in this topic we need to use Technology in all other topics.

Thank, question seven: **What kind of methodology do you consider to be the most effectively teaching false friends?**

Okay, um, well, I think that it's important that we use the communicate language teaching, and also we can use, task-based learning because with communicative language teaching, our students practice communication and with task-based learning, our students can, um, practice, activity, and tasks that are related with real-life situations, so with this methodology with this methodology our students can practice with real situations or were real tasks, this topic false friends.

And finally question: **Based on your experience, what is the most effective way to provide feedback on this type of error so that the student doesn't make it again?**

Okay, I think that we have to provide immediate feedback after we finish an activity after we identify that our students are have these uh, mistakes or errors we have to provide immediate, immediate feedback, we need to identify it immediately and we have to tell our students what is the, what is mistakes and then provide more examples and explain why it's a mistake, and also we can provide contextual examples like when i practice then with dialogues or when, i practice or work workshops with them i am providing more examples so they can realize what is the mistake.

Okay miss, thank you.

Okay, thank you very much. It was pleasure. I hope that you finish your work, your test it successfully.

Okay, miss, thank you very much.

#### **Interviewee # 4**

Good night, Miss, thank you very much for granting me this interview and for taking the time to answer my questions. Let's get started. I'd like to inform you that this meeting will be recorded at the beginning for proper transcription.

Okay, let's begin. First question: **Which English words confuse your students the most due to their similarity to Spanish words, "false friends"?**

Okay so, according to my own experience, the words that can cause confusion amount is Spanish speaking learners can be those that look almost similar or i mean identical to Spanish, Spanish meaning, but they can differ in its equivalent or meaning, as well so, the most common example can be actually, because with this word, students become confused, and they think that it means 'actualmente' okay, another word can be um, let me think maybe embarrassed, because sometimes we tend to think that this word means 'embarazada', but you know that this word has another meaning another word can be sensible, okay so it Works like this make your students feel confused okay, so this creates, uh, like an interference because we as a learner assume that similar characteristics in terms of Orthography well not get there it can imply similar meaning, so I think that, in my experience uh, these are the words that can cause most confusion among spanish-speaking learners.

The next question number two: **In which learning skills do you most often notice**

### **these errors with false friends?**

okay, so I can say that in writing is one of the most and also we can say that it's speaking so, this false friends tend to appear frequently in writing and speaking, so in writing you know that students use false friend it can be in academic paragraphs other type of text, like emails, maybe or essays, so and they think that they are using correctly these words in terms of meaning so, in a speaking uh, also we can notice clearly this type of mistakes when they try to speak spontaneously, when they are not memorizing a text okay, so they rely on these words because they think that the lexical meaning just go today in Spanish translation so, in contrast we can say that during Reading and listening, so students can often in fair the meaning from the context okay , so it is less oh we have less probability that we become confused, so most frequently I can say that writing and speaking.

Okay thank, the question number three is: **As students advance to higher levels of proficiency, how does the essence of their most common mistakes with false friends change, and how do their teaching strategies evolve to address them?**

Well, we can say that a lower level students mistakes with false friends are frequent, because they depend on lexical similarity to associate this with the meaning so, they have to guess the meaning, as they are advanced learners so, the errors maybe are more contextual, for example with the word sensible instead of sensitive in academic writing or with other words, my teaching strategies can go from simple translation base clarification to contextualize practice okay so they can make an analysis of this so they can make an analysis and authentic text and also they can reflect on why speakers or native speakers choose certain words.

Thank miss, the question number four: **How well do the textbooks and materials you usually use address the specific challenge of false friends?**

Well, most textbooks we know that mention false friends okay, in the vocabulary sections or maybe in this sure note that appear in the Reading section, but we can say that they let's see, well don't provide systematic practice or maybe they're recycling of this word this any topic can be seen or how can I say this may be an incidental lexical? Um, rather than an interference in terms of linguistic so, for this reason I usually replace, textbook with resources that I can create including visuals and also including dialogues, and maybe the reflection at the end of the class, okay, that can also serve as feedback to recognize these false friends.

Okay, question five: **Could you describe a successful activity or lesson you used to help students understand and differentiate between a common pair of false friends?**

Well, I always try to let students wear problematic situation a problematic situation in which they are forced to discover to figure out, so they can work in pairs maybe to analyze maybe some headlines from news or maybe from different social media post that can contain words similar to Spanish, so they have to identify possible false friends they can also infer the meaning, but from the context and also I can explain this difference in Spanish okay you know what where it's like sensible awards, like actually what it's like actually vs currently, so they know this how the context helped end to guess or to see the real meaning of the word and also, we encourage critical thinking with activities like this, okay, after this they can use the word correctly in maybe a writing task.

Question six: **What role do you think technology or digital tools can play in teaching this specific aspect of vocabulary?**

Well, you know that Technology nowadays plays a significant role okay at any aspect it can be in vocabulary or the development of different skills, but in terms of false friends it has a significant role because the activities are interactive and also contextualized, we can use i really like using Quizlet to develop your vocabulary because I can't provide them definitions, but only I can provide them the opportunity to practice to learn, to memorize the words in different ways as and also I really like the version that it's, life bizlet because they can work Together in a competition so, they can visualize, they can match they can associate and also they can receive an instant feedback with this a technological tool, so and also I know that nowadays, we can come with different tools, like AI dictionaries and it can also help students to explore authentic examples, so it is going to be beneficial for them because they gain a different understanding moreover we can also incorporate videos short videos or different things and that can highlight these false friends, you know so it can enhance the engagement and the long-term retention that it's important.

Thank, question seven: **What kind of methodology do you consider to be the most effectively teaching false friends?**

Well, I consider that the communicative approach is effective, because we are teaching not only vocabulary, so in an isolated way but also, we are letting our students to go into meaningful contexts, I know we can combine different elements, we can emphasize, for example co-locations that also are important, because we use co-locations daily you know our daily life as well as, a communicative approach, but we're real-life context, because I always like that my students personalize what they are learning okay, we can highlight I at

the same time differences between English and Spanish, I encourage students to compare meaning and also that they can create some visuals and that they can produce sentences, but in context that help them to infer to internalize and use the words correctly.

And finally question: **Based on your experience, what is the most effective way to provide feedback on this type of error so that the student doesn't make it again?**

Okay, the feedback plays a significant role okay, and the feedback should be clear and concise explicit and reflective when I notice a mistake or a false friend mistake I highly like it in context remember, so I make up my students work in their own sentences, but thinking about real-life situations, okay, after this I can ask some guiding questions, so maybe to make sure that they um, have used these words correctly in sentences, like what do you want to express, what do you mean with this okay, we can associate this with the intention that the student have and also with the meaning of the words, we can provide then the correct form and also we encourage them with Foster them that they can use both words in short sentences and also that they use their meaning in contrast with follow-up activities, and also based on the previous feedback, we can consolidate learning, and we can avoid that they make the same mistakes.

Okay miss, thank for your time.

Okay, you're welcome, good luck with your work.

### **Interviewee # 5**

Good night, Miss, thank you very much for granting me this interview and for taking the time to answer my questions. Let's get started. I'd like to inform you that this meeting will be recorded at the beginning for proper transcription.

Okay, let's begin. First question: **Which English words confuse your students the most due to their similarity to Spanish words, “false friends”?**

After more than two decades teaching English to Spanish-speaking students, I've noticed that words like 'actually' which they confuse with 'actualmente', 'embarrassed' 'embarazada', 'assist' 'asistir', and 'library' 'librería' cause the most trouble. These words seem innocent at first glance, but they tend to create deep-rooted misunderstandings that affect comprehension. What's most interesting is that even advanced students occasionally fall into these traps, especially in spontaneous speech.

The question number two: **In which learning skills do you most often notice these errors with false friends?**

Okay, false friends appear across all four skills, but I see them most clearly in writing and speaking. When students are under pressure to produce language quickly, they rely on their Spanish intuition. In writing, they tend to use these words in academic essays or reflections, thinking they sound sophisticated. In speaking, the errors are more spontaneous often accompanied by confident intonation, which makes correction delicate but necessary.

Question number three is: **As students advance to higher levels of proficiency, how does the essence of their most common mistakes with false friends change, and how do their teaching strategies evolve to address them?**

Well, at the beginner level, the problem is the vocabulary they simply translate word for word. But at higher levels, the issue becomes more semantic and pragmatic. Students might know that 'actually' doesn't mean 'currently', yet they use it in contexts where it sounds unnatural. To address this, I shift from translation-based explanations to contextualized

practice, showing how meaning changes depending on discourse. We discuss connotation, register, and collocation moving from recognition to real communicative control.

Okay, the question four is: **How well do the textbooks and materials you usually use address the specific challenge of false friends?**

Well, most textbooks mention false friends briefly, often as a vocabulary note at the bottom of a page. However, they rarely go beyond that. In my experience, materials underestimate the cognitive interference that false friends create. They don't always include enough contextual examples, nor do they recycle these items across different units. I often need to design my own complementary activities to fill that gap and personalize learning to my students' linguistic realities.

Okay miss, question five: **Could you describe a successful activity or lesson you used to help students understand and differentiable between a common pair of false friends?**

Well, one of my favorite activities is a 'Real or Fake Friends Debate.' I divide the class into groups, each with pairs of similar-looking words like 'sensible/sensitive' or 'actual/current'. Each group researches the meanings, creates mini-dialogues showing correct and incorrect uses, and performs them for the class. The audience must identify which use is wrong and explain why. It's interactive, memorable, and full of laughter and that emotional connection helps them retain the differences for life.

Question six: **What role do you think technology or digital tools can play in teaching this specific aspect of vocabulary?**

Okay, technology is a wonderful ally. I use digital flashcards Quizlet, AI-based tools,

and interactive games like Wordwall or Kahoot to reinforce meaning through repetition in context. I also encourage students to use corpora such as COCA to see real examples of usage. The key is to make technology not just a source of input, but a tool for discovery where students compare patterns and develop their linguistic intuition.

Thank, question seven: **What kind of methodology do you consider to be the most effectively teaching false friends?**

Well, a communicative and contrastive approach works best. I combine Cognitive Linguistics 'understanding how meaning is conceptualized' with Task-Based Learning, where students use false friends in real contexts and reflect afterward. The combination of explicit instruction 'raising awareness' and meaningful communication 'using the words authentically' is powerful. Students don't just memorize they internalize.

Okay thank, and finally question: **Based on your experience, what is the most effective way to provide feedback on this type of error so that the student doesn't make it again?**

Well, the feedback should be immediate, gentle, and reflective. I usually stop the student kindly, write both the mistaken and correct forms on the board, and ask them to reflect on why they chose the word. I turn it into a mini-dialogue rather than a correction. Repetition is key I bring the same word back in later tasks to ensure consolidation. Over time, students start self-correcting, which is the most rewarding sign of progress for a teacher.

Okay, thank you miss.