Acquiring Vocabulary Through the Use of Cognates
Ervin Jair Mateus Osma

The purpose of this research was to identify how cognates can be implemented in English classes as a way to learn new vocabulary. University students (English 1) were instructed in the use of true and false cognates in order to grasp new vocabulary, and to decrease the use of dictionary during regular classes. Pupils were given different exercises in which they had to identify and connect new words they were studying in regular class with the corresponding cognates. Surveys, field-notes, and students' written pieces showed that cognates work as a way to understand new concepts as well as to reduce dictionary use. Although, it is time consuming for teachers to prepare lessons full of cognates, it is quite advisable the implementation of true and false friends

The influence of Seating Arrangement on On-Task Behavior
Jessica Higuera

This action research project aimed at analyzing how seating arrangements affect students' on-task behavior in a group of 6th graders from a Public School. The data was collected by using different techniques such as: interviews, surveys and observations through maps. On one hand, this study suggests that rows seating arrangement is the best organization for promoting on-task behavior. On the other hand, group seating arrangement is better for group projects although for individual work or paying attention time can make difficult students' on-task behavior. Moreover, based on observations, these two seating arrangements work better when off-task behavior students are in assigned seats by teachers.

Improving Children's Listening Comprehension Through Metacognitive Strategies
Tatiana Robayo

The objective of this study was to identify the effect of metacognitive listening instruction of primary English Language Learners on listening comprehension. Twenty six students participated during one month period in listening lessons that led them to plan, monitor and evaluate their own listening performance. During the lessons, students demonstrated to have little understanding of some listening comprehension strategies. After implementing metacognitive strategies, students not only increased their level of comprehension but also their confidence and their use of strategies when completing the listening tasks. Data was collected from participant observations, checklists, questionnaires and teacher interviews.

Making Inclusion Effective for Deaf People
Alexa Blanco

The purpose of this action research project was to identify how peer interaction strategies empower learning in an inclusive classroom. From a focus group of 15 students, 8 deaf and 7 hearing, it was visible how promoting interaction by using the ZPD theory by Vygostky students could actually benefit from being integrated in a classroom and perform better when using class concepts. Implementation of ZPD showed how classes and teachers need to be guided and lessons planned in inclusive classrooms. The project also shows how difficult it is for teachers to find a balance when delivering their classes, as well as was evident the motivation from both deaf and hearing students to interact and learn from each other. Overall, there is a need for doing more research on this field in order to identify immediate actions to be taken and applied in the school system.

ÚNICA
Primera Institución Universitaria Bilingüe de Colombia

Research in Action at UNICA

"Research is to see what everybody else has seen, and to think what nobody else has thought." Albert Szent-Gyorgyi.

Research II class:

Jessica Higuera, Alejandro Rativa, Tatiana Robayo, Camilo Calzada, Viviana López, Diana Socha, Ervin Mateus, Alexa Blanco.

Professor:

Mónica Rodríguez Bonces, PhD ca

December 1st, 2011

Research in Action at UNICA

Mills, G (2007) defines Action Research as "any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how schools operate, how they teach, and how well students learn." (pg. 5). Unica has as one of its objectives to foster research—inquiry skills as well as to prepare future teachers to apply the best practices in the classroom. In order to support research practices at the university, Research II students organized the event **Research in Action.**

"Research in Action" has as a main goal to disseminate the research projects in progress or finished by our undergraduate students at UNICA. The projects address issues related to bilingual education, teacher preparation and language learning innovations. The Research Tips Fair and the Research Sessions gather students and teachers together to talk about research.

The Research Tips Fair provides helpful hints on how to elaborate an action research thesis project and the project presentation sessions sample some research studies conducted by our undergraduate students as part of their thesis.

SCHEDULE

8:45 Registration -   Room 408

9:00 – 9:15 Opening

9:15 – 10:00 Research Tips Fair

10:00 – 10:15 Break

10:15 – 10:40 Session 1

10:45 – 11:10 Session 2

11:15 – 11:40 Session 3

11:45 – 12:00 Closing

Sessions	Room 408	Room 417
Session 1	Alejandro Rativa	Camilo Calzada
Session 2	Jessica Higuera	Ervin Mateus
Session 3	Tatiana Robayo	Alexa Blanco

Improving Students´ Pronunciation Via Rhymes
Camilo Calzada

Opportunities to practice pronunciation need to be given in any educational setting. Rehearsing pronunciation lets students be intelligible and make intercultural communication possible among other benefits. This project presents a study done in a public school of Bogota, where rhymes were implemented as a strategy to improve pronunciation. Data came from three main sources: tests, audio recordings and field notes taken by the participant observer. Rhymes including specific phonemes were applied to the selected group of students. Findings suggest that rhymes may be used as a monitor strategy that not only motivates students but also creates a meaningful learning atmosphere while students get better in the pronunciation of minimal pairs.

Adapting Features from SIOP Component: Lesson Delivery to English Lessons at Miravalle School
Alejandro Rativa

This action research project aims at describing how to adapt some features of SIOP component: Lesson Delivery for the teaching of English in sixth grade at Miravalle School. Despite some school principals efforts to offer students the best second language learning, some English language lessons have been taught with Spanish overuse. After observations, students and teachers surveys, three lesson plans which focused on SIOP features and students needs were designed. The findings demonstrated that the overuse of Spanish is reduced when besides implementing features of SIOP component: Lesson Delivery, the teacher develops vocabulary activities. Finally, it is suggested that teachers have SIOP training for teaching content, participate in research projects at school, and focus more on students needs.