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False Cognates English – Brazilian Portuguese

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1. Introduction

This paper investigates several word etymologies in order to present a strong connection between word origins and false friends linking two major languages of the world. It is important to show that some of the ways in which lexical meanings typically change over time, affect one or even more languages, in the case of this paper English and Brazilian Portuguese. Semantic change itself is rarely neat, and usually involves more than simply the shift from a single ‘old’ meaning to a single ‘new’ meaning. Much more often, one or more meanings declines or drops out of use over time, or additional new meanings emerge from existing senses, perhaps changing the prototypical use of the word.

In order to facilitate the learning of English in EFL (English as a foreign language) classrooms around the world, teachers should point out that English contains many words from other languages a exemplary case is of French origin words that generally occur in art, sports, money, diplomacy, etc. Most are pronounced according to English rules of phonology. Usually, if the word or phrase retains French diacritical marks is generally printed in italics, keeping its French identity. Others may seem correct to English speakers, since many of them are now extinct or have changed meaning. English has gone through many periods when large numbers of words from a language have been borrowed. It not only borrows from other languages but is also borrowed from others. The more contacts, the more loan words the language will acquire. Borrowed and loaned lead to the fusion of different languages of different nations and form new words in English.

Because polysemy is so common, the tendencies we have observed in semantic change – widening and narrowing, amelioration and pejoration, changes triggered by metaphor and metonymy – are best thought of as tendencies which affect one or more senses of a word, rather than that word. The question of why words change meaning is tricky, and there is no single answer, although we can observe typical language-external and language-internal triggers. The examples we have looked at in this chapter show that every case of semantic change is different, involving pressures of different kinds, so that extra-linguistic and intra-linguistic factors often interact. Initial pressure for the emergence of a new sense was language-external, since it related to the new need for a term in changing social circumstances. The subsequent decline of the sense can be attributed to language-internal pressure, because it was triggered by adjustment in the language system to accommodate the rise of the new meaning.

2. Research goals

The goal of this paper is to contextualize to second language teachers of English a deeper knowledge of the many different false cognates between English and Brazilian Portuguese. Students are not taught the minutiae of the English language; they are usually taught to learn by heart some features of the language and accommodate that with their ongoing understanding of it. In order to achieve a better comprehension of the language, students must create a memory around every construction they encounter in their study and there is nothing better to do than frequency and a good story.

False Cognates are one of the most interesting subjects when it comes to English Second Language Teaching (ESLT). False cognates are also known as false friends - a term more suitable for some experts. As the name says, they pretend to be friends, however, they end up becoming enemies in some situations. The similarity between these words, although English is of Anglo-Saxon origin and Latin Portuguese, comes from Latin, which also had its role in the creation of the English language. Hence, these terms became commonplace in writing and different in their meanings. For the Brazilian, false cognates can be "a rock in the shoe", but when you are dedicated to studying language and find the most effective way to learn it, you will not even notice these differences in time.

3. False Cognates

False cognates are a lot of fun to teach students. As a teacher, I am aware that a cognate is every student's dream, they usually see it as knowing the meaning of a word without studying it, and if a false cognate is presented, their first instinct seems to be of frustration towards the word, but in a second look this difference produces a memory that helps them remember the meaning of such false cognition. Most students, if not all, are not interested in the etymology of words in their mother tongue, let alone in a foreign language or a language that will eventually become their second language. They just want to know the meaning of the words and how to use them correctly. The duty of a competent teacher is to make language accessible, welcoming, compelling and appealing, but to do so, one must be well prepared. The knowledge of how false friends arise

should be at the top of the list of things that a good professional of English as a Second Language (ESL) should know.

Understanding false friends is to know that a loan or borrowed word is a word adopted from a source language and incorporated into another non-translation recipient language. English as a world language borrowed many foreign language words from French, German, Greek, Spanish, Arabic, etc. and according to researches, the percentage of modern English words that derived from French and Latin is 29%, another 26% comes from German, 6% from Greek and the remainder amount to 6%.

A second important aspect is that outside particularities cover many of the changes that affects the social or cultural world of a language. For example, a recently developed object or concept for a group of speakers can invoke the usage of an existing word in a new meaning or perception. A change in the use, nature or perception of a word can change the meaning of another. The transformation of cultural ideas can be reflected in the importance of the terminology used to discuss these ideas. The study of semantic change, therefore, implies the study of non-linguistic history. One of the most obvious externalities of language for semantic change is technological change, which often requires new names for new objects or concepts. New words can be introduced, but existing forms are often used with new meaning. In some cases, the above meanings are still commonly used, so each word has an additional prototype meaning. Sometimes, but not always, the most recent meaning is used more than the previous one. In some cases, the old senses can be lost completely. Changes in the social world can also affect the lexicon and lead to semantic changes. External pressure on language usually explains the cases in which the relations between words and their presenters have become obscure over time.

It is always good to point out the distinction between semantic change and sound change. According to Durkin (2009: 222-3) semantic change is an arduous process, some alterations occur in clusters, with a change in one word triggering a change in another. Semantic changes it is nothing like a regular sound change they are more like periodic sound changes, but with the significant distinction that they are much more diverse and display the impact of a much immediate link with change in the external world, particularly within the realm of culture and technology developments.

4. Examples of False Cognates in English and Brazilian Portuguese

In order to make this paper well-founded, some false cognates have been reviewed. The first false cognate to be analyzed in this paper is the English verb *to assist*, and the verb *assistir* in Brazilian Portuguese. According to the online version of the OED the verb, which its entry has not yet been fully updated and it was first published 1885, comes from French *assiste-r* < Latin *assistĕre*, < *ad-*, *as-* *to* + *sistĕre* that means 'to take one's stand'. According to the Brazilian Portuguese Houaiss dictionary the verb also comes from Latin, *adsisto* or *assisto*, *is*, *stīti*, *stītum*, *sister* which means 'to stand or stand by, to be present, to attend, to attend court'. The most common meaning for the English verb appears in its second description when as a transitive verb it describes as *to aid or help a person in doing something denoting that in which the assistance is given; to second, to support* and the most common meaning to the Brazilian Portuguese verb is to (in a free translation), to see and listen, especially to a TV show, a theatrical performance, a concert, a film, etc. The two shared the same meaning, *to be present whether simply as a spectator*, not long ago, having the last sentence in the OED from 1873. This meaning is now treated as a French idiom. *Q. Rev. 135 183 'The sane and sober must simply 'assist,' in the French sense, i.e. stand by and say nothing.* The Brazilian Portuguese first description of the headword does lead to these old meaning of the English word, *to be present at a certain event, fact, occurrence, etc., observing it and accompanying its unfolding, witnessing, seeing.* It is fascinating to see that the shared meaning kept itself alive in English from 1626 until 1873, in both dictionaries the word obsolete does not appear next to these same meanings.

The second false friend that gives base to this paper is the English verb *to attend* and Brazilian Portuguese verb *atender*. According to the OED the English verb comes from Old French *atendre* < Latin *at-*, *atendĕre*, < *ad* *to* + *tendĕre* it is important to point out that this entry has not yet been fully updated since its first publication in 1885. The Brazilian Portuguese verb, according to the Houaiss dictionary also comes from Latin *attent*, *is*, *tendi*, *tentum*, *ere* which means pulling, stretching, aiming, directing, *ad* + *tendere* in the thirteenth century *atender* in the thirteenth century *ateder* in the fourteenth century *attemder*. The most common meaning for the English verb appears in its twelfth description, characterizes it as a transitive and it describes it as *to present oneself, for the purpose of taking some part in the proceedings, at a meeting for business, worship, instruction, entertainment.* The most common meaning to the Brazilian Portuguese direct or

indirect transitive verb is to (in free translation) *answering a medical call or the telephone*. The two shared the Brazilian Portuguese meaning in the sixth description of the English transitive verb, to apply oneself to the care for a person, especially to watch over and wait upon the sick, as when a doctor pays a professional visit to a patient. It is captivating to see that the shared meaning is not qualified as obsolete, but the sentences used as examples to describe its meaning are quite out of fashion. The first appearance dates from 1590 Spenser *Faerie Queene* i. x. sig. K2v *The fift had charge sick persons to attend* and the last 1832 C. Babbage *Econ. Machinery & Manuf.* (ed. 2) xv. 139 *The chemist..never attends his customers*.

The third false cognate to be scrutinized is the English noun *college*, this entry has not yet been fully updated since it was first published in 1885, and the Brazilian Portuguese noun *colégio*. The OED states that the English the noun comes from Old French *collége* which is equal to *Provençal college*, in Spanish *colegio* and in Italian *collegio*, all coming from the Latin word *collēgium* a colleagueship, a partnership, hence a body of colleagues also know as a fraternity. As the examples before this wouldn't be different, the Houaiss dictionary of Brazilian Portuguese states that the noun comes from the Latin word *collegium* which according to the dictionary means an action of being a colleague; confraternity, association, corporation The most common meaning for the noun in English is its fourth description of a society of scholars incorporated within, or in connection with a university, or otherwise formed for purposes of study or instruction it also important to mention that in some universities only a single college was founded or survived, in which case the university and college became co-extensive and the name has come, as in Scotland and the United States, to be interchangeable with 'university'. In its third description appears its most common meaning, which is: *to the establishment, whether public or private, of a primary or secondary education*. The two words shared the Brazilian Portuguese meaning in the fourth description part of the OED entry when it describes the noun as; *after the great schools which were founded as colleges, and partly perhaps after modern French use, given to some large public schools or institutions for secondary education, sometimes assumed even by private schools, as a more pretentious name*, the meaning is even expanded when under it appears the comment that in France a *collége* is a school for secondary education controlled and sustained by the municipality, distinguished from a *lycée* which is supported and directed by the state, something that also occurs in Brazilian Portuguese. It is mesmerizing to see that the share meaning it wasn't well established in the English language, having examples only from the XIX century in a period no longer than

30 years. The first example given is from 1841 in Minute-bk of Cheltenham College July 27 *That the denomination of this School shall henceforth be 'The Cheltenham Proprietary College'*. The last example from 1871 refers to the Irish city of Kilkenny in A. C. Fraser Life Berkeley 12 *The modern School or College of Kilkenny*.

The fourth false cognate to be examined is the English noun **commodity** (this entry has been updated in January 2018) and the noun **comodidade** in Brazilian Portuguese. According to the online version of the OED the English noun has a multiple origin it is *partly a borrowing from French and partly Latin. In French commoditee, in Latin commoditāt-, commoditās. < (i) Anglo-Norman commoditee, commoditee, comodité, Anglo-Norman and Middle French commodité product (especially one from which profit can be made), piece of merchandise (late 13th cent. or earlier in Anglo-Norman, early 15th cent. in continental French), in Anglo-Norman also amenity, profit (early 14th cent. or earlier), and its etymon (ii) classical Latin commoditāt-, commoditās opportuneness, timeliness, aptness, suitability, advantage, convenience, utility, complaisance, obligingness, in post-classical Latin also (in legal context) asset, easement (frequently from 12th cent. in British sources), useful product (from early 15th cent. in British sources) < commodus commode adj. + -tās (see -ty suffix1; compare -ity suffix). Compare Spanish comodidad (14th cent.), Italian comodità (beginning of the 15th cent.).*

The most common meaning for the English verb is its 3. *a. A natural resource, material, etc., which is of use or value to mankind; a useful product. Frequently in plural. b. A thing produced for use or sale; a piece of merchandise; an article of commerce; in later use frequently spec. a raw material, primary product, or other basic good which is traded in bulk and the units of which are interchangeable for the purposes of trading. In contemporary use, non-tangible resources such as electricity or Internet bandwidth, or services such as freight or insurance, are often classed (and traded) as commodities, especially when they are fungible or interchangeable.*

The most common meaning to the Brazilian Portuguese verb is to (free translation).

The two shared the Brazilian Portuguese meaning in the fourth entry part (f) when the English noun

The share meaning kept itself alive

The fifth false friend to be analyzed is the noun **costume** in English This entry has been updated (OED Third Edition, September 2016). and the noun **costume** in Brazilian Portuguese. According to the OED the English verb comes from *A borrowing from French. French costume, coûtume. French costume, †costume manner or style of the period which a piece of art or work of literature is intended to represent (1662; 1641 as †coustume), style of clothing and adornment typical of a period, group, etc. (1747), set of clothes worn by an actor or performer for a particular role (1777; the sense 'complete outer set of garments' is apparently first attested later than in English: 1809 or earlier) < Italian costume manner or style of the period which a piece of art or work of literature is intended to represent (16th cent.), specific sense development of costume*

The most common meaning for the English verb is its 2. *a. The style of clothing, hairdressing, and personal adornment typical of a particular place, period, group, etc.; an example of this. Also: such styles of clothing, etc., as a subject of study. b. A set of clothes worn by an actor or performer for a particular role; the clothing, hairstyle, make-up, and other accessories used to portray a particular character.*

The most common meaning to the Brazilian Portuguese verb is to (free translation).

The two shared the Brazilian Portuguese meaning in the fourth entry part (f) when the English noun

It is captivating to see that the share meaning kept itself alive

The sixth false friend to be analyzed is the noun **data** in English This entry has been updated (OED Third Edition, March 2012). and the noun **data** in Brazilian Portuguese. According to the OED the English verb comes from *A borrowing from Latin. Etymons: Latin data, datum. lassical Latin data, plural of datum datum n. Compare earlier datum n. and also the foreign-language parallels cited at that entry. The use of data as a mass noun became increasingly common from the middle of the 20th cent., probably partly popularized by its use in computing contexts, in which it is now generally considered standard (compare sense 2b and the recent uses cited at datum n. 1b, some of which are ambiguous as to grammatical number). However, in general and scientific contexts it is still sometimes regarded as objectionable.*

The most common meaning for the English verb is its 2. *As a mass noun. a. Related items of (chiefly numerical) information considered collectively, typically obtained by scientific work and*

used for reference, analysis, or calculation. b. Computing. Quantities, characters, or symbols on which operations are performed by a computer, considered collectively. Also (in non-technical contexts): information in digital form.

The most common meaning to the Brazilian Portuguese verb is to (free translation).

The two shared the Brazilian Portuguese meaning in the fourth entry part (f) when the English noun

It is interesting to see that the share meaning kept itself alive

The seventh false friend to be analyzed is the verb *to exit* in English This entry has been updated (OED Third Edition, December 2015) and the verb *êxito* in Brazilian Portuguese. According to the OED the English verb comes from *A borrowing from Latin. Etymon: Latin exitus. classical Latin exitus (u- stem) action of going out, departure, way out, outlet, way out (of a difficulty), final part or point, conclusion, close, end, conclusion of life, death, final part of a word, person's fate, result, issue, outcome, execution, fulfilment (of an order), in post-classical Latin also produce, revenue, profits (frequently from 1086 in British sources) < exit- , past participial stem of exīre (see exit v.1) + -tus, suffix forming verbal nouns. Compare Spanish éxito (end of the 13th cent.), Portuguese êxito (1553), Italian esito (first half of the 14th cent.). With sense 1 compare post-classical Latin exitus terrae (from 12th cent. in British sources).*

The most common meaning for the English verb is its *1. intransitive. a. To make one's exit from a stage or other place or situation; to leave, depart, disappear.*

The most common meaning to the Brazilian Portuguese verb is to (free translation).

The two shared the Brazilian Portuguese meaning in the fourth entry part (f) when the English noun

It is appealing to see that the share meaning kept itself alive

The eighth false friend to be analyzed is the adjective *expert 1* in English and the adjective *esperto* in Brazilian Portuguese. According to the OED the English verb comes from *Old French expert, espert, < Latin expertus , past participle (active and passive) of experīrī to try: see experience n.*

The most common meaning for the English verb is its 2. *a. Trained by experience or practice, skilled, skilful. Const. at, in, †intil, †of, to with infinitive. b. Hence of personal qualities or acquirements.*

The most common meaning to the Brazilian Portuguese verb is to (free translation).

The two shared the Brazilian Portuguese meaning in the fourth entry part (f) when the English noun

It is exhilarating to see that the share meaning kept itself alive

The ninth false friend to be analyzed is the noun *fabric* in English and the noun *fábrica* in Brazilian Portuguese. According to the OED the English verb comes from *French fabrique (= Provençal fabriga , Italian fabbrica , Spanish fábrica)*, < *Latin fabrica* , < *faber worker in metal, stone, wood, etc.*

The most common meaning for the English verb is its 4. *A manufactured material; now only a 'textile fabric', a woven stuff.*

The most common meaning to the Brazilian Portuguese verb is to (free translation).

The two shared the Brazilian Portuguese meaning in the fourth entry part (f) when the English noun

It is catching to see that the share meaning kept itself alive

The tenth false friend to be analyzed is the noun *hazard* in English This entry has been updated (OED Third Edition, January 2018).and the verb *azar* in Brazilian Portuguese. According to the OED the English verb comes from *A borrowing from French asard. Anglo-Norman asard, Anglo-Norman and Old French, Middle French hasard, hasart, Middle French hazard (French hasard) gambling game played with dice (c1150), highest throw of dice in this game (1200), misfortune (early 13th cent.), risk, danger of an adverse outcome (14th cent.), chance, fortune (16th cent.), probably (with development of excrescent d) ultimately < colloquial Arabic al-zahr (pronounced az-zahr) < al the + zahr die (although this is not attested in the classical stage of the language), of unknown origin (see note). It is usually assumed that Arabic al-zahr was borrowed into French via Spanish azar gambling game played with dice (mid 13th cent.), misfortune (late 13th cent.), risk (1583), although the relative dates of first attestation argue against this. Parallels in other*

European languages. The Arabic word was also borrowed into other European languages, in many cases via French. Compare: (i) Old Occitan *azar* gambling game played with dice (13th cent.), Portuguese *azar* chance, luck, (specifically) misfortune (15th cent.), Italian *azzardo* chance, risk (1653; end of the 15th cent. as *ʔzarro*), (with metanalysis of the feminine definite article) *zara* (13th cent.); (ii) Middle Dutch *hasaert* chance, throw for luck (Dutch *hazard* also 'risk'), Middle Low German *hasert*, *hasart* highest throw of the dice at a gambling game, and (with folk-etymological alteration after personal names in *-hart*) Middle High German *haschart*, *hashart*, *hasehart* gambling game played with dice, chance, luck (German *Hasard*, also in sense 'risk, danger', was reborrowed < French in the 17th cent.); (iii) post-classical Latin *azardum*, *azarum* (13th cent.), *hasardum* (13th or 14th cent. in British sources; < French). Further etymology of the Arabic word for 'die'. The further etymology of Arabic *zahr* 'die' is unknown. It has been suggested that it shows an extended use of *zahr* 'flower', with reference to a stylized picture of a flower supposedly found on one of the faces of a die, but evidence to support this is lacking. Compare Turkish *zar die* (Ottoman Turkish *zār* (17th cent.); in modern Turkish also 'fate, luck') and Persian *zār die*, although the nature of the relationship between the Arabic, Turkish, and Persian words is unclear. Specific senses. In sense A. 9 short for the plural of *hazard* light n. at Compounds 2. Early use as surname. Also attested early as a surname, e.g. *Hugo Hasard* (1167), *Walteri Hassard* (1197), although such instances probably reflect currency of the Anglo-Norman rather than the Middle English noun. The most common meaning for the English verb is its 2. a. As a count noun. A chance happening; an unpredictable outcome; (also) a chance, an opportunity. b. As a mass noun. Chance, accident; unpredictability of outcome.

The most common meaning to the Brazilian Portuguese verb is to (free translation). Arabic *az-zahr* 'flower', commonly known as 'given' because a flower was painted on one side of the die

The two shared the Brazilian Portuguese meaning in the fourth entry part (f) when the English noun

The share meaning kept itself alive

The eleventh false friend to be analyzed is the noun ***grip*** in English and the noun ***gripe*** in Brazilian Portuguese. According to the OED the English verb comes from *Two formations: (1) Old English gripe strong masculine, grasp, clutch, corresponding to Old High German grif-, in combination (Middle High German grif, modern German griff) grasp, handle, claw, etc., Old Norse grip-r*

possession, property; (2) Old English gripa handful, sheaf; both < root of gripe n.1 Old Norse had also grip neuter, grasp, clutch (Swedish grepp, Danish greb). In some senses, the noun may be a modern new formation from the verb. The instances of the word in the 15–17th centuries are chiefly Scotch, while examples in the 18th cent. are very rare.

The most common meaning for the English verb is its 1. a. *Firm hold or grasp; the action of gripping, grasping, or clutching; esp. the tight or strained grasp of the hand upon an object (cf. handgrip n.); also, grasping power. b. More particularly, of one hand grasping another; sometimes said with reference to the mode of grasping used as a means of mutual recognition by members of a secret society, such as the freemasons.*

The most common meaning to the Brazilian Portuguese verb is to (free translation).

The two shared the Brazilian Portuguese meaning in the fourth entry part (f) when the English noun

It is amusing to see that the share meaning kept itself alive

The twelfth false friend to be analyzed is the noun **lecture** in English This entry has not yet been fully updated (first published 1902) and the noun **leitura** in Brazilian Portuguese. According to the OED the English verb comes from Latin lectūra, < lect- , legere to read: see -ure suffix 1.

The most common meaning for the English verb is its 4. a. A discourse given before an audience upon a given subject, usually for the purpose of instruction. (The regular name for discourses or instruction given to a class by a professor or teacher at a college or University.

The most common meaning to the Brazilian Portuguese verb is to (free translation).

The two shared the Brazilian Portuguese meaning in the fourth entry part (f) when the English noun

It is stimulating to see that the share meaning kept itself alive

The thirteenth false friend to be analyzed is the noun **legend** in English This entry has been updated (OED Third Edition, March 2016) and the noun **legenda** in Brazilian Portuguese. According to the OED the English verb comes from

The most common meaning for the English verb is its *Of multiple origins. Partly a borrowing from French. Partly a borrowing from Latin. Etymons: French legende; Latin legenda. The most common meaning to the Brazilian Portuguese verb is to (free translation). Anglo-Norman and Middle French, French †legende (now légende) story, tale, narrative (end of the 12th cent. in Old French; 1400 specifically with reference to a tedious, overly detailed account), saint's life, collection of saints' lives (both c1220), passage from a sacred text read aloud as part of a church service, originally at matins (c1235), popular story involving miracles or events of doubtful authenticity (1558), inscription on either side of a coin or medal (1579), caption to an illustration (1598), key to a map (1797), and its etymon (ii) post-classical Latin legenda (also legendum) reading, saint's life (9th cent.; frequently from 12th cent. in British sources), book of saints' lives (frequently from 12th cent. in British sources; from 13th cent. in continental sources), use as noun of feminine (also neuter) gerundive of classical Latin legere to read (see lection n.). Compare Catalan llegenda (13th cent.), Spanish leyenda (13th cent.), Portuguese lenda (15th cent.; showing popular phonological development), legenda (19th cent.; reborrowed < Latin), Italian leggenda (early 13th cent. as †legenda); also Old Frisian legende (West Frisian legende), Middle Dutch legende (Dutch legende), Middle Low German legende, Middle High German legende (German Legende). In the Golden Legend at sense 3b after post-classical Latin legenda aurea, lit. 'golden legendary' (13th cent.); in legende sanctorum in quot. c1400 at sense 3b (with reference to the same work) after post-classical Latin legenda sanctorum, lit. 'legendary of saints' (13th cent. in continental sources, 14th cent. in a British source) or legendae sanctorum, lit. 'legends of the saints' (13th cent.: the form used by Jacobus de Voragine, the author, himself).*

The two shared the Brazilian Portuguese meaning in the fourth entry part (f) when the English noun

It is refreshing to see that the share meaning kept itself alive

5. Conclusion

Learning a new language is not an easy thing, especially when students are forced by school systems. Today's kids who enter first grade, around age five, are confronted with English in their first day of school. When five-year-old kids are presented to English in an environment where they

have a comfortable number of students, around 25 per class, a well-prepared teacher and a classroom in good conditions, the teaching of English becomes something of a pleasure. But that is not the environment that most students around the world are confronted with, and as a result many students ended up taking English for ten years barely learning how to conjugate the verb be in the simple present. As a teacher who taught from first grade to seniors in high-school, I am familiar with how peculiar a classroom can be. Around the world it is easy to spot students questioning the usage of English. Usually they come up with questions such as ‘Why do I have to learn English?’ or more political students who state that ‘English is an imperialistic language and I won’t bend to the will of the American Empire’. I’ve heard both statements, the first far more often than the last and, in my opinion, the only way to address both statements is to teach the History of the English Language to them, presenting all the ups and downs of it, and how much of an agglomerate of Western languages today’s lingua franca is, making it one of the most adaptable languages in History.

This paper analyzed in the most common second language taught in the world, English, and one of the tenth most spoken, Brazilian Portuguese in order to present a very important topic of English Second Language Teaching, false cognates. It concluded that most of words investigated had a common root in the Latin language (it is a well-known fact that half of all English words are Latin, or French based and Brazilian Portuguese is a direct descendant of Latin).

This paper presented a small sample, of the constant change that is present in the English language, particularly to Brazilian Portuguese.

As any paper, this one presented a sparkle of light in it and further research is necessary. Every entry of every edition of the OALD should be analyzed and regarded as tiny testimony of the evolution of the English language.

6 References

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7. Affidavit

I hereby truthfully declare that

- 1) I wrote the submitted paper independently and without illicit assistance;
- 2) I did not use any materials other than those listed in the bibliography and that all passages taken from these sources in full or in part have been marked as such and their origin has been cited individually in the text stating the version (edition and year of publication), the volume and page of the cited work, and in the case of Internet sources stating the complete URL and the date of access;
- 3) I have listed all institutions and persons that supported me in the preparation and production of the paper;
- 4) I have not submitted the paper to any other institution and that it has never been used for other purposes, neither in full nor in part.

I am aware that any violation of this declaration will result in a fail grade

(nicht bestanden).

Erlangen,

Signature

<p>OED: adept (n)</p> <p>Most common meaning:</p> <p>5. a. A traditional story sometimes popularly regarded as historical but not authenticated; a fable, a myth.</p> <p>b. A story or rumour, typically of recent origin, which is widely known and believed by people, but is in fact unverified; a popular myth or belief.</p> <p>7. b. A person who is extremely famous, respected, or significant within a particular field or activity. Usually with modifying word or phrase specifying the field or activity.</p>	<p>Houaiss Dictionary: Adepto (adj) (feminine noun)</p> <p>Most common meaning:</p> <p>8 CINE TV VIDEO A sign superimposed on the image of foreign films, usually at the bottom of the frame, which provides, in the language of the exhibiting country, a translation summary of the characters' speech when it is not dubbed.</p> <p>Etymology:</p> <p>Latin medieval legend, feminine of legendus, a, a 'what should be read', gerund of Latin</p>
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<p>Origin: Of multiple origins. Partly a borrowing from French. Partly a borrowing from Latin. Etymons: French <i>legende</i>; Latin <i>legenda</i>.</p> <p>Etymology: Anglo-Norman and Middle French, French †<i>legende</i> (now <i>légende</i>) story, tale, narrative (end of the 12th cent. in Old French; 1400 specifically with reference to a tedious, overly detailed account), saint's life, collection of saints' lives (both c1220), passage from a sacred text read aloud as part of a church service, originally at matins (c1235), popular story involving miracles or events of doubtful authenticity (1558), inscription on either side of a coin or medal (1579), caption to an illustration (1598), key to a map (1797), and its etymon (ii) post-classical Latin <i>legenda</i> (also <i>legendum</i>) reading, saint's life (9th cent.; frequently from 12th cent. in British sources), book of saints' lives (frequently from 12th cent. in British sources; from 13th cent. in continental sources), use as noun of feminine (also neuter) gerundive of classical Latin <i>legere</i> to read</p>	<p>vulgar <i>legere</i> collect, pick up, draw, pick, pick, with eyes, read aloud; by frances <i>légende</i></p>
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Common meaning with the Brazilian Portuguese cognate:

II. An inscription, and related senses.

8. c. A caption to an illustration, photograph, etc.

1863 *Trollope Let. 21 Dec. (1983) I. 321* 'A pair feckless thing, tottering along like'. That should be the legend to the Picture.

1909 *W. Camp Jack Hall at Yale ii. 16* On the opposite side of the paper,..there was a large cartoon with the legend underneath it, 'Fairfax discovers Goddard'.

1951 *D. Bland Illustr. of Bks. ix. 142* After the blocks have been made and the proofs approved, a paste-up should be prepared for the printer, to include legends or captions.

2011 *A. Adiga Last Man in Tower 231* A man wearing thick glasses sat beneath a giant framed photograph of Angkor Wat with the legend: 'World's Biggest Hindu Temple'.

<p>OED: hazard, (n) and (adj.)</p> <p>Most common meaning:</p> <p>3. a. As a count noun. A risk of loss or harm posed by something; a possibility of danger or an adverse outcome; a condition or situation involving such a possibility. In later use also: a person or thing which represents or poses a such a hazard; a physical object which is regarded as a source of potential difficulty or danger.</p> <p>Origin:</p> <p>Origin: A borrowing from French. Etymon: French asard.</p>	<p>Houaiss Dictionary: azar (century XV) (feminine noun)</p> <p>Most common meaning:</p> <p>1. setback, unhappiness, misfortune</p> <p>Etymology:</p> <p>Arabic az-zahr 'flower', because it painted a flor in one of the sides of the dice.</p>
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<p>Etymology:</p> <p>Anglo-Norman asard, Anglo-Norman and Old French, Middle French hasard, hasart, Middle French hazard (French hasard) gambling game played with dice (c1150), highest throw of dice in this game (1200), misfortune (early 13th cent.), risk, danger of an adverse outcome (14th cent.), chance, fortune (16th cent.), probably (with development of excrescent d) ultimately < colloquial Arabic al-zahr (pronounced az-zahr) < al the + zahr die (although this is not attested in the classical stage of the language), of unknown origin.</p> <p>It is usually assumed that Arabic al-zahr was borrowed into French via Spanish azar gambling game played with dice (mid 13th cent.), misfortune (late 13th cent.), risk (1583), although the relative dates of first attestation argue against this.</p>	
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1524 *tr. J. de Bourbon Begynnyng & Foundacyon Holy Hospytall sig. E.ijj Seynge all his estate entred in straunge place... Thynkyng on ye other syde, yt takynge ye towne by assaute he shulde lose many of his fole... doubtyng fynably the hasarde of warre.*

1548 *Hall's Vnion: Edward IV f. cxvijv To abyde the hasarde of hys dishonour.*

1548 *Hall's Vnion: Edward IV f. ccxix In so many hasardes, and ieopardies of his life.*

1595 *V. Saviolo Practise i. sig. N3v If the right hand bee well knowledged and bee acquainted with the turnings and windings of the body,..he maie auoide these hazards.*

- 1630 *tr. G. Botero Relations Famous Kingdomes World (rev. ed.) 46* *By preservation of himselfe from Hazards of Travell.*
- 1652 *Notable & Pleasant Hist. Knights of Blade 1* *'Tis a profession which exposeth them to all sorts of hazards and perils, as to Prisons, Marshalsees, Sessions.*
- 1677 *A. Yarranton England's Improvem. 19* *Such hazards at Sea as attend Merchants, with the badness and uncertainty of Personal Security.*
- 1701 *S. Pepys Corr. 4 Dec.* *I should not fear the hazard of sending him abroad.*
- 1752 *D. Hume Polit. Disc. i. 21* *Profits proportionable to their expence and hazard.*
- 1796 *J. Lawrence Philos. & Pract. Treat. Horses I. viii. 352* *These break-neck hazards..are incurred..purely to humour the delectable prejudices of an anvil-headed farrier.*
- 1827 *'O. Oakwood' Village Tales 54* *Nothing would suit my old friend..but he must drive across the ice on the Shippany creek—he was warned that it was a hazard, but on he dashed.*
- 1863 *Blackwood's Edinb. Mag. Oct. 420/1* *Experiments which seem to involve any hazards to the duration of the liberties existing..may be regarded..with..disfavour.*
- 1918 *Amer. Med. Mar. 127/1* *Physiology, sociology..and medicine have pointed out with scientific exactness the inherent hazards arising from the consumption of alcohol.*
- 1926 *'N. Shute' Marazan (1991) vi. 155* *Mountains become mere lumps of land, hazards, to be scrutinized for their physical features.*
- 1946 *Winnipeg Free Press 22 May 6/2* *The dust area lying between the hardtop and the sidewalk..became a hazard in wet weather.*
- 1956 *J. Baldwin Giovanni's Room i. ii. 50* *Guillaume seemed to be recounting one of his interminable anecdotes, anecdotes which invariably pivoted on the hazards of business or the hazards of love.*
- 2013 *Observer (Nexis) 22 Sept. (Mag.) 26* *Mike is a safe-cracker... Mike is also very paranoid. This, he tells me, is 'a hazard of the job'.*

OED: **Adept (n)** - *specialist, deep knower*

Origin: A borrowing from Latin. Etymon: Latin *adeptus*.

Etymology: < post-classical Latin *adeptus adeptus n.* Compare French *adepte* (1630 with reference to an alchemist, 1762 in extended use). Compare earlier *adeptus n.* and *adept adj.*, and also *adeptist n.*

1. Originally: a person who has attained knowledge of the secrets of alchemy, magic, and the occult, (now esp.) an initiate into the secrets of a particular hermetic order or occult organization. In later use also more generally: a person who has been initiated into any system of spiritual knowledge. Cf. adeptus n.

1685 London Gaz. mmlxxii/4 Four Books..concerning the secrets of the Adepts.

1921 Theosophy 10 46 The body, soul, and spirit of the adept are all conscious and working in harmony, and the body of the medium is an inert clod.

a1922 T. S. Eliot Waste Land Drafts (1971) 103 The adepts grouped in twos and threes.

1983 C. James Glued to Box 251 Ancient monks transmit nameless secrets to young adepts.

2002 N. Drury Dict. Esoteric 2/2 Occultists believe that only adepts can bridge this gulf to higher spiritual consciousness.

2. *A person who is highly skilled or proficient at something. Frequently with in, (later also) at.*

In quot. 1674 with reference to experimental inquiry into atmospheric pressure.

1674 M. Hale Difficiles Nugæ iv. 55 I confess I am none of those Adepts in Philosophy, that can tell us how to solve all the effects in Nature, without recourse to the infinite Wisdom, Power, and Goodness of the Glorious God.

a1721 W. Moyle Whole Wks. (1727) 58 I know a Gentleman, who calls it the A. B. C. of Politicks. But I might spare giving these Notices to you, who are an Adept in the Science.

1762 H. Walpole Vertue's Anecd. Painting II. iii. 207 An adept in all the arts of picture-craft.

1997 Sight & Sound Sept. 30/2 A classically trained performer such as Olivier..is an adept at immaculate imitation.

Houaiss Dictionary: **Adepto (adj) (s.m)**

Etymology lat. *adeptus*, a, having achieved, having achieved, having acquired

1. *that or what is initiated in dogmas, principles, etc. of a religion, sect, science or doctrine.*

OED: **Agenda (n)** - 4. *A list of items to be discussed at a formal meeting, typically circulated to attendees in advance. on the agenda: scheduled for discussion at a meeting.*

Origin: A borrowing from Latin. Etymons: Latin *agenda*, *agendum*.

Etymology: < classical Latin *agenda* (neuter plural) business, affairs, in post-classical Latin also divine office (4th cent.), legal proceedings (12th cent. in British sources), plural of *agendum* thing which is to be done (usually in plural), neuter gerundive of *agere* to do (see act v.). In post-classical

Latin, the classical Latin neuter plural noun was frequently reinterpreted as feminine singular (from the 7th cent.).

Compare earlier *agend* n. and later *agendum* n., and (with sense 1) earlier *credenda* n. With the varying grammatical agreement compare *data* n., *media* n.²

Origin of specific senses.

In quot. 1842 at sense 2 after early modern German *Agende*, *Agenda* church order of service (a1438; now only with reference to Lutheran orders of service). Compare Middle Low German *agende*, Old Occitan *agenda* (13th cent.), both in same sense, and also Old French *agente* (1285), Middle French, French *agende* Office of the Dead as sung by the Carthusian monks (attested occasionally between 1382 and 1486, subsequently from 1714), Protestant order of service (a1704).

In sense 3a after French *agenda* memorandum book (1662; earlier in sense ‘ledger, account book’ (1535 in Middle French)). Compare German *Agenda* (1741 in this sense; now rare).

3b. orig. and chiefly North American. An appointment diary; a personal organizer.

1977 N.Y. Times Mag. 4 Dec. 140 (advt.) Bottega Veneta. Madras leather agenda.

1989 T. Ferguson *Kinkajou* ii. i. 117 He thumbed through the pages of an agenda to come up with a suitable date and time.

1999 A. Pyper *Lost Girls* viii. 74 Pull out my leather agenda and study the series of empty days leading up to the trial.

2003 N.Y. Mag. 24 Feb. 20/1 He left with just his Hermès agenda.

Houaiss Dictionary: **Agenda** (n)

1. *notebook or book, dated, which is intended to write down, day by day, appointments, reminders etc.*

Etymology: Latin *agenda*, *agendus*, *agere*

OED **Amass** (v) - 1. *gen. To collect into a mass or masses, to heap together, pile up, collect.*

Etymology: < French amasse-r (12th cent.) < à to + masser , < masse mass v.4

17a. things material. Obs.

1594 R. Carew tr. J. Huarte Exam. Mens Wits vi. 83 The water, with which the other elements are amassed.

1644 J. Bulwer Chirologia 26 By the joyning of his Hands together, he doth amasse them into one.

1757 E. Burke Philos. Enq. Sublime & Beautiful ii. §6. 50 With what severity of judgment, has Virgil amassed all these circumstances.

1833 I. Taylor Fanaticism viii. 311 By amassing to a prodigious height the evidences of sanctity.
c. men, troops, etc. Obs. or arch. (Cf. to mass.)

a1658 J. Cleveland Rustick Rampant in Wks. (1687) 415 Why they had amassed such Swarms of the People.

1660 T. Blount Boscobel 6* Cromwell..had amass'd together a numerous Body of Rebels.

2. intr. To gather, assemble. arch.

1572 O. King in Froude Hist. Eng. (1881) X. 276 The soldiers were amassing from all parts of Spain.

1881 D. G. Rossetti Ballads & Sonnets 181 Billowing skies that scatter and amass.

Houaiss Dictionary: **Amassar (v)** - *1. transform into paste or paste 2. flatten by pressure or crush*

Etymology: *a-* + *massa* + *-ar* also *hispanic latin massare*

OED: Application (n) - *1.a. The action of bringing something to bear upon another with practical results; the action of causing something to affect another; an instance of this.*

Origin: Of multiple origins. Partly a borrowing from French. Partly a borrowing from Latin.

Etymons: French application; Latin applicātiō-, applicātiō.

Etymology: < (i) Middle French application, applicacion, appliquation (French application) action of administering a medicine or treatment (1314 in Old French), action of adapting a principle, maxim, comparison, etc. (c1370), action of placing one thing on another or of adding one thing to another, action of using something for a particular purpose, action of touching (all late 14th cent.), sustained attention (15th cent.), (apparent) approach of two celestial objects to one another (late 15th cent.), thing which is applied (e.g. a medical dressing) (late 15th cent.), action of putting into practice or into effect (17th cent.), attachment or devotion (17th cent.), and its etymon (ii) classical Latin applicātiōn-, applicātiō action of attaching or joining, in post-classical Latin also action of a celestial object in approaching another (4th cent.), action of putting into practice (from 12th cent. in British sources), administration of a medical treatment (1363 in Chauillac) < applicāt- , past participial stem of applicāre apply v. + -iō -ion suffix 1.

Compounds

application money *n.* *the sum of money paid when applying for an allotment of shares.*

1869 Money Market Rev. 11 Sept. 266/3 The application money will be returned in full in the event of no allotment being made.

1893 Let. in Times 11 Dec. 11/2 I am desired by the directors..to return herewith cheque for £—, being your application money for shares in Venice (Limited).

1907 Westm. Gaz. 9 Mar. 15/1 A special form of application is provided, under which the application money will have to be paid as in the case of new subscriptions.

1969 Econ. Devel. & Cultural Change 18 81 Almost all the application money for new shares came from local residents.

2000 South China Morning Post (Hong Kong) 22 July 3 Investors who had applied for the new shares would have their application money returned without interest.

Houaiss Dictionary: **Aplicação (n)** - *act or effect of applying. 10. employment of capital and / or securities in a position to produce interest or maintain their purchasing power, investment*

Etymology: latin *applicatio, onis*

Another false friend is the verb *to assist* in English and the verb *assitir* in Portuguese. According to the OED the English verb comes from *French assiste-r (15th cent. in Littré)*, < *Latin assistĕre*, < *ad-, as- to + sistĕre to take one's stand* and according to the Houaiss dictionary the Brazilian Portuguese verb also comes from Latin, *adsisto or assisto, is, stiti, stitum, sister (to stand or stand by, to be present, to attend, to attend court)*. The most common meaning for the English verb is its second entry *II. To aid, help. 6. transitive. To help, aid: a. a person in doing something; frequently with adverb or adverbial phrase denoting that in which the assistance is given; to second, support.* The most common meaning to the Brazilian Portuguese verb is to (free translation), *see and listen (a show, theatrical performance, concert, dance, film, television, etc.)*. The two shared the same meaning in the fourth entry of the English verb *4. a. intransitive. To be present (at a ceremony, entertainment, etc.), whether simply as a spectator, or taking part in the proceedings. (In the former case, 'to be present at without taking part in,' now treated as a French idiom.)* and in the Brazilian Portuguese first meaning of the headword *1. to be present at a certain event, fact, occurrence, etc., observing it and accompanying its unfolding, witnessing, witnessing, seeing.*

a1578 J. Heywood *Witty & Witless* 737 in *Two Moral Interludes* (1991) 44 To assyst man gods comandments to fulfyll.

1683 *Britanniæ Speculum* 77 Displeased with them for having assisted the rebellious Gauls.

1777 W. Jones *Seven Fountains* 52 He read, assisted by a taper's ray.

1837 E. Howard *Old Commodore* I. v. 186 Assist the chaplain down the poop-ladder.

1843 C. J. Lever *Jack Hinton* xxv He assisted me on with my great-coat.

1843 C. J. Lever *Jack Hinton* xxvii As I assisted her from the carriage, I could not but mark the flashing brilliancy of her eye.

1855 C. J. Lever *Sir Jasper Carew* xxix He assisted me off with my coat.

1860 J. Tyndall *Glaciers of Alps* i. §24. 170 A desire to..assist me in my observations.

a1865 E. C. Gaskell *Wives & Daughters* (1866) I. v. 47 ‘May I help you to potatoes?’ or, as Mr. Wynne would persevere in saying, ‘May I assist you to potatoes?’

1881 C. E. L. Riddell *Senior Partner* II. xi. 228 ‘It’s no use my trying to put in a friendly oar,’ said Mr. McCullagh, assisted perhaps to this last figure of speech by the sight of an outrigger spinning down the stream.

1924 R. Macaulay *Orphan Island* xi Miss Smith..was assisted from her hammock.

The closest in meaning the two words is as:

4. a. intransitive. To be present (at a ceremony, entertainment, etc.), whether simply as a spectator, or taking part in the proceedings. (In the former case, ‘to be present at without taking part in,’ now treated as a French idiom.)

1626 C. Potter tr. P. Sarpi *Hist. Quarrels* i. 32 The Counsellors assembled to assist at a solemn Masse.

1718 J. Addison *Remarks Italy* (ed. 2) 401 The Duke of Lorrain used often to assist at their Midnight Devotions.

1765 J. Wilkes *Corr.* (1805) II. 163 Last Saturday I assisted at the great festival.

1837 J. H. Newman *Lect. Prophetical Office Church* 96 I quote the words of Cornelius Mussus..who assisted at the Council of Trent.

1849 Macaulay *Hist. Eng.* I. 53 The congregation may be said to assist as spectators rather than as auditors.

1854 A. A. Procter *Seventh Poor Traveller in Househ. Words Extra Christmas No. 36/1* And assisted—in the French sense—at the performance of two waltzes.

1855 Thackeray *Newcomes* II. x. 103 The dinner at which we have just assisted.

1873 Q. Rev. 135 183 The sane and sober must simply ‘assist,’ in the French sense, i.e. stand by and say nothing.

†b. Const. to (after French *assister à*). Obsolete.

1603 J. Florio tr. Montaigne Ess. ii. xxvii. 402 Having all day-long assisted to the ceremonies, and publike banquet.

1677 tr. A.-N. Amelot de La Houssaie Hist. Govt. Venice 229 Three Senators always assisting in the Prince's name to all Transactions and Decrees of that Court.

Nowadays meaning

Houaiss Dictionary: **Assistir (v)** - *1. to be present at a certain event, fact, occurrence, etc., observing it and following its unfolding; to witness*

OED: **Assume (v)** - *I. To take unto (oneself), receive, accept, adopt. 1. a. transitive. To take to be with one, to receive into association, to adopt into partnership, employment, service, use; to adopt, take.*

Houaiss Dictionary: **Assumir (v)** - *1. to take for oneself, to assert, to appropriate oneself 2. to take (air, appearance), to present, to show 3. to have, to reach, to reach*

OED: **Attend (v)** - *I. To direct the ears, mind, energies to anything. 1. To turn one's ear to, listen to. II. To watch over, wait upon, with service, accompany as servant, go with, be present at. 5. To direct one's care to; to take care or charge of, look after, tend n., guard.*

Houaiss Dictionary: **Atender (v)** - *1. to pay attention to, to listen 2. to answer (to be called) 3. to be available to listen, to receive 4. to give audience to; receive in audience*

OED: **Audience (n)** - *I. The action or scope of hearing; a hearing.*

Houaiss Dictionary: **Audiência (n)** - *1. to listen or pay attention to the speaker; hearing 2. the act of receiving someone for the purpose of listening or answering about what they say or about what they claim*

OED: **Balcony (n)** - 1. A kind of platform projecting from the wall of a house or room, supported by pillars, brackets, or consoles, and enclosed by a balustrade. 2. The similar structure at the stern of large ships. 3. In theatres: †(a) (formerly) a stage-box; (b) (now generally) the open part above the dress circle, between that and the 'gallery.' In Music Halls and other public buildings, variously applied, according to structure.

Houaiss Dictionary: **Balcão (n)** - platform protruding from the facade of the house or building, generally in balance or supported by columns, consoles, etc. and provided with a parapet, which has access from the interior, through a door

OED: **Baton (n)** - 1. a. A staff or stick used as a weapon, sometimes also of iron or iron-tipped; a club, cudgel, or truncheon; = baston n. 2. Obsolete in general sense, in which also baton n. was the form always used during 17th and 18th centuries. 2. a. A staff or truncheon carried as the symbol of office, command, or authority; a staff of office; e.g. a Marshal's baton, that carried by engine-drivers on a single line of railway, and the truncheon of a constable. Formerly also baton n. 2. Also attributive esp. in baton charge, a charge made by police constables with drawn truncheons; hence (hyphenated) as v. transitive and intransitive. Also baton round, a rubber or plastic bullet (as fired from a baton gun). 3. Heraldry. An ordinary, in breadth the fourth part of a bend n.1, not extending to the extremities of an escutcheon, but broken off short at each end, so as to have the figure of a truncheon; used by French heralds as a difference or mark of consanguinity, but in English coats of arms only in the form of the baton sinister, the badge of bastardy. (Popularly called bar sinister.)

Houaiss Dictionary: **Batom (n)** - preparation in a solid and greasy paste, generally colored, shaped into a small scab to be used as a cosmetic on the lips; lipstick

OED: **Beef (n)** - 1. The flesh of an ox, bull, or cow, used as food. Often preceded by words indicating the exact part of the animal, e.g. sirloin, ribs of beef, etc. 2. transferred. 3. An ox; any animal of the ox kind; esp. a fattened beast, or its carcase.

Houaiss Dictionary: **Bife (n)** - slice of beef, usually of soft weights

OED: **Cafeteria (n)** - *orig. U.S. A coffee-house; a restaurant, esp. now a self-service restaurant.*

Houaiss Dictionary: **Cafeteria (n)** - *1. a vessel in which the coffee is prepared, or heated, served, especially that which is made of thin metal material, provided with a cable, cap and nozzle, and has a tapered shape, narrowing at the top*

OED: **Camera (n)** - *1.a. The department of the papal Curia dealing with finance; the papal treasury 2. An arched or vaulted roof, chamber, or building. Also more generally: any room or chamber. 3. A (small) chamber or cavity in a mechanism, a part of the body, a shell, etc. 4. b. A device for taking photographs, using an aperture or lens to focus a visual image on to a light-sensitive material or (in later use) a digital sensor*

Houaiss Dictionary: **Câmara (n)** - *1. room in the interior of a house, especially the bedroom. 3. place or building specially designed to hold meetings or deliberative activities, especially those related to legislative or judicial functions*

OED: **Cigar (n)** - *a. A compact roll of tobacco-leaves for smoking, one end being taken in the mouth while the other is lit. b. The pod of the catalpa tree; the Indian bean. U.S. c. The brown colour of a cigar.*

Houaiss Dictionary: **Cigarro (n)** - *1. thin roll of chopped tobacco, usually wrapped in fine paper (shroud), and intended to be smoked 1.1 cigarette made from other medicinal or non-medicinal plants*

OED: **College (n)** - *1. An organized society of persons performing certain common functions and possessing special rights and privileges; a body of colleagues, a guild, fellowship, association:*

Houaiss Dictionary: **Colégio (n)** - *1. association and gathering of colleagues, of companions of the same profession or activity; corporation, guild 3. establishment, public or private, engaged in primary education*

OED: **Commodity (n)** - 3. a. *A natural resource, material, etc., which is of use or value to mankind; a useful product. Frequently in plural.*

Houaiss Dictionary: **Comodidade (n)** - 1. *the quality of what is comfortable; quality of what fully satisfies, by its adequacy, utility or convenience, to the purposes that I attend* 4. *comfort, pleasure, ease*

OED: **Compromise (v)** - 3. *The settlement or arrangement made by an arbiter between contending parties; arbitration.* 4. a. *A coming to terms, or arrangement of a dispute, by concessions on both sides; partial surrender of one's position, for the sake of coming to terms; the concession or terms offered by either side.*

Houaiss Dictionary: **Compromisso (v)** - 1. *more or less solemn obligation assumed by one or more persons; commitment*

OED: **Contest (n)** - 1. *Strife in argument, keen controversy, dispute, debate, wordy war. †without contest: without dispute, incontestably.* 2. *Struggle for victory, for a desired object, or in defence; conflict, strife, contention.*

Houaiss Dictionary: **Contexto (n)** - 1. *interrelation of circumstances that accompany a fact or a situation* 2. *the set of words, phrases, or text that precedes or follows a particular word, phrase or text, and which contribute to its meaning; the chaining of speech*

OED: **Costume (n)** - 2.a. *The style of clothing, hairdressing, and personal adornment typical of a particular place, period, group, etc.; an example of this. Also: such styles of clothing, etc., as a subject of study.*

Houaiss Dictionary: **Costume (n)** - 1. *habit, frequent practice, regular*

OED: **Data (n)** - 2. a. *Related items of (chiefly numerical) information considered collectively, typically obtained by scientific work and used for reference, analysis, or calculation.*

Houaiss Dictionary: **Data (n)** - 1. *day precisely delimited by a specific sequential number system [This system comprises the infinite number of years of 365 or 366 days, grouping for 12 months in sets of approximately 30 days; date*

OED: **Deception (n)** - 1.a. *The action of deceiving or cheating. 2. That which deceives; a piece of trickery; a cheat, sham.*

Houaiss Dictionary: **Decepção (n)** - *disappointment*

OED: **Defendant (n)** - 1. *Law. A person or organization against whom a legal action, claim, or charge is brought; a party that is prosecuted or sued in a court or tribunal. Opposed to plaintiff or claimant. Now the usual sense.*

Houaiss Dictionary: **Advogado de defesa (n)** - *defense attorney*

OED: **Design (v)** - 14. *transitive. To plan and execute (a structure, work of art, etc.); to fashion with artistic skill; to furnish or adorn with a design. In later use merging with sense*

Houaiss Dictionary: **Designar (v)** - *to appoint*

OED: **Editor (n)** - 1. *The publisher of a book 2. One who prepares the literary work of another person, or number of persons for publication, by selecting, revising, and arranging the material; also, one who prepares an edition of any literary work.*

Houaiss Dictionary: **Editor (n)** - *publisher*

OED: **Educated (adj)** - 1.a. *That has been educated (in various senses of the verb); esp. (of a person, the mind, etc.) that has received a good education. Frequently with modifying adverb, as badly, poorly, etc.*

Houaiss Dictionary: **Educado** - *with a good upbringing, well-mannered, polite*

OED: **Emission (n)** - 1. The action of sending forth. Obsolete in general sense. 2. *The issuing, publication (of a book, a notice).* 3. *The issuing or setting in circulation (bills, notes, shares, etc.). Also concrete.* 4.a. *The action of giving off or sending out (chiefly what is subtle or imponderable, light, heat, gases, odours, sounds, etc.). †Formerly also the sending forth (of the soul) in death; the allowing 'the animal spirits' to escape; and figurative the 'pouring out', 'breathing forth' (of affection, etc.).*

Houaiss Dictionary: **Emissão (n)** - *issuing (of a document, etc.)*

OED: **Enroll (v)** - 1. *transitive. To write (a name), inscribe the name of (a person) on a roll, list, or register; to make a list of. Also †to enrol up.* 2. *To place upon a list; to incorporate as a registered or acknowledged member (in a society, corporate body, etc.). Also figurative.* 3. *esp. To place on the list of an army; to enlist, incorporate in the ranks of an army; to levy (an army). Also reflexive to enlist, take service.*

Houaiss Dictionary: **Enrolar (v)** - *to roll; to wind; to curl*

OED: **Eventually (adv)** - 1. *With regard to or in terms of the outcome; unintentionally; incidentally.* 2. *In the end, finally, ultimately.*

Houaiss Dictionary: **Eventualmente** - *occasionally*

OED: **Exciting (adj)** - *a. That excites. exciting cause n. (chiefly Pathology) that which immediately causes disease, etc.; opposed to predisposing cause. b. That excites an electric current, a magnetic field, an atom, etc., a spectrum, or radioactivity.*

Houaiss Dictionary: **Excitante** - *thrilling*

OED: **Exit (v)** - *a. To make one's exit from a stage or other place or situation; to leave, depart, disappear.*

Houaiss Dictionary: **Êxito** - *success*

OED: **Expert (n)** - *1. A person who is expert or has gained skill from experience. Const. at, in, with. a. A person regarded or consulted as an authority on account of special skill, training, or knowledge; a specialist. Also attributive, as in expert evidence, expert witness, etc. b. In recent use esp. one skilled in the study of handwritings.*

Houaiss Dictionary: **Esperto (n)** - *smart, clever*

OED: **Exquisite (adj.)** - *1. Sought out, 'recherché'. a. Carefully ascertained or adjusted; accurate, exact. Of an action, investigation, etc.; whence of persons or agents: Careful, curious, minute. Obsolete. 3. Carefully elaborated; brought to a high degree of perfection. 4. Of a person, etc.: Accomplished either in good or bad things; consummate, excellent, perfect. Const. at, of, in, also to with infinitive.*

Houaiss Dictionary: **Esquisito** - *strange, odd*

OED: **Fabric (n)** - *I. A product of skilled workmanship. 1. An edifice, a building. 2. A contrivance; an engine or appliance. 3. a. 'Any body formed by the conjunction of dissimilar parts' (Johnson); a frame, structure. 4. A manufactured material; now only a 'textile fabric', a woven stuff. II. Senses relating to the action of constructing or manufacture. 5. a. The action or process of framing or constructing; erection (of a building); formation (of an animal body or its parts). Now only*

spec. The construction and maintenance (of a church); = ecclesiastical Latin fabrica ecclesiae. 6. Kind or method of construction or formation. a. of things in general, buildings, instruments, etc. Also style (of architecture).

Houaiss Dictionary: **Fábrica (n)** - *plant, factory*

OED: **Genial (adj)** - 5. *a. Esp. of a person: sympathetically cheerful; kindly; jovial; affable. b. Of an event, circumstance, etc.: cheering, enlivening, heartening; convivial, congenial.*

Houaiss Dictionary: **Genial** - *brilliant*

OED: **Grip (v)** - 1. *a. Firm hold or grasp; the action of gripping, grasping, or clutching; esp. the tight or strained grasp of the hand upon an object*

Houaiss Dictionary: **Gripe (n)** - *cold, flu, influenza*

OED: **Hazard (v)** - 1. *transitive. To risk losing (something) in a game of chance; to stake, wager (something); to expose (something) to hazard or risk in an attempt to gain something.*

Houaiss Dictionary: **Azar** - *bad luck*

OED: **Idiom (n)** - 1. *The specific character or individuality of a language; the manner of expression considered natural to or distinctive of a language; a language's distinctive phraseology. 2. a. A language, especially a person or people's own language; the distinctive form of speech of a particular people or country.*

Houaiss Dictionary: **Idioma (n)** - *language*

OED: **Ingenuity (n)** - 4. *a. High or distinguished intellectual capacity; genius, talent, quickness of wit.*

Houaiss Dictionary: **Ingenuidade (n)** - *naiveté / naivety*

OED: **Injury (n)** - *1. Wrongful action or treatment; violation or infringement of another's rights; suffering or mischief wilfully and unjustly inflicted*

Houaiss Dictionary: **Injúria (n)** - *insult*

OED: **Inscription (n)** - *1. The action of inscribing; the action of writing upon or in something.*

Houaiss Dictionary: **Inscrição (n)** - *registration, application*

OED: **Instance (n)**- *1.a. Urgency in speech or action; urgent entreaty, solicitation; earnestness; persistence. archaic, except in at the instance of (a person), at the solicitation, suit, instigation, or suggestion of.*

Houaiss Dictionary: **Instância (n)** - *petition*

OED: **Intend (v)** - *18. transitive. To have in the mind as a fixed purpose; to purpose, design. (The chief current sense.)*

Houaiss Dictionary: **Entender (v)** - *understand*

OED: **Jar (n2)** - *1. vessel of earthenware, stoneware, or glass, without spout or handle (or having two handles), usually more or less cylindrical in form. Originally used only in its eastern sense of a large earthen vessel for holding water, oil, wine, etc.*

Houaiss Dictionary: **Jarra (n)** - *pitcher*

OED: **Journal (n)** - *1. A book or record. 2. a. A book containing notices concerning the daily stages of a route and other information for travellers. 6. A daily newspaper or other publication;*

*hence, by extension, Any periodical publication containing news or dealing with matters of current interest in any particular sphere. Now often called specifically a **public journal***

Houaiss Dictionary: **Jornal (n)** - newspaper

OED: **Large (adj)** - II. Great in size, amount, or degree; big; wide; full 3.a. Of extensive capacity, space, or volume; having or allowing plenty of room; capacious, spacious.

Houaiss Dictionary: **Largo (adj)** - wide

OED: **Lecture (n)** - 1. The action of reading, perusal; also figurative. Also, that which is read or perused. archaic. 5.a. The instruction given by a teacher to a pupil or class at a particular time; a lesson. Obsolete except in University use

Houaiss Dictionary: **Leitura (n)** - reading

OED: **Legend (n)** - 5.a. A traditional story sometimes popularly regarded as historical but not authenticated; a fable, a myth.

Houaiss Dictionary: **Legenda (n)** - subtitle

OED: **Library (n)** - 1.b. A building, room, or set of rooms, containing a collection of books for the use of the public or of some particular portion of it, or of the members of some society or the like; a public institution or establishment, charged with the care of a collection of books, and the duty of rendering the books accessible to those who require to use them.

Houaiss Dictionary: **Livraria (n)** - book shop

OED: **Location (n)** - 1.a. The action of situating something; (also) the fact or condition of being placed; settlement in a place.

Houaiss Dictionary: **Locação (n)** - rental

OED: **Lunch (n)** - 1.a. A synonym of luncheon n. 2. (Now the usual word except in specially formal use, though formally objected to as vulgar.) Also: a light meal at any time of the day.

Houaiss Dictionary: **Lanche (n)** - snack

OED: **Magazine (n)** - 1.a. A place where goods are kept in store; a storehouse for goods or merchandise; a warehouse or depot. Now rare. 6.b. A periodical publication containing articles by various writers; esp. one with stories, articles on general subjects, etc., and illustrated with pictures, or a similar publication prepared for a special-interest readership.

Houaiss Dictionary: **Magazine (n)** - department store

OED: **Mayor (n)** - 2.a. The head or chief officer of the municipal government of a city, borough, etc., now usually elected by local councillors or citizens (but appointed by central government up to the middle of the 19th cent. in most European countries), and serving as chairman of the council, chief executive officer, and now frequently also as an agent of central government charged with certain public responsibilities.

Houaiss Dictionary: **Maior (adj)** - bigger

OED: **Moisture (n)** - 1. Liquid; vapour a. The liquid part or constituent of a body; (spec. in medieval philosophy) the moist property naturally inherent in all living plants and animals b. Water or other liquid diffused in small quantity through air as vapour, or through a solid substance, or condensed on a surface.

Houaiss Dictionary: **Mistura (n)** - mix, mixture, blend

OED: **Motel (n)** - *A roadside hotel catering primarily for motorists, typically having rooms arranged in low blocks with parking directly outside.*

Houaiss Dictionary: **Motel (n)** - *love motel, hot-pillow joint*

OED: **Notice (v)** - *I. The act of imparting information, and related senses 2a. Knowledge; awareness. Now only as passing into sense*

Houaiss Dictionary: **Notícia (n)** - *news*

OED: **Novel (n)** - *4.b. A long fictional prose narrative, usually filling one or more volumes and typically representing character and action with some degree of realism and complexity; a book containing such a narrative.*

Houaiss Dictionary: **Novela (n)** - *soap opera*

OED: **Parents (n)** - *1.a. A person who is one of the progenitors of a child; a father or mother. Also, in extended use: a woman or man who takes on parental responsibilities towards a child, e.g. a stepmother, an adoptive father.*

Houaiss Dictionary: **Parentes (n)** - *relatives*

OED: **Particular (adj)** - *2.a. That is a unit or one among a number; taken or considered as an individual, apart from the rest; single; distinct, individual, specific.*

Houaiss Dictionary: **Particular** - *personal, private*

OED: **Pasta (n)** - *1.a. Esp. in Italian cookery: thin strands, sheets, or other shapes of dough made from durum wheat and water (sometimes enriched with egg), usually sold dried, and cooked in boiling water.*

Houaiss Dictionary: **Pasta (n)** - *paste; folder; briefcase*

OED: **Policy (n)** - *I. Senses related to public or politic practice.*

Houaiss Dictionary: **Polícia (n)** - *police*

OED: **Port (n)** - *I. A harbour, and related senses.*

Houaiss Dictionary: **Porta (n)** - *door*

OED: **Prejudice (n)** - *1.a. Preconceived opinion not based on reason or actual experience; bias, partiality; (now) spec. unreasoned dislike, hostility, or antagonism towards, or discrimination against, a race, sex, or other class of people.*

Houaiss Dictionary: **Prejuízo (n)** - *damage, loss*

OED: **Prescribe (v)** - *I. To make an authoritative ruling.*

Houaiss Dictionary: **Prescrever (v)** - *expire*

OED: **Preservative (n)** - *2. A thing which preserves or tends to preserve from decay, loss, or destruction*

Houaiss Dictionary: **Preservativo (n)** - *condom*

OED: **Pretend (v)** - *1. transitive. To put forward as an assertion or statement; to allege, assert, contend, claim, declare; esp. to allege or declare falsely or with intent to deceive.*

Houaiss Dictionary: **Pretender (v)** - *to intend, to plan*

OED: **Procure (v)** - I. To obtain; to bring about.

Houaiss Dictionary: **Procurar (v)** - *to look for*

OED: **Propaganda (n)** - 3. *The systematic dissemination of information, esp. in a biased or misleading way, in order to promote a political cause or point of view. Also: information disseminated in this way; the means or media by which such ideas are disseminated.*

Houaiss Dictionary: **Propaganda (n)** - *advertisement, commercial*

OED: **Push (v)** - 1.a. *transitive. To exert force upon or against (a body) so as to move it away; to move by force, esp. to move along by exerting a continuous force; to shove, thrust, drive, press.*

Houaiss Dictionary: **Puxar** - *to pull*

OED: **Range (v)** - I. *Senses relating to movement, compass, or area*

Houaiss Dictionary: **Ranger (v)** - *to creak, to grind*

OED: **Realize (v)** - I. *To give real existence to something.*

Houaiss Dictionary: **Realizar (v)** - *to carry out, make come true, to accomplish*

OED: **Record (v)** - 9.a. *To relate, narrate, or mention in a written account; to put or set down in writing or some other permanent form; to put on record.*

Houaiss Dictionary: **Recordar (v)** - *to remember, to recall*

OED: **Refrigerant (n)** - *1.a. Medicine. An agent used to reduce the temperature of the body or a part of the body, esp. in inflammation or fever. In later use: esp. a topical agent used to chill or freeze tissue in anaesthesia or cryosurgery.*

Houaiss Dictionary: **Refrigerante (n)** - *soft drink, soda, pop, coke*

OED: **Requirement (n)** - *1. The action of requesting something; a request.*

Houaiss Dictionary: **Requerimento (n)** - *request, petition*

OED: **Résumé (n)** - *1. A summary; a condensed account or recapitulation. 2. Chiefly North American. A curriculum vitae*

Houaiss Dictionary: **Resumo (n)** - *summary*

OED: **Retired (adj)** - *1.a. Of a way of life, an activity, a period of time, etc.: characterized by seclusion or withdrawal from society; private, quiet 4. Of a person: that has left office, employment, or service permanently, now esp. on reaching pensionable age; that has stopped working.*

Houaiss Dictionary: **Retirado** - *removed, secluded*

OED: **Senior (n)** - *1.a. Older, elder; esp. used after a person's name to denote the elder of two bearing the same name in a family; also (after a simple surname) the elder of two boys of the same surname in a school, etc.*

Houaiss Dictionary: **Senhor (n)** - *gentleman, sir*

OED: **Support (v)** - *1.a. To endure without opposition or resistance; to bear with, put up with, tolerate. In later use chiefly in negative contexts.*

Houaiss Dictionary: **Suportar (v)** - *tolerate*

OED: **Tax (n)** - *1.a. A compulsory contribution to the support of government, levied on persons, property, income, commodities, transactions, etc., now at fixed rates, mostly proportional to the amount on which the contribution is levied.*

Houaiss Dictionary: **Taxa (n)** - *rate; fee*

OED: **Turn (v)** - *I. Rotation, and connected senses.*

Houaiss Dictionary: **Turno (n)**- *shift; round*

4.1 Latim

It is believed that the first set of information that students need to know before entering HEL is a quick explanation of the basics of a language system and dictionaries such as the OED are straight to the point when explaining phonology, morphology, lexicon, syntax, semantics and a few examples follow:

Phonology, according to the OED, is the system of contrastive relationships among the speech sounds that constitute the fundamental components of a language and an example follows. “*Differences in phonology can usually be associated with the geographic location of the speaker.*” A second entry should make it even clearer. “*The branch of linguistics that deals with systems of sounds (including or excluding phonetics), within a language or between different languages.*”

The same perspective mentioned before should go for morphology (the study of the forms of words, in particular inflected forms)^[1], lexicon (the vocabulary of a person, language, or branch of

knowledge)^[2], syntax (the arrangement of words and phrases to create well-formed sentences in a language)^[3] and semantics (the meaning of a word, phrase, or text)^[4]¹.

The second part is direct from HEL itself. It concerns itself with internal and external history, synchrony vs. diachrony, content vs. structure, levels of change, conscious and unconscious variations and change, stability vs. instability, language difference and identity, dictionary entries and the Proto-Indo-European family tree of languages.

4.2 Internal and External History

The traditional pattern of the HEL course divides the subject matter into two parts, the internal history of the language and the external history of the language (William A. Kretzschmar 2017). To present such aspects of a language, it is necessary to explain that external history is the history of migrations, wars, colonization, economies, etc. Some examples like the coming of Germanic mercenaries to defend the Romanized British population of Britain, the Norman invasion by William the Conqueror, the introduction of Christianity may perform well illustrating students to what is to come and how far English has come. The other part of HEL to clarify for students is its internal history and a simple sentence like *is just about the language itself* may help students understand the changes better. Examples like how the personal pronouns changed, from the OE feminine *hē* to *she* and the plural *hīe* to *they*, might be great examples to excite students in this early stage.

Showing these events and changes gives students an idea of the changes that occurred in the not so distant past that led English to have so many varieties.

4.3 Synchrony and Diachrony

When Matthew Giancarlo suggests that students need to be aware of the difference in synchrony and diachrony when confronting the language at “points of time” versus “through time” or “across time”, a difference intrinsic in the very anatomy of the HEL class, but also fundamental to the

¹ [1],[2],[3],[4] entries from the OED online version, accessed on April 25th, 2019

theoretical awareness of the conditions of critical understanding and intellectual frameworks, and for much of the inquiry into related issues it shows the importance of this distinctions. [8]

4.4 Content and Structure

The same author (Matthew Giancarlo 2017) [8] points out the importance of content versus structure. Students will innately tend to have a lexicon-centric view of language, but languages are composed of words and sounds, and this content-focus requires a clash dialectically with the more elusive linguistic notions of language as structure(s). These include lexical and lexicon structures that shift over time, syntactic structures, usage structures, and more, showing at every level the changing structures of HEL which World English will show how it diverge between communities.

4.5 Levels of Change

Displaying the levels of change is equivalent to making explicit how change occurs at different degrees. It has commonly been assumed that HEL is the ideal place to showcase not only phonetic/phonemic changes but also semantic changes, changes in usage and syntax, changes in social lingual patterns, and changes in social lingual ideology. Language change in HEL, then, is the result of the ongoing process. All living languages continue to change in response to changing conditions.

4.6 Conscious and Unconscious variations and change

HEL is an excellent field for introducing students to historical questions and issues of semiotics, acts of meaning-making, which are both linguistic and cultural, intended and unintended, and culturally determined. These grounding contrasts, simple but challenging and conceptually powerful, can provide further scaffolding for several more like the “philological unconscious”: not only that language/English changes and adapts without our being aware of it as “we” change and

adapt it, but also that English is consciously deployed as well, as choices, usages, and interactions enact social codes of communication. (Matthew Giancarlo 2017) [8]

4.7 Stability vs. Instability

An important fact that students should be familiar with is that languages change over the long historical horizon and across large geographical spaces (time-depth and space-width). They need to know how to identify English not as a stable and positive object of knowledge but as an ongoing process from Old English to Middle English to Modern English to Global Englishes. These ideas shall prompt students to exuberant the external history of the English language.

4.8 Dictionaries

Most students are familiar with simple and straight to the point dictionaries, online or hard copy. A good approach to a HEL class is to introduce students to the OED. It is thought that dictionaries are largely misunderstood, they are full of historical facts and judgments about English. In their etymologies, they tie English to other languages; in their sense analysis, they reveal not just different meanings but often implicitly the cultural basis for those meanings. Their quotations amplify voices from the past into the present day, allowing students to think about the relationships between meaning and register, both historically situated. Etymologies in the OED are generally more accurate and are increasingly thoughtful, complex, discursive and reliable. (Michael Adams 2017) [9]

The OED also enables students to perform small-scale research projects at an early stage and to experience the fulfillment of finding out something new for themselves using a dictionary to look up affixes from the Richmeister skit (like -ator, -stress, -meister) – it becomes a more engaging way of leading students to discover that the contents of dictionaries include morphemes and roots as well as words. [9]

4.9 Indo European tree

It is well known that one of the most impressive images in the world of linguistics is the Proto-Indo-European tree.

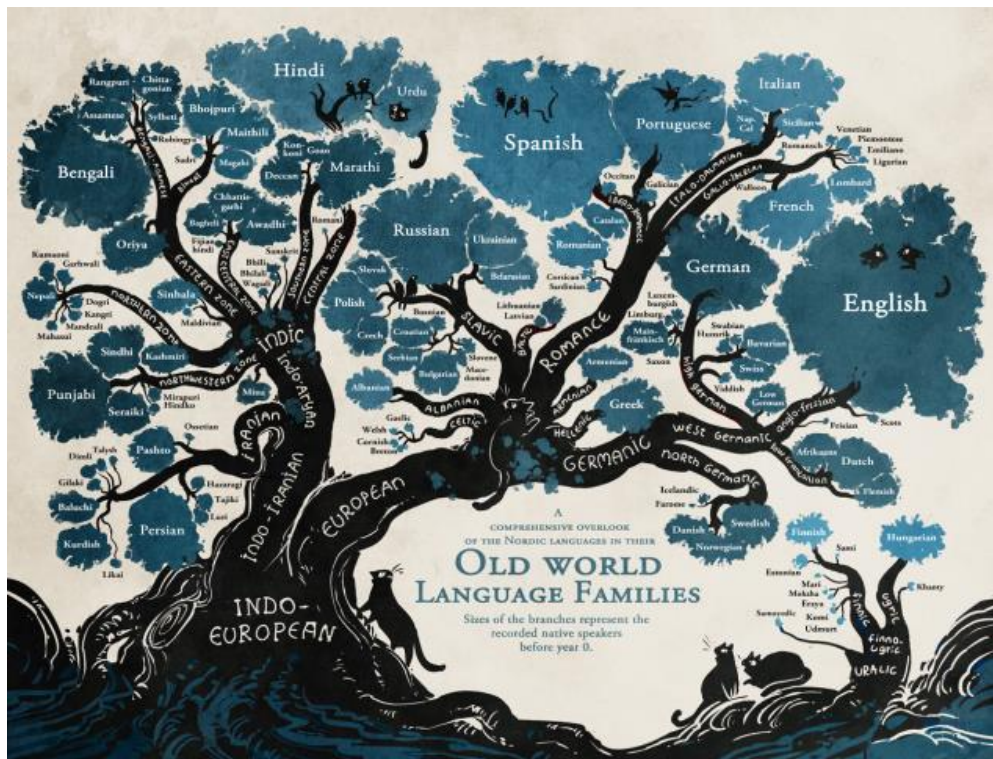


Figure 1 <https://chriskbacon.com/2014/12/03/english-language-family-tree/> (accessed 25/04/2019)

It is the sort of image that explain in a few seconds how the languages that we know and speak came to be and to this day, it is thought that an important part of the HEL course is the discussion of the sound changes that created the separate Germanic language group from Indo-European, and other changes that eventually created English as a separate branch. (William A. Kretzschmar 2017) [6]. In the tradition of Indo-European studies, which rely on lexical and morphosyntactic correspondences to establish genetic classification, the language is considered Germanic, this genetic classification has not been disputed, even though a great deal of Modern English vocabulary is from Latin and French, and the latter supposedly trigger the Great Vowel Shift. [13]

5. How, whether and why teach HEL to ESL students?

People tend to talk like the people nearby, either physically or socially near, and we tend to use the same linguistics tools that others do when we are writing or saying the same kind of thing. We know, for example, when to use you guys or y'all or you and every language professional should have a well based linguistic knowledge to facilitate its comprehension on the subject that its teaching as well as to evaluate what is relevant to teach students. (William A. Kretzschmar 2017) [6] As seen before there are many aspects that make language learning accomplishable, but it's believed that one of the most important thing in language teaching is to help creating a memory in the student mind of each single construction that they may encounter and not have them remember by heart the infernal irregular verbs list for example. One of the beliefs of this author is that, classes on the history of the language should spark the students' curiosity about the diversity of English language around the globe; it should strongly problematize the assumption that there is or can be a standard English or even a set of standard Englishes.

Teaching World Englishes can be a great distraction to make students engage in a HEL class and it is a good break from the traditional class, where vocabulary, frequency and grammar are always the theme. When teaching the History of English, it might well be worth following Strang's example and starting the course with Late Modern English before moving into less familiar territory (Joan Beal 2017). To get students accustomed, using Modern English passages with verbs at the ends of sentences, objects fronted, and dative and accusative endings pasted on to nouns where appropriate may help familiarize them. Passages from modern pop song lyrics are great and translating them into Old-English-style morphology and syntax, the students can get used to "funny" things which otherwise would confuse them while the vocabulary itself will be transparent. [7]

After some exercises and explanations on World Englishes it's good to focus a lecture or two on one or two varieties of English, say, AAVE and Jamaican Englishes. The idea is to go around into English just as one would dig into Middle English, covering the external history, social and cultural influences, linguistics features (phonology, grammar, etc.), lectal relations (acrolect, mesolect, pidgins and creoles), pressures from other languages, and diachronic changes. This approach has the advantage of giving students an in-depth understanding of one variety and introduces them to methods that they can then apply to other varieties or use to contemplate general theories about English as a global language. After implementing the knowledge that students already have from

the first classes to make this strategy work, one might instead begin the course with an introduction to World Englishes and follow it up immediately with Old English and the subsequent historical stages of the language in chronological order. [12]

Teaching also means to let students teach their peers and student-based research into linguistic circles can be prosperous and assigning students to select, research, and present to class one variety of English is a great way to do that. This not only gives each student an in-depth look at a variation of English but also gives the other students a broader overview of several varieties and the dynamics of their histories. The core of the assignment consists of presenting the noteworthy hallmarks of a variety of the English language (including its “outer” and “inner” histories) and conducts in-depth research into one aspect of complexity (e.g., lexical borrowings or grammatical influences from a local language or the effect of a political event on the use of English in the region). [12]

After presentations on World Englishes are done, it is time to get students to Old English. The proximity between the lessons on World Englishes and Old English gives students a contemporary inroad to understanding the diversity of Indo-European languages back in the mists of time (it also help them memorize the first classes where the Proto-Indo-European language tree was presented). And it invites concomitant discussions about whether, for instance, what we currently observe in World Englishes is comparable to the process by which the Romance languages surfaced from Latin; it helps to problematize the foreignness associated with Old English, which is often the sole or primary basis for distinguishing Old English from other forms of English: if it looks odd or difficult or different, it is Old English. (Saltzman, Benjamin A 2017) But by inscribing World Englishes, and especially creoles, first, students can learn to question this paradigm from the start and become more attuned to the striking differences between varieties of English. In the long run, we can begin to think about the meaning of otherness and difference through the lens of language: for every encounter with Old English or Spanglish, Malaysian English is an experience with a unexpected paradox of foreignness and familiarity.

It is the belief of this author that once Old English is introduced, a chronological external and internal approach should suffice students’ curiosities and give them a better understand on the many varieties of the English language that cover the globe.

6. Conclusion

The main point of this paper was to present a stimulating approach of HEL to ESL students. Teaching HEL it is not a main concern for any ESL teacher. Most curriculums do not mention a single passage of it and many students continually approach the English language as just as any subject taught in school, but second language learning is the base for the continued contact that one shall have with others in a globalized world. Once students identify that all languages have specific characteristics and learn how to identify those, it becomes easier to learn a third, fourth and possibly a fifth language.

As a result, while we can still apply ordinary terms and concepts of modern language study and linguistics to generate a well-aimed report of periods in HEL, the true tale of the language will be about recurrent emergence and re-emergence of lexical, phonological and grammatical patterns of English out of the interaction of its speakers and the eventuality of their history

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[17] Graphics from the Washington Post presented on section 3. https://www.washingtonpost.com/news/worldviews/wp/2015/04/23/the-worlds-languages-in-7-maps-and-charts/?noredirect=on&utm_term=.855aa8beacfb (accessed on 25/04/2019)

8. Affidavit

I hereby truthfully declare that

- 1) I wrote the submitted paper independently and without illicit assistance;
- 2) I did not use any materials other than those listed in the bibliography and that all passages taken from these sources in full or in part have been marked as such and their origin has been cited individually in the text stating the version (edition and year of publication), the volume and page of the cited work, and in the case of Internet sources stating the complete URL and the date of access;

3) I have listed all institutions and persons that supported me in the preparation and production of the paper;

4) I have not submitted the paper to any other institution and that it has never been used for other purposes, neither in full nor in part.

I am aware that any violation of this declaration will result in a fail grade

(nicht bestanden).

Erlangen,

Signature