



Universidad de Jaén

Facultad de Humanidades y Ciencias de la Educación

COGNATES: HISTORICAL EXPLANATION AND DIDACTIC IMPLICATIONS

Alumno/a: Jesús Chica Castro

Tutor/a: Dr. Alejandro Alcaraz Sintés

Dpto: Dpto. de Filología Inglesa

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Abbreviations used in this essay

c: Circa

e.g.: *exempli gratia*.

i.e.: *id est*, “that is”

L1: First language or mother tongue

L2: Second language

Lat.: Latin

MFr.: Middle French

ModFr.: Modern French

OFr.: Old French

1. Introduction

The aim of this project is to study the origin of certain words and their evolution as a way to improve the current teaching methods used in secondary education. In order to do so, I will follow a contrastive analysis perspective towards cognate words and enumerate their possible positive and negative effects in Second Language Acquisition. Then, I will focus on the use of cognates as a strategy within English as a vehicle for communication.

First of all, I will define the main concepts that must be clear in order to understand the importance of cognates in didactics, including the concept of *cognate* itself. In order to define every term properly, I will extract definitions from specialized dictionaries such as *The Concise Oxford Dictionary of Linguistics* (Matthews 1997) and *The Lexicon of Linguistics* (Kersten 2001), and illustrate each definition with at least one example.

Then, I will create a glossary of cognates in Spanish and English and I will justify and explain its composition. In order to fully understand the chronological changes suffered by cognates, I will also add a brief historical background, in which I have tried to synthesize all the events that “shaped” English.

Finally, I will summarize the main ideas of this essay and extract some general conclusions.

2. Definition of the main linguistic concepts: *cognate*, *false cognate*, *false friend*, *lingua franca*, and *transference*

Before talking about cognates and their didactic implications, it is indispensable to define what a cognate is.

Cognates are words that share a common etymological origin. The term *cognate* comes from “*cognatus*”, which literally means “born at the same time” (Latin *Co – gnatus*). According to *The Concise Oxford Dictionary of Linguistics* (Matthews 1997), cognates are “languages, words, etc., that have developed from a common ancestor. E.g.: English is cognate with German; likewise English *beam* is cognate with German *Baum* ‘tree’”.

On the other hand, cognates do not need to share a common meaning, as they might have changed as the languages evolved and separated from the origin or mother language.

This leads us to the following term, *false friends*. A false friend is just a pair of words that are similar in form but with a different meaning, despite the etymological connection between them. According to *The Concise Oxford Dictionary of Linguistics* (Matthews 1997) a false friend is a “word in one language which sounds like one in another and may be taken by mistake as having the same meaning.” An example of this could be the English cognate *fume*, which means “to steam, mist or smoke”, and the Spanish cognate *fumar*, which means “to smoke”.

Moreover, there also exist *false cognates*. False cognates are pairs of words in the same or different languages that are similar in form and meaning but have different roots. That is, they appear to be, or are sometimes considered, cognates, when in fact they are unrelated, e.g.: English *arm*, meaning “upper limb”, could be etymologically confused with Spanish *arma*, as it is a cognate of *arm* meaning “weapon”. However, meaning “upper limb”, it comes directly from Old English.

On the other hand, as we are going to deal with cognates from the perspective of *contrastive analysis* and postulate their application in the teaching and the use of English, it is necessary to define other key concepts.

Contrastive analysis is the systematic study of a pair of languages with a view to identifying their structural differences and similarities. Contrastive Analysis was extensively used in the 1960s and early 1970s as a method of explaining why some features of a Target Language, that is the language to be learned, were more difficult to acquire than others. According to the behaviourist theories, language learning was a matter of habits, and it could be reinforced by existing habits. Therefore, the difficulty in mastering certain structures in a L2 depended on the difference between the learners' mother language and the language they were trying to learn.

According to the contrastive analysis theory, second language learners make mistakes due to the interference of their native languages. When words or structures are similar, linguistic interference can result in a correct language production called *positive transfer*. A good example of this is the use of perfect cognates as in the following examples:

Example 1: *He works in a theatre, he is an actor.*

Example 2: *Trabaja en un teatro, es actor.*

However, when speakers use items and structures that are not the same in both languages, a *negative transfer* appears. Within the theory of contrastive analysis, the greater the differences between the two languages, the more negative transfer can be expected.

Thus, the more similarities in grammar and lexicon between the two languages, the easier it would be for the students to learn.

Finally, as languages are a vehicle to communication, it is not strange that English is used as a *lingua franca* worldwide. According to the *The Concise Oxford Dictionary of Linguistics* a *lingua franca* (Matthews 1997) is a "language that is adopted as a common language between speakers whose native languages are different." A few examples of *linguae francae* used nowadays are Arabic, in Western Asia and Africa, Spanish in South America, or Yiddish among the Jew community.

3. Procedures to create the glossary and its division

The creation of a glossary of cognate words is a very difficult task, as there are a lot of false cognates and borrowings that might mislead students. On the other hand, most cognates do not represent a real problem for students, as their meanings have been preserved in both the source language and the target language. Therefore, cognates with similar meaning do not represent an interesting field of study for applied linguistics, or at least from a Contrastive Analysis perspective.

As far as cognates that may mislead students are concerned, I have selected fifty-five words from different online corpora, listed further down in the section *References*. This, in my opinion, can be confusing due to two main factors: similar spelling in Spanish or a historical semantic shift. Within this list, I will add their definitions from the *Online Oxford English Dictionary* (2015), focusing on the original meaning that they had when they were introduced in English, their later usage, or their present-day usage. Then, I will provide a brief explanation about the possible problem that they might pose to Spanish speakers, providing the Spanish cognate and its definition, taken from the *Diccionario de la Real Academia Española* (RAE 2014), when necessary.

3.1.1. Glossary

Actual

(< OFr. *actuel* “now existing, up to date < Lat. *actualis* “active, pertaining to action”)

- **Original meaning:** “Characteristic of or relating to acts or action; exhibited in or arising from deeds; practical, active.”
 - Example: *Pys senne comeþ nauzt of þy ken [...] þys lerede men clypyeþ hyt ‘actuel’*. Translation: “This sin does not come of that reace [...]” this learned people call it “actual”. (c1350, William of Shoreham *Poems*)
 - 1350-1650 “Present”
- **1450-PDE:** “Existing in fact, real; carried out, acted in reality. Opposed to potential, possible, ideal, etc.”

- Example: *After þat spirituel felynge, whan þe actual felynges come to hir kynde ageyne.* (1450, St. Christina in *Anglia*) Translation: “After that spiritual feeling, when the actual feelings come to her kind again.”
- **Spanish cognate:** Actual: “Dicho del tiempo en que actualmente está alguien, presente.” “Que existe, sucede o se usa en el tiempo de que se habla.”
- **Difficulty:** Spanish students may confuse the term with its Spanish cognate (*Actual*) which means “current”.

Approve

(< OFr. *aprover* “approve, agree to” < Lat. *approbare* “to assent to as good, regard as good.”)

- **Original meaning:** “To make good (a statement or position); to show to be true, prove, demonstrate.”
 - Example: *Who shal aproue it?* Translation: “Who shall approve it?” (1382, *The Wycliffite Bible*)
- **1413-PDE:** “To confirm authoritatively; to sanction.”
 - Example: *Pere may no thing be approvid, ne affermed, but if it be founde in the faith* Translation: “There may be nothing approved, or affirmed, but if it is found in the faith.” (1413, Lydgate, *The Pilgrimage of the Sowle*)
- **Spanish cognate:** Aprobar: “Calificar o dar por bueno o suficiente algo o a alguien.” “Declarar hábil y competente a alguien.”
- **Difficulty:** Spanish students may confuse the term with its Spanish cognate meaning of “to pass” as in *I passed my exam*. The Spanish cognate evolved its meaning from “to regard as good” in Latin, to a more specialized meaning related to education. Thus, students might use *approve* in this sense as in the following example: **I have approved my exam.*

Argue

(< OFr. *arguer* “maintain an opinion or view; reproach, blame” < Lat. *argutare* “to prattle, prate”)

- **Original meaning:** “To bring evidence, convict, prove, indicate.” Obsolete.

- Example: *But that proueth nat or Argueth hym to be the firste*. Translation: “But that does not prove or proves him to be the first.” (1513, R. Fabyan, *The new chronicles of England and France*)
- **1393-PDE:** “To reason in opposition, raise objections, contend, dispute.”
 - Example: *Quath Actyf tho al angryliche and argueynge as hit were, 'What is pouerte pacient?'* Translation: “What action made it so angrily and disputing as it was? What is poverty with patience?” (1393, W. Langland, *Piers Plowman*)
- **Spanish cognate:** Argüir: “Sacar en claro, deducir como consecuencia natural.” “Descubrir, probar, dejar ver con claridad las cosas que son indicio y como prueba de otras.” “Echar en cara, acusar.” “Aducir, alegar, dar argumentos a favor o en contra de alguien o algo.” “Disputar impugnando la sentencia u opinión ajena.”
- **Difficulty:** Students may use the term with the Spanish cognate’s meaning of “to deduce” instead of the appropriate English use of “to raise objections, to dispute” as in *Two kids were arguing for some stolen candy*.

Assist

(< MFr. *assister* “to stand by, help, put, place”< Lat. *assistere* “stand by, take a stand near, attend”)

- **Original meaning:** “To take one's place with (a person), join, accompany, attend.” Obsolete.
 - Example: *It was no mastery for David, beyng assisted with God [...] to overthrowe this one man*. Translation: “It was no challenge for David, being accompanied by God [...] to overthrow this one man.” (1553 T. Wilson *The Arte of Rhetorique*.)
- **1578-PDE:** “To aid, help.”
 - Example: *To assyst man gods comandments to fulfyll*. Translation: “In order to help man to fulfill God’s commandments.” (1578, J. Heywood, *Witty & Witless in Two Moral Interludes*)
- **Spanish cognate:** Asistir: “Acompañar a alguien en un acto público.” “Servir o atender a alguien, especialmente de un modo eventual o desempeñando tareas específicas.” “Socorrer, favorecer, ayudar.”

- **Difficulty:** Although, in Spanish it may also mean “to aid”, students may think it refers to its original meaning as the Spanish cognate has preserved the sense of “to attend” in its most common meaning.

Attend

(< OFr. *attendre* “to expect, wait for, pay attention” < Lat. *attendere* “give heed to”)

- **Original meaning:** “To turn one's ear to, listen to.”
 - Example: *Qua-sum þe tale can better a-tend.* Translation: “Whoever can listen better the tale.” (c1400, *Cursor Mundi*.)
- **1420-PDE:** “To watch over, wait upon, with service, accompany as servant, go with, be present at.”
 - Example: *It wol thyne oxen mende[...]/yf thai the fyre attende.* Translation: “It would satisfy your oxen [...] if they wait by the fire.” (c1420, *Pallad. on Husb.*)
- **Spanish cognate:** Atender: “Esperar o aguardar.”, “Acoger favorablemente, o satisfacer un deseo, ruego o mandato.” “Aplicar voluntariamente el entendimiento a un objeto espiritual o sensible.”
- **Difficulty:** Students may confuse it as the Spanish cognate has preserved the meaning of “to pay attention” in its most common definition.

Cabin

(< OFr. *cabane* “hut, cabin” < Lat. *capanna* “hut”)

- **Original meaning:** “A temporary shelter of slight materials; a tent, booth, temporary hut.” Obsolete.
 - Example: *Cabanes coverede for kynges anoyntede With clothes of clere golde for knyghtez and oþer.* Translation: “Cabins covered with clothes of bright gold for the king to anoint and for the knights and others” (1400, *Le Morte d'Arthur*)
- **1440-PDE:** “A permanent habitation of rough or rudimentary construction; a poor dwelling.”
 - Example: *Caban, lytylle howse, pretoriolum, capana.* Translation: “Cabin, little house, cottage, hut.” (c1440, *Promptorium Parvulorum*)

- **Spanish cognate:** Cabina: “Recinto pequeño, generalmente aislado, para usos muy diversos.” “Cada uno de los compartimientos que hay en un locutorio para uso individual del teléfono.” “Caseta, generalmente acristalada, instalada en la calle para uso del teléfono público.”
- **Difficulty:** Students may confuse this term with the Spanish cognate *cabina*, which may refer to a plane cockpit or a telephone booth. However, the correct term in Spanish would be *cabaña*, which, unlike the word *cabina*, borrowed from French in the modern period, developed directly from Latin.

Camp

(<Lat. *campus* “open field, level space.”)

- **Original meaning:** “The place where an army or body of troops is lodged in tents or other temporary means of shelter, with or without intrenchments. In common modern use the collection of tents, huts, and other equipment is the chief notion, the site being the ‘camping-ground’; but as used of ancient works, Roman, British, Danish, etc., it usually means the intrenched and fortified site, within which an army lodged or defended itself.”
 - Example: *It is very certain, that the Spaniards have refused battle, and conveyed themselves out of their camp neerer unto Naples in the night.* Translation: “It is very certain that the Spaniards have refused to battle, and conveyed themselves out of their camp near Naples in the night.” (1528, Sir Gr. de Cassalis et al. (The King's Ambassadors with the Pope) in John Strype, *Ecclesiastical Memorials*)
- **1917-PDE:** “Quarters for the accommodation of detained or interned persons, as concentration camp.”
 - Example: *Several copies have reached England of The Rühleben Camp Magazine issued by the prisoners.* (1917, *Sphere* 10 Feb. 128)
- **Spanish cognate:** Campo: “Terreno extenso fuera de poblado.” “Tierra laborable.” “En contraposición a sierra o monte, campiña.” “Sembrados, árboles y demás cultivos.” “Sitio que se elegía para salir a algún desafío.” “Terreno de juego, localidades e instalaciones anejas donde se practican o contemplan ciertos deportes, como el fútbol.” “Terreno reservado para ciertos ejercicios.”

- **Difficulty:** Students may think *camp* means “countryside”, as the cognate *campo*, which is very similar in its spelling, usually means the contrary to “urban”. However, it might be helpful as *campo* complemented by some prepositional phrases can also mean “camp” as in *campo de concentración* “concentration camp”. Therefore, we may say that the Spanish cognate is more general in its meaning, as it was the original Latin word, and it needs complementation to complete certain meanings.

College

(< OFr. *college* “collegiate body”< Lat. *collegium* “community, society, guild,” literally “association of collegae”)

- **Original meaning:** “An organized society of persons performing certain common functions and possessing special rights and privileges; a body of colleagues, a guild, fellowship, association”
 - Example: *Criste and his colage*. Translation: “Christ and his college” (c1380, *The English works of Wyclif*)
- **1379-PDE:** “A society of scholars incorporated within, or in connection with, a University, or otherwise formed for purposes of study or instruction.”
 - Example: *Custos et scholares collegii, domus, sive aulae praedicti*. Translation: “Guardians and students of the college, praised in houses and classrooms” (1379, *Patent Roll, Richard II*)
- **Spanish cognate:** Colegio: “Establecimiento de enseñanza para niños y jóvenes de uno u otro sexo.” “Casa o convento de regulares, destinado para estudios.” “Sociedad o corporación de personas de la misma dignidad o profesión.”
- **Difficulty:** Students may confuse the term with its Spanish cognate, which simply means “school”, for its similarity in spelling. However, it might also be helpful, as *colegio*, in one of its definitions and always accompanied by a prepositional phrase, can mean “a society of people with the same profession”, as in *colegio de abogados*.

Concern

(< MFr. *concerner* "to sift, mix, as in a sieve" < Lat. *concernere* "concern, touch, belong to")

- **Original meaning:** "To distinguish, discern, perceive." Obsolete.
 - Example: *God that is eterne The trouthe of thynges clerely can conserne.* Translation: "God that is everlasting can clearly perceive the truth of things." (c1450, Lydgate *Life Our Lady*)
- **1592-PDE:** "To engage the attention of; to affect with consideration, care, or solicitude; to trouble."
 - Example: *Now, then, here know that it concerneth us.* Translation: "Now, then, here know that it concerned us." (c1592 Marlowe, *The Jew of Malta*)
- **Spanish cognate:** Concernir: "Atañer, afectar, interesar." "Tocar a una persona en responsabilidad u obligación"
- **Difficulty:** Students may confuse this term with its Spanish cognate usually used with the meaning of "to be responsible of something" in a context in which it is used meaning "to worry".

Conductor

(< MFr. *conductour* < Lat. *conductor* "a carrier")

- **Original meaning:** "One who leads, guides, or escorts; a leader, guide."
 - Example: *Faynyng to be a trewe conduytour and guyde.* Translation: "Wishing to be the true leader and guide." (1481, Caxton's translation of *The Siege & Conquest of Jerusalem*)
- **1634-PDE:** "One who conducts or manages (a business, undertaking, journal, etc.)."
 - Example: *You precede in the affaires of Europe, by being conductor of the Fortune of France.* Translation: "You precede in the business of Europe, being the manager of the Fortune of France." (1634, W. Tirwhyt translation of J. L. G. de Balzac *Letters*)
- **Spanish cognate:** Conductor: "Que conduce." "Dicho de un cuerpo: Que conduce el calor o la electricidad"
- **Difficulty:** Students may confuse this term with its Spanish cognate usually used with the meaning of "driver".

Constipation

(< Lat. *constipationem* “to press or crowd together”)

- **Original meaning:** “Contraction or constriction of organic tissues, the veins, etc.”
Obsolete.
 - Example: *Euel accidentis as constipacioun of þe wombe, or ellis þe flix of þe wombe*. Translation: “Bad accidents as constipation of the womb, or the flux of the womb.” (c1400, *Lanfranc's Cyrurg.*)
- **1550-PDE:** “Confinement of the bowels: a state of the bowels in which the evacuations are obstructed or stopped; costiveness.”
 - Example: *I sau betis that is gude contrar constipatione*. Translation: “I saw beetroot that is good against constipation.” (c1550, *Complaynt Scotland*)
- **Spanish cognate:** Constipado: “catarro, resfriado, destemple general del cuerpo.”
- **Difficulty:** Students may confuse this term with the Spanish cognate, which simply means “a cold”.

Contest

(< MFr. *contester* < Lat. *contestari* “to call to witness, bring action”)

- **Original meaning:** “Strife in argument, keen controversy, dispute, debate, wordy war.” Obsolete.
 - Example: *Though this of old no less contest did move, Than when for Homers birth seven Cities strove*. Translation: “Though this of old did not provoke a smaller dispute than when seven Cities strove for Homer’s birth.” (1642, J. Denham Cooper’s *Hill*)
- **1648-PDE:** “Amicable conflict, as between competitors for a prize or distinction; competition.”
 - Example: *O sweet contest of woes With loves, and tears, with smiles disputing*. Translation: “Oh sweet contest of sorrows with loves, and tears, with smiles disputing.” (1648, R. Crashaw *Steps to Temple*)
- **Spanish cognate:** Contestar: Responder a lo que se pregunta, se habla o se escribe.” “Responder a una llamada.” “Replicar, impugnar.” “Declarar y atestiguar lo mismo que otros han dicho, conformándose en todo con ellos en su deposición o declaración.” “Adoptar actitud polémica y a veces de oposición o protesta violenta

contra lo establecido, ya sean las autoridades y sus actos, ya formas de vida, posiciones ideológicas, etc.”

- **Difficulty:** Students may confuse this term with the Spanish cognate verb *contestar*, which usually means “to answer” or with the noun *contestación*, which simply means “an answer”, as it didn’t developed any sense of “competition”.

Crime

(< OFr. *crimne* < Lat. *crimen* “charge, indictment, accusation; crime, fault, offense”)

- **Original meaning:** “Sin; sinfulness; wrongdoing.” Obsolete.
 - Example: *Be smet was iwonken of ure heuene kinke; þat ofþutte Cayme, þe fule nipincke*. Translation: “The man was sinful of a breath-taking crime; the offence of Cain, the complete villain.” (c1250 in *Englische Studien*)
- **1384-PDE:** “An act or omission constituting an offence (usually a grave one) against an individual or the state and punishable by law.”
 - Example: *Hauynge no cryme [L. nihil criminis] worthi the deeth, or bondis*. Translation: “Having no crime [L. nihil criminis] deserving of death, or prison.” (c1384, *The Wycliffite Bible*)
- **Spanish cognate:** Crimen: “Delito grave.” “Acción indebida o reprehensible.” “Acción voluntaria de matar o herir gravemente a alguien.”
- **Difficulty:** Students may use it with the Spanish cognate’s meaning, which refers to “an important crime”, such as murder. In Spanish, there is a distinction between “important felonies” or Spanish *crímenes* and “less important violations of the law” or *delitos*. This difference is due to our different judicial system.

Cup

(< Lat. *cuppa* “cup”)

- **Original meaning:** “A drinking-vessel, or something resembling it.”
 - Example: *Caupus vel obba, cuppe*. Translation: “drinking vessel or flask, cup” (c1000 in T. Wright & R. P. Wülcker *Anglo-Saxon & Old English Vocaulary*)
- **1640-PDE:** “An ornamental cup or other vessel offered as a prize for a race or athletic contest.”

- Example: *Does the race hold at Newmarket for the Cup?* (c1640, William Cavendish, *The Country Captain*)
- **Spanish cognate:** Copa: “Vaso con pie para beber.” “Líquido que cabe en una copa. Copa de vino” “Conjunto de ramas y hojas que forma la parte superior de un árbol.” “Parte hueca del sombrero, en que entra la cabeza.”
- **Difficulty:** This term might be problematic, as both Spanish and English cognates mean “a drinking vessel”. However, in English it usually refers to one with a handle, which in Spanish would be *taza*.

Deception

(< MFr. *déception* “to sift, mix, as in a sieve” < Lat. *deceptionem* “a deceiving”)

- **Original meaning:** “The action of deceiving or cheating.”
 - Example: *Hope dispeyred, a gwerdonles gwerdone; Trusty disceyte, feythful decepcioun.* Translation: “Desperate hope, a reward without reward; Trusty deceiving, faithful deception.” (c1430, Lydgate *Minor Poems*)
- **1794-PDE:** “That which deceives; a piece of trickery; a cheat, sham.”
 - Example: *Here is some deception, some trick.* (1794, A. Radcliffe *Mysteries of Udolpho*)
- **Spanish cognate:** Decepción: “Pesar causado por un desengaño.” “Engaño”
- **Difficulty:** Although it also means “cheat or trick” in Spanish, students may confuse this term as it is usually used meaning “disappointment”.

Desperate

(<Lat. *desperatus* “given up, despaired of”)

- **Original meaning:** “Of a person: Having lost or abandoned hope; in despair, despairing, hopeless.” Obsolete or archaic.
 - Example: *Thenne the good man woofull and as desperate wente toward his thyrddde frende.* Translation: “Then the good man aggrieved and as desperate went toward his third friend.” (1483, Caxton’s translation of *Caton I vij*)
- **1490-PDE:** “Of persons: Driven to desperation, reckless or infuriated from despair. Hence, having the character of one in this condition; extremely reckless or violent, ready to run any risk or go any length.”

- Example: *Reynawde setted noughte by his lyffe [...] for he was as a man dysperate*. Translation: “Renaud placed no value to his life [...] for he was as a desperate man.” (1490, Caxton’s translation of *Foure Sonnes of Aymon*)
- **Spanish cognate:** Desesperado: “Dominado por la desesperación.” “Extremo, forzoso, causado por la desesperación.” “Que no tiene remedio o no permite concebir esperanzas.”
- **Difficulty:** Although the Spanish cognate has the same meaning as the English word, the English term includes the nuance of “violent or frenzy”, while in Spanish, it usually have the nuance of “being impatient or exasperated.”

Discussion

(< OFr. *discussion* “discussion, examination, investigation, legal trial” < Lat. *discussionem* “examination, discussion”)

- **Original meaning:** “Examination, investigation, especially so as to allow a judgement to be made; an instance of this.” Obsolete.
 - Example: *When þe devels and þe angels Has desputed our lif [...] And discucion made, als fals to be*. Translation: “When the devils and the angels has disputed our life [...] And made discussion, so vain to be.” (1425, *Prick of Conscience* (Galba & Harl.))
- **1546-PDE:** “Treatment of a subject, in speech or writing, in which the various facts, opinions, and issues relating to it are considered; the action or process of talking about something in order to reach a decision or to exchange ideas.”
 - Example: *The discussion of the scriptures, requireth goddes further giftes of erudicion and learnynge*. Translation: “The discussion of the scriptures, requires further gifts of erudition and learning from God.” (1546, Bp. S. Gardiner, *Declaration of such true articles as G. Joye hath gone about to confute as false*)
- **Spanish cognate:** Discusión: “Acción y efecto de discutir.” “Análisis o comparación de los resultados de una investigación, a la luz de otros existentes o posibles.”
- **Difficulty:** Students may confuse this term with the Spanish cognate, which means “an argument” as in “to have an argument.” This is due to the changes that the Spanish cognate suffered from its Latin origin. *Discussionem* comes from

disquater, which literally means “to break into pieces”. This led to the metaphorical sense of “to break someone’s arguments” and finally, “To give arguments against someone, to argue.”

Disgrace

(< MFr. *disgrace* < Italian *disgraziare* < Lat. *disgratia*)

- **Original meaning:** “The disfavour of one in a powerful or exalted position, with the withdrawal of honour, degradation, dishonour, or contumely, which accompanies it.”
 - Example: *Shee went about to bring into the disgrace of the Dutches all the Ladies of the Court.* Translation: “She went about to bring into the disfavor of the Duchess all the Ladies of the Court.” (1581, G. Pettie, translation of S. Guazzo, *Ciuile Conuersat.*)
- **1590-PDE:** “An occasion or cause of shame or dishonour; that which brings into dishonour.”
 - Example: *To all knighthood it is foule disgrace, That such a cursed creature liues so long a space.* Translation: “To all knighthood it is filthy disgrace, that such a cursed creature lives a so long space.” (1590, Spenser, *Faerie Queene*)
- **Spanish cognate:** Desgracia: “Suerte adversa.” “Suceso adverso o funesto.” “Motivo de aflicción debido a un acontecimiento contrario a lo que convenía o se deseaba.” “Pérdida de gracia, favor, consideración o cariño.” “Desagrado, desabrimiento y aspereza en la condición o en el trato.” “Falta de gracia o de maña.”
- **Difficulty:** Students may confuse the term with the Spanish cognate, which usually means “bad luck” or “catastrophe”. Nevertheless, it might be also helpful in some expressions as *caer en desgracia* which preserves the meaning of “to cause dishonor, to fall from grace.”

Disgust

(< MFr. *desgoust* “strong dislike, repugnance,” literally “distaste” < Lat. *gustare* “to taste.”)

- **Original meaning:** “Strong distaste or disrelish for food in general, or for any particular kind or dish of food; sickening physical disinclination to partake of food, drink, medicine, etc.; nausea, loathing.”

- Example: *Desappetit, a queasinesse, or disgust of stomacke*. Translation: “Lack of appetite, repugnancy, or revolting of stomach.” (1611, R. Cotgrave *Dictionary French & English Tongues*)
- **1611-PDE:** “Strong repugnance, aversion, or repulsion excited by that which is loathsome or offensive, as a foul smell, disagreeable person or action, disappointed ambition, etc.; profound instinctive dislike or dissatisfaction.”
 - Example: *Desaimer, to fall into dislike, or disgust of*. Translation: “Aversion, to fall into dislike, or disgust of.” (1611, R. Cotgrave *Dictionary French & English Tongues*)
- **Spanish cognate:** Disgustar: “Causar disgusto y desabrimiento al paladar.” “Causar enfado, pesadumbre o desazón.” “Enojarse con alguien, o perder la amistad por enfados o disputas.”
- **Difficulty:** Students may confuse it with the Spanish cognate, which commonly means “to annoy” without any connotation of “physical repulsion”, although it may also means “dislike” with negative utterances like in *¿Te gusta el queso azul? No me disgusta*.

Disturb

(< OFr. *destorber* < Lat. *disturbare* “throw into disorder”)

- **Original meaning:** “To agitate and destroy (quiet, peace, rest); to break up the quiet, tranquillity, or rest of (a person, a country, etc.); to stir up, trouble, disquiet.”
 - Example: *A destaunce þare is i-sprounge, liztliche in Engelande, þat destourbez al þat lond*. Translation: “A disagreement that is growing, spread in England, that disturbs all that land.” (c1290, Beket in *South English Legendary*)
- **1664-PDE:** “To move anything from its settled condition or position; to unsettle.”
 - Example: *Disturb not their beds lest the seeds dry*. Translation: “Do not disturb their beds lest the seeds dry.” (1664, J. Evelyn *Kalendarium Hortense in Sylva*)
- **Spanish cognate:** Disturbar: “Perturbar, causar disturbio.”
- **Difficulty:** Students may confuse this term with its Spanish cognate which developed a more specific meaning than the English one. In Spanish, it usually has the connotation of “rioting or alter the public order.”

Dormitory

(<Lat. *dormitorium* “sleeping place”)

- **Original meaning:** “A sleeping-chamber; specially a room containing a number of beds, or a gallery or building divided into cells or chambers each having a bed or beds in it, for the inmates of a monastery, school, or other institution.”
 - Example: *The kyng charles beyng in his dormytorye began to say the psaulter.*
Translation: “Being in his bedroom the king Charles began to say *The Book of Psalms*.” (1485, Caxton, *Charles the Grete*)
- **1664-PDE:** “In universities and colleges: a building in which students reside; a hall of residence; a hostel.”
 - Example: *He worked with them, studied with them, slept in the same dormitory.* (1865, *Atlantic Monthly* 15)
- **Spanish cognate:** Dormitorio: “En una vivienda, pieza destinada para dormir.”
- **Difficulty:** Students may confuse this term as its Spanish cognate *dormitorio*, which means “bedroom”, preserved the original meaning and it didn’t developed the relation with students as the English one did.

Envy

(< OFr. *envie* “envy, jealousy, rivalry” < Lat. *invidus* “envious, having hatred or ill-will”)

- **Original meaning:** “To feel displeasure and ill-will at the superiority of (another person) in happiness, success, reputation, or the possession of anything desirable; to regard with discontent another's possession of (some superior advantage which one would like to have for oneself). Also in less unfavourable sense: To wish oneself on a level with (another) in happiness or in the possession of something desirable; to wish oneself possessed of (something which another has).”
 - Example: *I nyl nat enuye no virginitee.* Translation: “I do not envy any virginity.” (c1386, Chaucer, *The Wife of Bath's Prologue*)
- **1557-1843:** “To feel a grudge against (a person); to regard (a person or an action) with dislike or disapproval.” Obsolete.
 - Examples: *I knowe well, Faustine, that for that I haue sayed [...] thou and others suche lyke, shall greatlye enuye me.* Translation: “I know well,

Faustine, that for what I have said [...] you and others such like, shall greatly envy me.” (1557, T. North translation of A. de Guevara *The diall of princes*)

Bicause you are aged, and nowe are not able to doe as other yong men and women do, and this maketh you to enuy it so much. Translation: “Because you are old, and now you are not able to do as other young men and women do, and this makes you to envy it so much.” (1843, J. Northbrooke *Dicing*)

- **Spanish cognate:** Envidiar: “Tener envidia, dolerse del bien ajeno.” “Desear, apetecer algo que tienen otros.”
- **Difficulty:** This term can be helpful and problematic at the same time, as students may infer the Spanish cognate with the same meaning, *Envidiar*, or confuse it with the unrelated word *Enviar* that means to send, as it is very similar in spelling.

Eventual

(< MFr. *Éventuel* < Lat. *evenire*)

- **Original meaning:** “Of or pertaining to events or occurrences; consisting in events; of the nature of an event.” Obsolete.
 - Example: *There is nothing more dangerous then to make construction of Gods purposes out of euentuall appearances.* Translation: “There is nothing more dangerous than to make construction of Gods purposes out of eventual appearances.” (1620, Bp. J. Hall *Contemplementations*)
- **1824-PDE:** “Ultimately resulting.”
 - Examples: *The necessary consequence which it involves [...] an eventual denial of God's omnipotence.* (1824, G. S. Faber *Difficulties of Infidelity*)
- **Spanish cognate:** Eventual: “Sujeto a cualquier evento o contingencia.” “Dicho de un derecho o de un emolumento: Anejo a un empleo fuera de su dotación fija.” “Dicho de ciertos fondos: En algunas oficinas, destinados a gastos accidentales.” “Dicho de un trabajador: Que no pertenece a la plantilla de una empresa y presta sus servicios de manera provisional.”
- **Difficulty:** Students may confuse it with the Spanish cognate *eventual*, which usually is used with the meaning of “occasional, for an indefinite period of time.” This confusion appeared since the Spanish cognate developed the sense of “for a

period of time”, focusing in the process of an action, on the contrary to the English one, which focused in the result and acquired the meaning of “final”.

Fabric

(< MFr. *fabrique* < Lat. *fabricare* “to make, construct, fashion, build”)

- **Original meaning:** “A product of skilled workmanship, for example an edifice, a building.”
 - Example: *He had neuer studye in newe fabrykes ne buyldynges*. Translation: “He had never studied in new fabrics or buildings.” (1483, Caxton, translation of J. de Voragine, *Golden Legende*)
- **1753-PDE:** “A manufactured material; now only a ‘textile fabric’, a woven stuff.”
 - Examples: *We are every day making new fabrics*. (1753, J. Hanway, *An historical account of the British trade over the Caspian Sea*)
- **Spanish cognate:** Fábrica: “Establecimiento dotado de la maquinaria, herramienta e instalaciones necesarias para la fabricación de ciertos objetos, obtención de determinados productos o transformación industrial de una fuente de energía. Fábrica de automóviles, de harinas, de electricidad.” “Edificio.” “Construcción o parte de ella hecha con piedra o ladrillo y argamasa.” “Invención, artificio de algo no material.”
- **Difficulty:** Students may confuse it with its Spanish cognate *fábrica*, which means “factory, the building in which crafting is made.” This confusion appeared since the Spanish cognate extraposed the sense of the Latin *fabricare* to “a place where something is made”, and the English one to “something that is made.”

Fastidious

(<Lat. *fastidiosus* “disdainful, squeamish, exacting”)

- **Original meaning:** “That creates disgust; disagreeable, distasteful, unpleasant, wearisome.” Obsolete.
 - Example: *That thinge, for the whiche children be often tymes beaten, is to them [...] fastidious*. Translation: “That thing for which children are sometimes beaten, is to them [...] unpleasant.” (1531, T. Elyot *Bk. named Gouvernour*)
- **1623-PDE:** “Easily disgusted, squeamish, over-nice; difficult to please with regard to matters of taste or propriety.”

- Examples: *A fastidious choice of the best commodities.* (1623, J. Hall *Contemplations on the sacred history.*)
- **Spanish cognate:** Fastidioso: “Enfadoso, importuno; que causa disgusto, desazón y hastío.” “Fastidiado, disgustado.”
- **Difficulty:** The confusion appears as, although these are considered perfect cognates, the English cognate may have the nuance of “squeamish” while the Spanish one lacks of it. Also, the Spanish one usually implies some degree of angriness or pain.

Firm

(<OFr. *fermer* “consolidate; fasten, secure; build, set up; fortify” < Lat. *firmare* “make firm; affirm; strengthen, fortify, sustain; establish, prove, declare”)

- **Original meaning:** “Signature, sign-manual.” Obsolete.
 - Example: *This letter is without date or firme.* Translation: “This letter is without date or sign.” (1574, E. Hellowes translation of A. de Guevara *Familiar Epistles*)
- **1744-PDE:** “A partnership of two or more persons for carrying on a business; a commercial house.”
 - Examples: *We are come to the unanimous resolution of fixing one house, under the firm of messieurs Hanway and Mierop.* (1744, in J. Hanway, *An historical account of the British trade over the Caspian Sea.*)
- **Spanish cognate:** Firma: “Nombre y apellido, o título, que una persona escribe de su propia mano en un documento, para darle autenticidad o para expresar que aprueba su contenido.” “Conjunto de documentos que se presenta a quien corresponda para que los firme.” “Acto de firmarlos.” “Razón social o empresa.” “Sello, carácter peculiar o especial.”
- **Difficulty:** Possible confusion: Students may confuse the term with its Spanish cognate *firma*, which usually preserves the original meaning of “sign”.

Grade

(< ModFr. *grade* “grade, degree” < Lat. *gradus* “step, pace, gait, walk; step on a ladder or stair”)

- **Original meaning:** “A degree of angular measurement, or of latitude or longitude; the 90th part of a right angle or quadrant.” Obsolete.
 - Example: *They of Lussbone in vnder yat forsayde linie .xxxix. grade and one halfe.* Translation: “They of Lisbon in under the aforesaid line .xxxix. degree and one half.” (c1511 in E. Arber, *1st First Three English Books on America*)
- **1808-PDE:** “A degree or position in the scale of rank, dignity, social station, eminence, proficiency, etc.”
 - Example: *At seventeen, having hopped, skipped, and jumped through all the inferior grades he became colonel.* (1808, E. S. Barrett, *Miss-led General*)
- **Spanish cognate:** Grado: “Cada uno de los diversos estados, valores o calidades que, en relación de menor a mayor, puede tener algo.” “Valor o medida de algo que puede variar en intensidad.” “Cada una de las generaciones que marcan el parentesco entre las personas.” “En las enseñanzas media y superior, título que se alcanza al superar determinados niveles de estudio.”
- **Difficulty:** Students may confuse this term with its Spanish cognate *Grado*, which is gaining strength used for “the different degrees in level of studies, mostly in post-obligatory education”. However, this term can also be helpful, as in Spanish it may mean “degree” too.

Idiom

(< MFr. *idiome* < Lat. *idioma* “a peculiarity in language” < Greek *idioma* “peculiarity, peculiar phraseology”)

- **Original meaning:** “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.” Now rare.
 - Example: *Idiome, or proprietie of the British tongue.* Translation: “Idiom, or property of the British tongue.” (1573, T. Twyne translation of H. Llwyd *Breuiary of Britayne*)

- **1631-PDE:** “A form of expression, grammatical construction, phrase, etc., used in a distinctive way in a particular language, dialect, or language variety; especially a group of words established by usage as having a meaning not deducible from the meanings of the individual words.”
 - Example: *There are certaine idioms, certaine formes of speech, certaine propositions, which the holy Ghost repeats severall times.* Translation: “There are certain idioms, certain forms of speech, certain propositions, which the Holy Ghost repeats several times.” (1631, J. Donne, *The sermons of John Donne*)
- **Spanish cognate:** Idioma: “Lengua de un pueblo o nación, o común a varios.” “Modo particular de hablar de algunos o en algunas ocasiones.”
- **Difficulty:** Students may confuse this term with its Spanish cognate, which has preserved the original meaning of “language”. Thus, it might be used erroneously in some context, such as in the following example, **What idioms can you speak?* instead of *What languages can you speak?*

Industrial

(< MFr. *industriel* < Lat. *industrialis*)

- **Original meaning:** “Pertaining to, or of the nature of, industry or productive labour; resulting from industry. Of persons: Engaged in or connected with an industry or industries.”
 - Example: *Of fruits, some bee Industriall, and some Naturall. By Industriall, I meane suche as bee sowne in the ground by mans industry, in hope [...] to be reaped with increase ere long.* Translation: “Of fruits, some being industrial, and some natural. By industrial, I mean such as are sow in the ground by men’s industry, in hope [...] to be reaped with increase long crop” (1590, H. Swinburne *Briefe Treat. Test.*)
- **1904-PDE:** “Of a quality suitable for industrial use.”
 - Example: *Industrial soaps, a term used to describe that class of soap used for special purposes, such as ox gall soap, which is useful for scouring woollen goods and cleaning carpets, soap for silk dyers, fulling soap, etc.* (1904, G. F. Goodchild & C. F. Tweney *A Technological & Scientific Dictionary*)

- **Spanish cognate:** Industrial: “Perteneiente o relativo a la industria.” “Persona que vive del ejercicio de una industria o es propietario de ella.”
- **Difficulty:** This term might be useful as both English and Spanish cognates share the meaning of “pertaining to industry.” However, there are collocations which may mislead students, such as *industrial dispute*, or in some cases just industrial, meaning “strike.”

Introduce

(<Lat. *introducere* “to lead in, bring in.”)

- **Original meaning:** “To lead or bring into a place, or into the inside or midst of something; to bring in, conduct inwards.”
 - Example: *He used such meanes that he introduced himselfe into this Castle.*
Translation: “He used such means that he brought himself into this castle.”
(1639, T. B. translation of J.-P. Camus *Certain Moral Relations* in S. Du Verger translation of J.-P. Camus, *Admirable Events*)
- **1685-PDE:** “To conduct formally into a person's presence; to present formally, as at court, or in an assembly, as the House of Lords or Commons, a society, etc.”
 - Example: *Their Chancellor (Albemarle) would not introduce them.* (1685, A. Wood Life & Times, *Cambridge presented verses to the King*)
- **Spanish cognate:** Introducir: “Conducir a alguien al interior de un lugar.” “Meter o hacer entrar algo en otra cosa.” “Hacer que alguien sea recibido o admitido en un lugar, o granjearle el trato, la amistad, la gracia, etc., de otra persona.” “Entrar en un lugar.”
- **Difficulty:** Students may confuse this term with the Spanish cognate, which preserves the meaning of “to put into something” and did not developed to the metaphorical nuance of “to put someone into a group of people” and later, just “to present someone.”

Impress

(< Lat. *impressus*)

- **Original meaning:** “To imprint (an idea, etc.) on (†in, to) the mind; to cause to take firm mental hold; to enforce, urge (a rule of conduct, etc.) on another.”

- Example: *Yn good herte it mot som roupe impresse, To here and se þe giltless in distresse.* Translation: “On a good heart pity it will impress, to hear and see the guiltless in distress.” (c1374, Chaucer, *Troilus & Criseyde*)
- **1786-PDE:** “To affect (a person) strongly with an idea.”
 - Example: *To impress all the neighbouring princes [...] with an ill opinion of the faith, honour, and decency of the British nation.* Translation: “To impress all the neighboring princes [...] with a bad opinion of the faith, honor, and decency of the British nation.” (1786, E. Burke *Articles of Charge against W. Hastings in Wks.*)
- **Spanish cognate:** Impresionar: “Fijar por medio de la persuasión, o de una manera conmovedora, en el ánimo de alguien una idea, sentimiento, etc., o hacer que los conciba con fuerza y viveza.” “Conmover el ánimo hondamente.” “Exponer una superficie convenientemente preparada a la acción de las vibraciones acústicas o luminosas, de manera que queden fijadas en ella y puedan ser reproducidas.”
- **Difficulty:** This term might be useful as both English and Spanish cognates share the meaning of “to affect with an idea.” However, there are some different nuances between them, as in Spanish it is usually related with “somebody’s mood” and in English it more related to “somebody’s behavior and conduct.”

Journey

(<OFr. *journee* “day's work or travel” < Lat *diurnus* “of one day.”)

- **Original meaning:** “A day's travel; the distance travelled in a day or a specified number of days.”
 - Example: *Þis holie Man ladde þene dede forth Fyftene Iorneies grete are day To þe mount of Ioie.* Translation: “This holy young man then did fifteen long journeys to the mount of Joy.” (c1290, *The South English Legendary*)
- **1375-PDE:** “A ‘spell’ or continued course of going or travelling, having its beginning and end in place or time, and thus viewed as a distinct whole; a march, ride, drive, or combination of these or other modes of progression to a certain more or less distant place, or extending over a certain distance or space of time; an excursion or expedition to some distance; a round of travel. Usually applied to land-travel, or travel mainly by land, in contradistinction to a voyage by sea.”
 - Example: *When he was þus cumen hame ogayn, Of his iorne he was ful fayne.*

Translation: “When he was coming home again, for his journey he was very happy” (c1375, *Legends of the Rood*)

- **Spanish cognate:** Jornada: día, período de tiempo que equivale a 24 horas.” “Tiempo de duración del trabajo diario.” “Camino que se anda regularmente en un día de viaje.” “Camino o viaje, aunque pase de un día.” “Expedición militar.”
- **Difficulty:** Students may confuse this term with the Spanish cognate, which has preserved the meaning of “a day of travelling or work.” On the other hand, the English cognate developed a sense of “continuity, from a beginning to an end.”

Jubilation

(<OFr. *jubilacion* “jubilation, rejoicing” < Lat *jubilationem*)

- **Original meaning:** “The action of jubilating, loud utterance of joy; exultation, rejoicing, gladness; public rejoicing. With a and plural: An expression of exultant joy.”
 - Example: *Herie ze him in cymbalis sownynge wel! herye ze him in cymbalis of iubilacioun! ech spirit, herye þe lord!* Translation: “Hear him in cymbals sounding well! Hear him in cymbals of joy! Each soul, hear the lord!” (1388, Wyclif, *Psalms*)
- There is no other acceptation for jubilation in English
- **Spanish cognate:** Jubilación: “Acción y efecto de jubilar o jubilarse.” “Pensión que recibe quien se ha jubilado.” Arcaico: “Viva alegría, júbilo.”
- **Difficulty:** Students may confuse this term with the Spanish cognate *jubilación*, which means “retirement”, as it is very similar in spelling. This confusion appears because the Spanish cognate developed from “joy”, to “the time when someone can have joy”, metaphorically speaking, “retirement”.

Large

(<OFr *large* “broad, wide; generous, bounteous” < Lat. *largus* “abundant, copious, plentiful; bountiful, liberal in giving”)

- **Original meaning:** “Liberal in giving; generous. Also: lavish in expenditure; extravagant, profligate.” Obsolete.
 - Example: *Þe large Men and þe milde Men [...] sculen beon icleooped on þe fader riht halue.* Translation: “The great men and the merciful men [...] shall

be named on the father right value” (1225, MS Lamb. in R. Morris *Old English Homilies*)

- **1230-PDE:** Of extensive capacity, space, or volume; having or allowing plenty of room; capacious, spacious.”
 - Example: *Makieð on ower muð a creoz wið þe þume. Ed Deus in adiutorium a large creoz wið þe þume & wið þe twa fingres. from buue þe forheued dun to þe breoste.* Translation: “Make on your mouth a cross with your thumb, *Ed Deus in auditorium* a large cross with the thumb and with the two fingers from above the forehead then to the breast.” (c1230, John Ronald Reuel Tolkien, *The English text of the Ancrene Riwe* (Corpus Cambr.))
- **Spanish cognate:** Largo: “Que tiene longitud.” “Que tiene mucha longitud.” “Liberal, dadivoso.” “Copioso, abundante, excesivo.” “Dilatado, extenso, continuado.”
- **Difficulty:** Students may confuse this term with the Spanish cognate *largo* which usually means “long.” This confusion appears because the Latin *largus*, which meant “abundant”, was considered in Spanish according to “length” and in English according to “size”.

Lecture

(<Lat. *Lectura* “a reading, lecture”)

- **Original meaning:** “The action of reading, perusal. Also, that which is read or perused.” Archaic.
 - Example: *He dysposyth a man and makith him able to letture and to wrytynge.* Translation: “He disposed a man and made him able to read and to write” (1398, J. Trevisa translation Bartholomew de Glanville *De Proprietatibus Rerum*)
- **1375-PDE:** “An admonitory speech; especially one delivered by way of reproof or correction; ‘a magisterial reprimand’”
 - Example: *So by my former lecture and aduise.* Translation: “So by my former lecture and advise.” (1604, Shakespeare *Hamlet*)
- **Spanish cognate:** Lectura: “Acción de leer.” “Obra o cosa leída.” “Interpretación del sentido de un texto.” “Variante de una o más palabras de un texto.” “Disertación,

exposición o discurso sobre un tema sorteado en oposiciones o previamente determinado.”

- **Difficulty:** Students may confuse this term with its Spanish cognate *Lectura*, which has preserved the original meaning of “reading.” Therefore, Spanish students may use it in erroneous contexts, such as in the following example, **I enjoy lecturing*, instead of *I enjoy reading*.

Letter

(< Ofr. *letre* “character, letter; missive, note” < Lat. *littera* “letter of the alphabet”)

- **Original meaning:** “A character representing one or more of the elementary sounds used in speech and language; any of the symbols of an alphabet used in written language.”
 - Example: *A gret boc[...]iwrten wið swarte smeale leattres*. Translation: “A great book [...] written with dark small letters” (c1225, *Sawles Warde*)
- **1225-PDE:** “A written communication addressed to a person, organization, or other body, especially one sent by post or messenger; an epistle.”
 - Example: *3e ne schule sende lettres [c1230 Corpus Cambridge leattres]. Ne underfo lettres bute lealle [read leaue]* Translation: “You must not send letters [c1230 Corpus Cambridge letters]. Nor take letters but ignored (them) [reade leave].” (c1225, *The English text of the Ancrene riwle*)
- **Spanish cognate:** Letra: “Cada uno de los signos gráficos que componen el alfabeto de un idioma.” “Tradicionalmente, cada uno de los sonidos de un idioma.” “Forma especial de los signos gráficos, por la que se distinguen los escritos de una persona o de una época o país determinados.”
- **Difficulty:** In this case, the confusion might be due to Spanish didn’t develop the new meaning in its cognate *letra*, and it only means “any of the symbols of the alphabet.”

Library

(< Anglo-French. *Librarie* < Ofr. *librairie* “collection of books” < Lat. *Librarium*)

- **Original meaning:** “Applied to a room in a house, etc.; also, a bookcase.” Obsolete. In modern use, “the designation of one of the set of rooms ordinarily belonging to an English house above a certain level of size and pretension.”

- Example: *The walles of thi lybrarye aparayled and wrowht with yuory and with glas.* Translation: “The walls of the library furnished and decorated with ivory and glass.” (c1374, Chaucer translation of Boethius *De Consol. Philosophy* (Cambridge))
- **1449-PDE:** “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.”
 - Example: *In caas a greet clerk wolde go into a librarie and ouer studie there a long proces of feith writun in the Bible.* Translation: “In case a great clerk would go into a library and study there a long process of faith written in the Bible.” (c1449, R. Pecock *Repressor*)
- **Spanish cognate:** Librería: “Biblioteca, local en que se tienen libros.” “Biblioteca, conjunto de estos libros.” “Tienda donde se venden libros.” “Ejercicio o profesión de librero.” “Mueble con estantes para colocar libros.”
- **Difficulty:** Students might confuse this term, as the Spanish cognate *librería* in its most common acceptation has developed the sense of “book shop” or in some cases “private library”. The correct term for *library* in Spanish is *biblioteca*, taken from Greek, which can be literally translated as “collection of books.” Therefore, we may say that the Latin term developed its meaning as a complete synonym appeared.

Lyric

(< MFr. *lyrique* < Lat. *lyricus* “of or for the lyre” < Greek *lyrikos* “singing to the lyre”)

- **Original meaning:** “That which is lyrical; lyric style, verse, etc.”
 - Example: *The most vsuall kindes [of verse] are foure, the Heroic, Eelegiac, Iambick, and Lyric... Sometime the Lyric ryseth aloft, sometime the comicall.* Translation: “The most usual types [of verse] are four, the Heroic, the Elegiac, Iambic, and Lyric... Sometime the Lyric is elevated, sometime is comical.” (1586, W. Webbe translation of Horace in *A discourse of English poetrie*)
- **1449-PDE:** “The words of a popular song; frequently plural.”

- Example: *Lyric, poetry or blank verse intended to be set to music and sung.* (1876, J. Stainer & W. A. Barrett, *A dictionary of musical terms*)
- **Spanish cognate:** Lírico: “Perteneiente o relativo a la lira, a la poesía apropiada para el canto o a la lírica.” “Dicho de una obra literaria: Perteneiente a la lírica.” “Dicho de un poeta: Que cultiva la poesía lírica.” “Propio o característico de la poesía lírica, o apto o conveniente para ella.” “Que promueve una honda compenetración con los sentimientos manifestados por el poeta.” “Que promueve en el ánimo un sentimiento intenso o sutil, análogo al que produce la poesía lírica.” “Dicho de una obra de teatro: Total o principalmente musical.”
- **Difficulty:** Students may confuse this term as its Spanish cognate *lírico* has preserved the relation with “poetry.” On the other hand, the English cognate developed its meaning from the original Greek sense of *lyricos* of “something to sing with a lyre.”

Molest

(< OFr. *molestacion* “vexation, harassing” < Lat. *molestationem*)

- **Original meaning:** “To cause trouble, grief, or vexation to; to disturb, annoy, inconvenience.” Now rare.
 - Example: *But how this cas dooth Troilus moleste, That may non erthely mannes tonge seye.* Translation: “But how this case did annoy Troilus, that cannot be said by any men’s tongue on earth.” (1425, Chaucer, *Troilus & Criseyde*)
- **1889-PDE:** “To harass, attack, or abuse sexually.”
 - Example: *It appears that the crew of an English barque[...]provoked the natives by molesting their women.* Translation: “It appears that the crew of an English ship [...] provoked the natives by molesting their women.” (1889, *The Journal of the (Royal) Anthropological Institute of Great Britain and Ireland*)
- **Spanish cognate:** Molestar: “Causar molestia”
- **Difficulty:** Spanish students may relate this term with its Spanish cognate *molestar*, which hasn’t developed the sexual connotation and simply means “to disturb.”

Norm

(< ModFr. *norme* < Lat. *norma* “carpenter’s square, rule, pattern”)

- **Original meaning:** “That which is a model or a pattern; a type, a standard.”
 - Example: *Each after its own norm or model.* (1821, S. T. Coleridge in *Blackwood's Edinburgh magazine*)
- **1915-PDE:** “A value used as a reference standard for purposes of comparison.”
 - Example: *The value of the point scale depends upon reliable norms.* (1915, *Proceedings of the National Academy of Sciences of the United States of America*)
- **Spanish cognate:** Norma: “Regla que se debe seguir o a que se deben ajustar las conductas, tareas, actividades, etc.” “Escuadra que usan los artífices para arreglar y ajustar los maderos, piedras, etc.” “Precepto jurídico.” “Conjunto de criterios lingüísticos que regulan el uso considerado correcto.” “Variante lingüística que se considera preferible por ser más culta.”
- **Difficulty:** Students may confuse this term with the Spanish cognate *norma*, which implies “a set of fix rules for something” but it did not develop a sense of “standard” in most of its meanings. Nevertheless, it can be used with its English sense in constructions such as *norma lingüística*, which refers to “the values needed for a language to be considered standard.”

Official

(< OFr. *official* “law officer; bishop’s representative” < Lat. *officialis* “attendant to a magistrate, public official.”)

- **Original meaning:** “A person who holds office in a household.” Obsolete.
 - Example: *Zuyche byep þe greate officials þet byep ine þe house of riche men.*
Translation: “Such as by the great officials that by in the house of rich men.”
(1340, *Ayenbite of Inwyt*)
- **1555-PDE:** “A person holding public office or having official duties, especially as a representative of a government or administration, or in connection with some public institution or officially-constituted body, organization, society, etc.”
 - Example: *I being then thofficial of Iustice in that cite at yowre maiesties appoyntemente.* Translation: “I was then the official of Justice in that city at

your majesties appointment.” (1555, R. Eden translation of Peter Martyr of Angleria *Decades of Newe Worlde*)

- **Spanish cognate:** Oficial: “Que es de oficio, o sea que tiene autenticidad y emana de la autoridad derivada del Estado, y no particular o privado.” “Dicho de una institución, de un edificio, de un centro de enseñanza, etc.” “En estilo cortesano, oficioso, hacendoso, cuidadoso.” “Hombre que se ocupa o trabaja en un oficio.” “Empleado que bajo las órdenes de un jefe estudia y prepara el despacho de los negocios en una oficina.” “Militar de categoría intermedia entre las de suboficial y oficial superior o jefe, que comprende los grados de alférez, teniente y capitán del Ejército y los de alférez de fragata, alférez de navío y teniente de navío en la Armada.”
- **Difficulty:** Students may confuse this term with its Spanish cognate *oficial*, which in some contexts means “military officer”. However, in its adjectival use, it might be helpful as Spanish and English cognates share the same meaning of “confirmed, public, and authentic.”

Parent

(< OFr. *parent* “father, parent, relative, kin” < Lat. *parentem* “father or mother, ancestor.”)

- **Original meaning:** “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.”
 - Example: *There myght thou[...] beholde thyn owne [a1500_Egerton olde] parentes Adam and Eue.* Translation: “There you might [...] behold your own [a1500_Egerton olde] parents Adam and Eve.” (1483, Caxton, *The Pilgrimage of the Soul*)
- **c1450-1771:** † “A relative; a kinsman or kinswoman.” Obsolete
 - Example: *Marie[...] went forto uisite her cosyn seint Elizabeth, and..thei reuerenced and obeyed eche to other, as louyng cosynes and parentys.* Translation: “Mary [...] went to visit her cousin saint Elizabeth, and they revered and obeyed each other, as loving cousins and parents.” (c1450, *The book of the knight of the tower*)

I had many times thought of returning to Briançon, of throwing myself at my only surviving parent's feet, and of endeavouring to obtain her pardon.

Translation: "I had many thoughts of returning to Briançon, of throwing myself at my only surviving relative's feet, and of endeavoring to obtain her pardon." (1771, E. Griffith, *The History of Lady Barton*)

- **Spanish cognate:** *Pariente*: "Respecto de una persona, se dice de cada uno de los ascendientes, descendientes y colaterales de su misma familia, ya sea por consanguinidad o afinidad." "Allegado, semejante o parecido." "Nombre que daba por escrito el rey de España a los títulos de Castilla sin grandeza." Arcaico: "Padres", Coloquial: "Mujer respecto del marido. Marido respecto de la mujer."
- **Difficulty:** Students may confuse this term, as the Spanish cognate *Pariente* suffered an extension of its original meaning and now it generally means "any kind of relative."

Petrol

(< ModFr. *Petrol* < Lat. *petroleum*)

- **Original meaning:** "A viscous liquid, consisting chiefly of a mixture of hydrocarbons and varying in colour from black or dark brown to light yellow, that is formed by the decomposition of organic matter buried in sediments, is present in some rock formations (sometimes seeping out on to the ground), and is extracted and refined to produce fuels (especially petrol, paraffin, and diesel) and other substances; mineral oil."
 - Example: *To [...] gunnaris for expens [...] upoun [...] ule petrolle ule de olive wannat ule turpatyne [etc.]*. Translation: "To [...] gunners for expenses [...] upon [...] petrol oil, olive oil, walnut oil, turpentine oil [etc.]." (1540, J. B. Paul, *Accounts of the Lord High Treasurer of Scotland*)
- **1895-PDE:** "A light fuel oil made by distilling petroleum and used in internal-combustion engines, especially in motor vehicles."
 - Example: *Benzine of a certain density, known in France under the name of essence de pétrol, [...] is the material employed to run the engines*. Translation: "Benzene of a certain density, known in France under the name of *essence de pétrol*, [...] is the material employed to run the engines." (1895, D. Salomons, *Horseless Carriage*)

- **Spanish cognate:** “Líquido natural oleaginoso e inflamable, constituido por una mezcla de hidrocarburos, que se extrae de lechos geológicos continentales o marítimos. Mediante diversas operaciones de destilación y refinado se obtienen de él distintos productos utilizables con fines energéticos o industriales, como la gasolina, la nafta, el queroseno, el gasóleo, etc.”
- **Difficulty:** In this case both the Spanish and the English cognates share the same meaning. However, the term might be problematic when it comes to American English, as *petrol* is not usually used and *petroleum* refers to “unrefined oil”, not to “fuel.”

Pretend

(<OFr. *pretendre* “to lay claim” < Lat. *praetendere* “stretch in front, put forward, allege.”)

- **Original meaning:** “To put forward as an assertion or statement; to allege, assert, contend, claim, declare; especially to allege or declare falsely or with intent to deceive.”
 - Example: *A! hou greet abhominacioun it is to se almost the grettest lord of the world[...]to pretende and crie opinli[...]that so greet a lord[...]hath power grauntid of the bisshop of Rome[...]to forbede massis.* Translation: “Ah! What a great abomination is to see almost the greatest lord of the world [...] to claim and cry openly [...] that so great lord [...] had power granted by the bishop of Rome[...]to forbid masses.” (1395, J. Purvey, *Remonstr. against Romish Corruptions*)
- **1485-PDE:** “To allege or put forward (a thing) as a reason or excuse; to use as a pretext.” Obsolete
 - Example: *The resoun yat thai pretend is this.* Translation: “The reason that they allege is this.” (c1485, G. Hay, *Law of Armys*)
- **Spanish cognate:** Pretender: “Querer ser o conseguir algo.” “Hacer diligencias para conseguir algo.” “Dicho de una persona: Cortejar a otra.”
- **Difficulty:** In this case, the English term kept the original meaning nowadays without any semantic change. However, it differs from the Spanish cognate’s meaning *pretender* which means “to expect to do or to be something.”

Profound

(<OFr. *profund* < Lat. *profundus* "deep, bottomless, vast.")

- **Original meaning:** "Of a person: characterized by intellectual depth; having great insight into or knowledge of something; very learned. Formerly also: †crafty, cunning"
 - Example: *Sipþe for [to] beo more profound, to arismetrike he drouȝ.*
Translation: "Since for to be more profound, to science he drove." (c1300, St. Edmund Rich in C. D'Evelyn & A. J. Mill *South English Legendary*)
- **1412-PDE:** "Of personal attributes, actions, works, etc.: showing depth of insight or knowledge; marked by great learning."
 - Example: *Pe suffissant clergye, Endowyd of profound intelligence.*
Translation: "The sufficient clergy, provided of profound intelligence."
(c1412, T. Hoccleve *De Regimine Principum*)
- **Spanish cognate:** Profundo: "Que tiene el fondo muy distante de la boca o borde de la cavidad." "Más cavado y hondo que lo regular". "Extendido a lo largo, o que tiene gran fondo." "Que penetra mucho o va hasta muy adentro." "Intenso, o muy vivo y eficaz." "Difícil de penetrar o comprender." "Dicho del entendimiento, de las cosas a él concernientes o de sus producciones."
- **Difficulty:** Although this cognate may be helpful, the difficulty resides in that students might use it as a synonym of "deep". This could lead to mistakes as profound in English lacks of the physical nuance of "deep" as in *a deep hole*, preserved in the Spanish cognate.

Quart

(<OFr. *quarte* "a fourth part" < Lat. *quartus* "the fourth.")

- **Original meaning:** "A measure of capacity for liquids (also sometimes used for grain or other dry substances consisting of small particles), equal to a quarter of a gallon or two pints. In later use also: a measure of shellfish, etc., equal to the amount held in a container having a capacity of one quart."
 - Example: *Oon water vessel heelde fourti mesuris of þre quartis [L. quadraginta batos capiebat luter unus].* Translation: "On water each vessel

held forty measures of three quarts [L. quadraginta batos capiebat luter unus].”
(1382, *The Wycliffite Bible*)

- **1454-1777:** “A quarter of something.” Obsolete.
 - Example: *Be the space of on qaurte [read quarte] of an houre.* Translation: “Be the space of a quart [read quarte] of an hour.” (1454, J. Paston in *The Paston Letters and Papers*)

An officer of the customs, demanded a toll, each horse paying three quarts.
(1777, W. Dalrymple *Travels through Spain and Portugal*)

- **Spanish cognate:** Cuarto: “Que sigue inmediatamente en orden al o a lo tercero.” “Se dice de cada una de las cuatro partes iguales en que se divide un todo.” “habitación, espacio entre tabiques de una vivienda.” “dormitorio.” “Cada una de las cuatro hojas o partes de que se compone un vestido.” “Cada una de las cuatro partes en que se divide la hora.”
- **Difficulty:** Students may confuse this term as in Spanish the cognate *cuarto* is polysemic and may mean “the forth part of something” as in English or simply “a room”. This confusion appeared because the Spanish cognate developed its meaning from “the forth part” to a metaphorical one of “something composed by four things”, in this case walls, and finally “a room.”

Realize

(<MFr. *réaliser* “make real”)

- **Original meaning:** “To make real or actual; to convert (something imagined, planned, etc.) into real existence or fact; to bring (a scheme, ambition, etc.) to fruition. Formerly also: †to show the reality or truth of (a statement).” Obsolete.
 - Example: *Realiser, to realize, to make of a reall condition, estate, or propertie; to make reall.* Translation: “Realiser, to realize, to make of a real condition, estate, or property; to make real.” (c1412, T. Hoccleve *De Regimine Principum*)
- **1646-PDE:** “To present as real to the mind; to make to seem real; to bring vividly or clearly to mind as if real.”

- Example: *A lively faith realizeth things, and makes them present.* Translation: “A lively faith realized things, and makes them present.” (1646, H. Lawrence, *Of Communion & Warre with Angels*)
- **Spanish cognate:** Realizar: “Efectuar, llevar a cabo algo o ejecutar una acción.” “Dirigir la ejecución de una película o de un programa televisivo.” “Vender, convertir en dinero mercaderías u otros bienes; más comúnmente hablando de la venta a bajo precio para reducirlos pronto a dinero.” “Sentirse satisfecho por haber logrado cumplir aquello a lo que se aspiraba.”
- **Difficulty:** Students may confuse this term with its Spanish cognate, which means “to perform an action”. This occurs as the English cognate developed a mental connotation while the Spanish one preserved the physical sense.

Record

(<OFr. *Recorder* “tell, relate, repeat, recite, report, make known”< Lat. *recordari* “remember, call to mind, think over, be mindful of”)

- **Original meaning:** “To learn by heart, to commit to memory, to go over in one's mind; (also) to repeat or say over as a lesson or portion of memorized text, to recite.” Obsolete.
 - Example: *Make hwase bereð þet word recorden [c1230 Corpus Cambr. recordin] hit biforen hire.* Translation: “Make to those that record word [c1230 Corpus Cambr. recordin] a payment to them forehand.” (c1225, *The English text of the Ancrene riwle*)
- **1340-PDE:** “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.”
 - Example: *Hou grat is þe zenne ous sseweþ wel þe wreche þet god kan nyme, ase recordeþ holi wryt.* Translation: “How great the Senna is shown so vile that God can bring so as recorded the holy writing.” (1340, *Ayenbite*)
- **Spanish cognate:** Recordar: “Traer a la memoria algo.” “Hacer presente a alguien algo de que se hizo cargo o que tomó a su cuidado.” “Dicho de una persona o de una cosa: Semejar a otra.”
- **Difficulty:** Spanish students may confuse it with its original English meaning, related to memory, as the Spanish cognate *recordar* has preserved this sense. On the

other hand, the English cognate developed with the sense of “to preserve in memory, to register for historical purposes.”

Sane

(< Lat. *sanus* “sound, healthy.”)

- **Original meaning:** “Of the body, its organs or functions: Healthy, sound, not diseased.” Rare.
 - Example: *For in veracity these Times denote Morbs to the Sane, and Obits to th' Ægrote.* Translation: “For in veracity these times denote morbid to the healthy, and obituaries to the sick.” (1694, P. A. Motteux translation of *The fifth book of the works of Francis Rabelais*)
- **1721-PDE:** “Sound in mind; in one's senses; not mad. Also, of the mind: Not diseased.”
 - Example: *Sane, sound, whole, in his Sences.* Translation: “Sane, sound, whole, in his senses.” (1721, N. Bailey, *An universal etymological English dictionary*)
- **Spanish cognate:** Sano: “Que goza de perfecta salud.” “Seguro, sin riesgo.” “Que es bueno para la salud. Alimentación sana. País, aire sano.” “Dicho de un vegetal o de lo perteneciente a él: Sin daño o corrupción.” “Libre de error o vicio, recto, saludable moral o psicológicamente.” “Sincero, de buena intención.” Coloquialmente: “Entero, no roto ni estropeado.”
- **Difficulty:** Spanish students may confuse this term with the Spanish cognate *sano* which preserves the original meaning of “healthy”, much more general than the English one. Thus, the English cognate specialized its meaning to “mentally healthy.”

Sensible

(< Lat. *sensibilis* “having feeling, perceptible by the senses.”)

- **Original meaning:** “Perceptible by the senses.”
 - Example: *For it [intelligence] knoweþ þe vniuersite of resoun and þe figure of þe ymaginacioun and þe sensible material conseiued.* Translation: “For it [intelligence] knew the university of reason and the figure of the imagination

and the sensible material conceived” (c1374, Chaucer translation of *Boethius's De consolacione philosophiae*)

- **1732-PDE:** “Conscious, free from physical insensibility or delirium.”
 - Example: *The governor was not yet sensible.* (1732, T. Lediard translation of J. Terrasson *The life of Sethos*)
- **Spanish cognate:** Sensible: “Que siente, física y moralmente.” “Que puede ser conocido por medio de los sentidos.” “Perceptible, manifiesto, patente al entendimiento.” “Que causa o mueve sentimientos de pena o de dolor.” “Dicho de una persona: Que se deja llevar fácilmente del sentimiento.” “Que cede o responde fácilmente a la acción de ciertos agentes.”
- **Difficulty:** Spanish students may confuse this term as its Spanish cognate has preserved the original meaning of “perceptible by the senses”. The correct Spanish term for the actual meaning of *sensible* would be *sensato*.

Subject

(< Lat. *subiectare* "place beneath")

- **Original meaning:** “A person who is under the control of another or who owes obedience to another. Also in extended use of an animal, etc.”
 - Example: *Kes me, lemman, and loue me, And i þi soget wil ibe.* Translate: “Lie me, lover, and love me, and I will be your subject.” (c1330, *Seven Sages*)
- **1393-PDE:** “In extended use: a person who is under the control of or owes obedience to an abstract principle or power.”
 - Example: *The will which of my bodi moeveth [...] I have restreigned [...] As him which stant under the lore Of reson, whos soubgit he is, So that he mai noght don amis.* Translate: “The will which moved my body [...] As him which stand under the lore of reason, whose subject he is, so that he may have done wrong.” (1393, Gower, *Confessio Amantis*)
- **Spanish cognate:** Sujeto: “Expuesto o propenso a algo.” “Asunto o materia sobre que se habla o escribe.” “Persona innominada, frecuentemente cuando no se quiere declarar de quién se habla, o cuando se ignora su nombre.” “Espíritu humano, considerado en oposición al mundo externo, en cualquiera de las relaciones de sensibilidad o de conocimiento, y también en oposición a sí mismo como término de conciencia.” “Ser del cual se predica o anuncia algo.” “Elemento o conjunto de

elementos lingüísticos que, en una oración, desempeñan la función de sujeto.”
“Persona despreciable, gente de poca monta.”

- **Difficulty:** This is a case of perfect cognates, as they mean exactly the same in most of their acceptations. Nevertheless, there are nuances in which the English cognate differs from the Spanish one. For example, the English cognate has a stronger sense of “to be under control”.

Support

(< OFr. *suporter* “to bear, endure, sustain, support” < Lat. *supportare* “convey, carry, bring up, bring forward.”)

- **Original meaning:** “To endure without opposition or resistance; to bear with, put up with, tolerate. In later use chiefly in negative contexts.”
 - Example: *I wolde ze schulden susteyne a litil thing of myn vnwysdom, but and supporte me [gloss or bere vp me; L. supportate me].* Translation: “I wanted you to hold sustained a little thing of my ignorance, but also tolerate me [endure or bear me up; L. supportate me].” (c1384, *The Wycliffite Bible*)
- **1393-PDE:** “To strengthen the position of (a person or community) by one's assistance, adherence, or toleration; to uphold the rights, claims, authority, or status of; to stand by, back up.”
 - Example: *And ek his kinges realte Mot every liege man conforte, With good and bodi to supporte.* Translation: “And also his royal king met every league man of trust, with goodness and body to support.” (1393, Gower, *Confessio Amantis*)
- **Spanish cognate:** Soportar: “Sostener o llevar sobre sí una carga o peso.” “Sufrir, aguantar, tolerar.”
- **Difficulty:** Students may confuse this term as the Spanish cognate *soportar*, has preserved the meaning of “to endure” and not the one of “to back someone up.” This may lead to confusions such as the following, **I cannot support any more weight*, instead of *I cannot take any more weight*.

Terminate

(< Lat. *terminare* “to limit, set bounds, end.”)

- **Original meaning:** “To direct (an action) to something as object or end.” Obsolete.

- Example: *Leander [...] they terminated to the vnquiet, cold coast of Iseland.*
Translation: “Leander [...] they departed to the unquiet, cold coast of Iceland.” (1599, T. Nashe, *Lenten Stuffe*)
- **1615-PDE:** “To bring to an end, put an end to, cause to cease; to end (an action, condition, etc.)”
 - Example: *Her eyes Opened with teares, in care of her estate, Which now, her friends resolu'd to terminate To more delaies; and make her marry one.*
Translation: “Her eyes opened with tears, in care of her estate, which nor, her friends earnest to terminate to more delays; and make her marry one.” (1615, G. Chapman, translation of *Homer Odysses*)
- **Spanish cognate:** Terminar: “Poner término a algo.” “Acabar” “Dicho de una cosa: cesar” “Dicho de una enfermedad: Entrar en su último período.” “Aniquilar, destruir enteramente.”
- **Difficulty:** This term can be helpful in formal context, as both cognate words mean the same. However, in informal speech and slang, *terminate* means “to kill.” Thus, it might confuse students.

Treat

(< OFr. *traitier* “deal with, act toward; set forth.” < Lat. *tractare* “manage, handle, deal with, conduct oneself toward.”)

- **Original meaning:** “The action or an act of treating, or discussing terms; parley, negotiation; agreement; treaty.” Obsolete.
 - Example: *In þis failen many men in tretes and acordis makynge.* Translation: “In this failed many men in making treats and agreements.” (c1380, *English Wycliffite Sermons in Selected Works II*)
- **1690-PDE:** “The action of treating or entertaining; one's part or turn to treat; an invitation to eat or drink.”
 - Example: *The Bride is my kinswoman, so the Treat to night is mine, and I invite all this good Company.* (1690, J. Crowne, *The English frier*)
- **Spanish cognate:** Trato: “Acción y efecto de tratar.” “Tratado, convenio, especialmente el que se hacía entre distintos Estados o Gobiernos.” “Tratamiento, título de cortesía.” “Ocupación u oficio de tratante.” Coloquialmente: “Contrato, especialmente el relativo a ganados, y más aún el celebrado en feria o mercado.”

- **Difficulty:** Students may confuse this term with the Spanish cognate *trato*, which still preserves the original meaning of “deal.” This may lead to errors such as the following, **we had a treat* instead of *we had a deal*.

Ultimate

(< Lat. *ultimare* “to be final, come to an end.”)

- **Original meaning:** “Of ends, designs, etc.: Lying beyond all others; forming the final aim or object.”
 - Example: *The faithful and pious communicants receive the ultimate end of his presence, that is, spiritual blessings.* (1654, Bp. J. Taylor, *The Real Presence*)
- **1755-PDE:** “Putting an end to further continuance, development, or action; final, decisive.”
 - Example: *Ultimate state; final doom.* (1755, S. Johnson, *A Dictionary of the English Language*)
- **Spanish cognate:** Último: “Dicho de una cosa: Que en su línea no tiene otra después de sí.” “Que en una serie o sucesión de cosas está o se considera en el lugar postrero.” “Se dice de lo más remoto, retirado o escondido.” “Final, definitivo.” “Extremado en su línea.”
- **Difficulty:** Students may confuse this term with *último*, another Spanish cognate which simply means “the last one in a sequence.” On the other hand, the English cognate has the nuance of “the final result after a process.”

3.2. Conclusions

As we may see in the table below, most of the words taken for the glossary were introduced into English from Old French during the 14th century. It is also significant that from the 13th century to the 19th there was a constant influence of French. Also, Latin influenced English from the 14th to 16th century as a consequence of the Renaissance or through French. Further explanations on this influence will be given in the *Chronological division of the glossary*.

Nevertheless, although it is representative, this table cannot be used as an unquestionable representation of the actual percentages of loan words or cognates from different languages, as the number of words that make up the glossary is so limited.

Chronological appearance of cognates' chart:

Total No. of words = 55	11th c. or before	12th c.	13th c.	14th c.	15th c.	16th c.	17th c.	18th c.	19th c.
No. of words taken from OFr.	0	0	5	19	1	0	0	0	0
No. of words taken from MFr.	0	0	0	0	4	5	6	0	0
No. of words taken from ModFr.	0	0	0	0	0	1	3	0	2
No. of words taken from Latin	1	0	0	4	6	1	0	1	0

3.3. Glossary: Chronological division and external history

The glossary can also be divided by the historical period in which the words were added to the English lexicon. We can divide the English language into three main periods: Old English, Middle English, and Modern English.

Pre-Anglo-Saxon period (700 B.C. to 400 A.D.)

Probably, the first Indo-European settlers in England were the Celts circa 700 B.C. The Britons established in territories from the south of England to what is now known as Scotland, which was the Picts' settlements, also a Celtic tribe. The language spoken by the Britons was the Common Britonic and the one spoken by the Picts was the Pictish.

In the 55 B.C., Julius Caesar attempted to invade Britain but the fierce resistance of the locals delayed the invasion until 43 A.D. Britain would be kept under Roman influence until 409, when most of the legions had to retreat to defend Rome against the Germanic tribes. Although the first Latin words to be introduced in England were probably brought by Germanic immigrants influenced by the Roman Empire, the conquest introduced terms related to everyday items, reflected in the glossary just by the term *cup*. Latin did not replace Celtic as it did in Gaul during the conquest, as it was probably seen as the prestige language of administration, education, and social life. Evidences of the presence of Latin are found in inscriptions and onomastic evidences such as *Chester*, evolved from Latin *castra*.

Old English (450-1150)

What we know as Old English is a variant of the West Germanic language, brought to the Isles in 449 by the Jutes, Angles and Saxons. It was divided in different dialects, the West Saxon spoken by the Saxons, the different regional varieties spoken by the

Angles, and the dialect of the Jutes. In the 9th century the West Saxon was the most widespread written language, thanks to King Alfred the Great (849-899).

The language we know as English nowadays was influenced by Latin in two different moments: the first, through contact with the Roman Empire; the second, with the arrival and evangelization of England by St. Augustine until the 11th century. From this period we have words related to religious terminology, such as the *altar*, *priest*, or *psalm*. Latin speakers began referring to the country as *Anglia* and later as *Englaland*.

In the 8th century, the Vikings started raiding England. As a result of the Scandinavian invasions, the language was influenced by Old Norse. A series of words related to the sea and navigation, and others related to social organization entered the language, such as *law* (OE *lagu* < ON *lagu*), *take* (OE *tacan* < ON *taka*), *cut* (< ON *cuti*), or *both* (< ON *baðir*). Nevertheless, as most of the Spanish-English cognates come from Latin or French, there aren't any instances of ON within the glossary.

Middle English (1150-1500)

The start of Middle English period is usually dated at the time of the Norman Conquest in 1066. For about 300 years after the invasion, the English monarchs and their court spoke only Norman French, while the common people continued speaking English. Middle English was heavily influenced by Norman French, later by Anglo-Norman and, at the end of the period, by Central French.

Although English was the language of the majority, Norman French became the language of administration and the upper classes. However, some nobles and clergy learned English and they introduced French words related to government, church, army, courtly manners, arts, education and medicine. The trend for a greater formality using words of Norman origin persists even nowadays, as we can see in expressions as *a cordial reception* on contraposition with *a hearty welcome*. Another example of this influence is the appearance of doublets referring to living animals and to their edible flesh", such as *beef* (< OFr *buf*, c1300) and *pork* (OfFr *porc*, c1300) with a French origin, and *cow* (<OE *cū*) and *pig* (<OE **picg*) with an English one.

During this period, a large number of Norman words were introduced into Old English. The Norman influence shaped Old English through the whole Norman period,

producing what is now referred to as Middle English. The English language changed enormously during this period, both in grammar and in vocabulary. While Old English was an inflected language, Middle English begins to be more heavily ruled by the syntactic order of clausal and phrasal elements. Many grammar distinctions were lost, being simplified through analogy, as in the case of the categories of gender and number. Also, more importantly for our purposes, a great number of French loan words entered Middle English. This is reflected in the following words from the glossary: *Actual, approve, argue, assist, attend, cabin, camp, college, constipation, crime, designation, disturb, discussion, dormitory, envy, journey, jubilation, large, letter, library, molest, official, parent, pretend, quart, record, sensible, support* and *treat*.

English literature will not appear again until 1200's, coinciding with the downfall of Anglo-Norman. *The Provisions of Oxford*, released in 1258, is considered the first English official document to be published in English after the Norman Conquest. In 1362, Edward III approves *the Statute of Pleading*, which makes English the official language in England, and the Parliament is opened with its first speech delivered in English. During the mid to late 14th century English becomes the official language of the law courts and replaces Latin as the medium of instruction at most schools.

Geoffrey Chaucer is the most famous writer from the Middle English period, and *The Canterbury Tales* is his best-known work. Also, John Wycliffe's English translation of the *Latin Bible* is published and the monk Galfridus Grammaticus published *Thesaurus Linguae Romanae et Britannicae*, the first English-to-Latin wordbook during this period. All these authors would pave the way for an emerging standard within English.

There was moreover the constant influence of French literature. It is reasonable to suppose, therefore, that as time went on and the use of French in England became more artificial and a larger share of the English borrowing was from Central French. Even Chaucer criticized the French used in some parts of Britain, so we must suppose that variety of prestige was Central French.

Wycliffe is credited with more than a thousand Latin words not previously found in English. Since many of them occur in his translation of the Bible and have been retained in subsequent translations, they have passed into common use.

The use of Latin words was highly criticized during this period. The use of these words was considered an artifice called the aureate terms, to add prestige to a poem. Poets who used aureate terms have been described as creating artificial English, as the Latin terms would never enter into common usage. This was not completely true, as words which were “aureate” in Chaucer, like laureate, mediation, oriental, prolixity, have sometimes become part of the common speech.

Early Modern English (15th c. to 17th c.)

Modern English is generally dated as starting in 1400, when a series of sound changes, conveniently grouped together under the term *Great Vowel Shift*, started to take place, lasting down to the 18th c.

Increased literacy and travel have facilitated the adoption of many foreign words, especially borrowings from Latin and Greek since the Renaissance. During the period, loan words were borrowed from Italian, German, and Yiddish. The appearance of the first Americanisms began during this period as well.

Although English had attained an established position as the language of popular literature, a strong tradition still sanctioned the use of Latin in all the fields of knowledge. This tradition was strengthened by the Renaissance. Latin and Greek were not only the key to the world’s knowledge but also the languages in which much highly esteemed poetry, oratory, and philosophy were to be read. Also, Latin had the advantage of being a universal *lingua franca*. Thus, it is not surprising that the same influence that led to create works of classic cut, led them to enrich the English language with words taken from the same source.

This led to a controversial term, the so-called *inkhorn terms*. Inkhorn terms were the ones considered over-sophisticated which were being used by writers but which were unknown or uncommon in ordinary speech. In 1553, Thomas Wilson would criticize this practice in his *Arte of Rhetorique*, in which he advocates for a plain and simple use of English.

On the other hand, other authors, although they considered inkhorn terms a corruption of English, admitted that they had to use some of them as they could not find a complete equivalent English word, especially scientific and law terms.

Thus, although inkhorn terms of the Renaissance, were but passing experiments, there appeared permanent additions from Latin to the English vocabulary, such as *contempt* (< Lat. *contemptibilis*), *custody* (< Lat. *custodia*), *distract* (< Lat. *distractio*), *frustrate* (< Lat. *frustratus*), *genius* (< Lat. *genius*), *immune* (< Lat. *Immunis*), *incarnate* (< Lat. *incarnatus*), *incredible* (< Lat. *incredibilis*), *mechanical* (< Lat. *mechanicus*), *prosecute* (< Lat. *prosecutus*), *solar* (< Lat. *solaris*), *summary* (< Lat. *sumarium*), etc.

As we can see, the examples are related to law, medicine, science, and literature, as their use was often justified in the beginning by technical or professional linguistic needs. Among the examples, we may add words ending in *-able*, *-ible*, *-ent*, *-al*, *-ous*, *-ive*, and others Latin suffixes, usually reinforced by French influence.

During the late 15th century, Canada was colonized by France and Britain. However, French influenced English until 1867, when Canada officially became bilingual. Examples of the French influence are the use of French words such as *Premier Minister* for “Prime Minister” or *dépanneur* for “convenience store”. Also, the presence of indigenous languages such as Inuit and Yupik influenced the Canadian English until the 20th century, introducing words such as *moose* (<Algonquian *moos*, c1610), *husky* (<Eskimo *hoskey*, 1852) or *anorak* (<Eskimo *anorak*, 1924).

Late Modern English (18th c. to present)

Early Modern English and Late Modern English vary essentially in vocabulary. Late Modern English has many more words, coined at the time of the Industrial Revolution and associated technology (19th c.). There was a need for new words as well as for the international development of the language. This is reflected in the glossary by the following words: *idiom*, *industrial*, *norm*, and *sane*.

The earliest monolingual English dictionaries were *hard word dictionaries*, such as John Bullokar’s *English Expositor* or Thomas Blount’s *Glossographia* (1656), which explained in simple form many of the strange and difficult words which entered English

over the previous decades. This trend developed, including within hard word dictionaries not only difficult terms, but regional varieties and slang. This trend would reach its zenith with *The Dictionary of the English Language* published by Samuel Johnson in 1775, which was the first full featured English dictionary. To a high degree, these dictionaries standardized both English spelling and word usage from a prescriptive perspective.

The Victorian period (1837-1901) was characterized by a strong morality, although prostitution, alcoholism and bad labor conditions were rising. This is mainly due to the rapid increment of population and urbanization of the Industrial Revolution. During this period, several historical facts of great importance happened, as the British sovereignty of New Zealand in 1840, and the establishment of The Commonwealth of Australia as a dominion of the British Empire in 1901. The influence of Australian and New Zealand natives impregnated the colonizers' English, creating the variety known as Australian English. Within this variety, we can find some aboriginal loanwords such as *boomerang*, or *billabong*.

As far as the other colonies are concerned, after its independence and its division into India and Pakistan, India adopted English as one of its 22 official languages. In a context in which there are so many linguistic variants, it is logical to imagine they use the language of their colonizers as *lingua franca*. Therefore, Indian English was influenced by the vernacular languages and include some of its words; some of them even were included in the Standard English. A few examples of this are words such as *thug* (< Hindi *thuggee*, 1810), *bandana* (< Hindi *bandhnu*, 1752), *shampoo* (< Hindi *champo*, 1762), or *jungle* (< Hindi *jangal*, 1776)

The invention of the telegraph by Samuel Morse, inaugurated the development of rapid communication and a major influence on the growth and spread of English. Britain was the pioneer in the use of telegraph, and all communications were made in English, having being necessary that all telegraph operators spoke English. So, it was one of the most important fact in the spread of English though the world. The later invention of the telephone by Graham Bell and the creation of the BBC in 1922 will also favor the English expansion worldwide.

Ireland's achievement of Home Rule in 1921, which made Gaelic an official language in addition to English and the passing of the Welsh Language Act, which gave the Welsh language equal validity with English in Wales. Although most of the Gaelic loanwords appeared in the 18th century, this new Gaelic Revival increased the frequency in use of Gaelic loanwords in English. Some examples of Gaelic loan words are whiskey (< Gaelic *uisge*), shamrock (< Gaelic *seamrag*), and clan (< Gaelic *clann*).

The 20th Century was, among other things, a century of world wars, technological transformation, and globalization, and each has provided a source of new additions to the lexicon. For example, words like shell-shocked, camouflage, radar, barrage, boondocks, roadblock, brainwashing, spearhead, etc, are all military terms which have made their way into Standard English during the World Wars. World War II (1936-1945) also contributed to the growth of English as a *lingua franca*, as it was the language used by the Allies to communicate with each other.

After the World War II and particularly in the 1980s and 1990s, the computer revolution began all over the world. It was created in America using American technology. So, it is logic that the language of computers is English. This would increase the influence of English worldwide, as nowadays it is almost essential to know how to use a computer.

Today English is considered as the most important *lingua franca*. British English and American English, the two major varieties of the language, are spoken by 400 million persons, although most varieties of English have national recognition.

4. Didactic implications

4.1. Contrastive analysis and transference

First of all, we have to take into account what Dr. Hülmbauer from the university of Vienna postulates in the introduction of *Latest Trends in ELF Research*, “First language (L1) and also other language (LN) elements are never completely deactivated in bi/plurilingual minds.” (Hülmbauer, 2011, *Old Friends? Cognates in ELF Communication*, in *Latest Trends in ELF Research*, 141.) That is, bilingual speakers have their mother tongue and other languages as an always-present background. In fact, this influence from one language to another is what Behaviorism analyzed with its Contrastive Analysis and Second Language Acquisition.

The main thesis of contrastive analysis, as Robert Lado formulated in *Linguistics Across Cultures* (1957), was that it is possible to identify the areas of difficulty that a foreign language presents for speakers of another language by systematically comparing the two languages and cultures. When similitudes appear, learning difficulties will not be expected, but when they are different, learning difficulties are more likely to be expected, and the greater the difference, the greater the degree of difficulty for the students.

Then, there appears the notion of transfer. According to this notion, the knowledge of one language can be transfer to the target language in order to facilitate its learning. However, it does not always facilitate the learning, as the students’ theories and guesses might be wrong. Then, a negative transfer occurs. Therefore, the more differences between languages, the more mistakes should appear. However, this theory was highly criticized by scholars such as Selinker and Wardhaugh, as there weren’t enough empirical facts supporting it. Yet, it shows some of the major mistakes that are frequently made by L2 students irrespectively of their L1. Therefore, a teaching method focused on avoiding these mistakes can be created.

Hence, through a comparison between the students’ mother tongue and their target language, we may infer which mistakes are likely to be committed. Thus, teachers can focus on the weak points of every student and they can also obtain some important information about the learners’ difficulties at different learning stages, which is

essential to curriculum planning and teaching material construction. Having this in mind, we may structure our lesson planning around the two main areas of error in a language, discourse and text errors.

Text errors can be divided into vocabulary, collocation, grammar, and syntax error. It is within the errors in vocabulary where cognates, false cognates, and false friends are relevant because they are a focus of positive and negative transfers, as mentioned above. They usually cause mistakes related to spelling or semantic confusions. Thus, it is a good idea to add a section devoted to false friends, which usually correspond with cognates that have suffered a shift in meaning, at the end of every didactic unit.

On the other hand, errors in collocation are the commonest among Spanish students when it comes to learn English. It is a fact that Spanish syntactic structures are freer than English ones and that includes the use of prepositions, cases (In this case, just the Saxon genitive), and adverbs. To solve these mistakes, it is also convenient to add a section on collocations within every unit. A good way to make students learn collocations is creating a vocabulary section with examples of real usage of every word on it, in contraposition with wrong or non-natural usages. E.g.:

Example: *I can rely on you*

Common mistake: **I can rely in you*

Spanish translation: *Puedo confiar en ti.*

As we can see, the mistake resides in the preposition *en* in Spanish, usually translated by *in*. Thus it is an interlingual error due to an over-regularization of a translation rule previously learned.

Closely related to errors in collocation, the errors in syntax appear when the usual clause pattern in the source language varies from the one in the target language. An example of this is the interrogative structure:

Example: *Are you listening?*

Common mistake: **You are listening?*

Spanish translation: *¿Estás escuchando?*

As we can see, Spanish students are likely to use a subject + verb + object structure without taking into account the English structure and, even though the declarative question can be used in English, it is rather informal.

Errors in grammar are related to the wrong use of articles, tense, plural and singular forms, subject-verb concordance, etc. Historically, these are by far the most studied errors, as teaching methods used to follow a prescriptive perspective and this one was ultimately focused on grammar. In order to avoid mistakes as these, it would be recommendable to divide the grammar section of our corpus attending to every possible area of difficulty, as for example countable and uncountable words. It is a fact that Spanish students usually present some difficulties with uncountable and countable nouns as in the following example:

Example: *There are around fifty sheep.*

Common mistake: **There are around fifty sheeps.*

Spanish translation: *Hay alrededor de cincuenta ovejas.*

We can see that *oveja*, the Spanish word for “sheep”, is countable on the contrary to English, producing a negative transfer.

Finally, errors in discourse are related to the proper use of linkers, the length of clauses and the similarity, and monotony of the clause structures. These are, in my opinion, the most difficult errors to correct, as they are related to the actual use of language. In order to avoid discursive errors, a good solution would be language immersion programs.

4.2. Conceptual representation, word association, and Second Language Acquisition:

Cognates with similar form and meaning in different languages are also of special interest for designing a bilingual lexicon because there is a possibility that they may have the same conceptual representation in both languages. But, what is the conceptual representation of a word?

When a speaker acquires a L2, there are two possible hypotheses about how vocabulary items are connected in the two languages. The first theory is that new words in the L2 are directly associated with equivalent words in the mother tongue. This is called *word association* and we might infer that it is the basis for the contrastive analysis and transference theories shown above.

Nevertheless, the second hypothesis suggests that words are not associated to the first language but to the non-linguistic concept of the word in both languages. As Judith F. Kroll (Kroll 2001, in Nicol 2001: 49.) puts it, “[t]o become a fluent bilingual, an individual must acquire the means to access concepts for second language words independently of the first language.”

In an experiment carried out by the Massachusetts Institute of Technology in 1984, which consisted in naming pictures and translating words, the doctor in psychology Mary C. Potter with the aid of some linguists reported that bilinguals named pictures in the L2 and translated words from their L1 to the L2. Later studies using the same empirical methodology, but with L2 students at earlier stages of development than those included in Potter et al.’s (1984) experiment, showed evidence for a shift from lexical to conceptual processing of words in the L2 as the students improved their proficiency.

We may then establish that students in early stages of learning rely on lexical connections rather than on conceptual ones. Assuming this, the lexical-semantic similarities of cognates should be very helpful in the early acquisition of a language. Hence, cognate words must have advantage over non-cognates in speed of recognition and production. This is what is known as the facilitation effect.

One theory explaining the cognate facilitation effect is through shared representations of cognates and the word frequency effect. Marina Sherkina puts it as follows:

Since using a pair of cognates in two languages requires accessing (almost) the same phonological form in connection to (almost) the same concept, the overall frequency of a cognate increases. In a frequency rating task on English words, Russian-English bilinguals rated the frequencies of cognates significantly higher than English monolinguals did. (Sherkina-lieber 2004:1)

The same seems to happen to Spanish bilinguals, as we can see in Costa et al. (2000), in which Potter et al. experiment is applied to Spanish, Catalan, and English polyglots.

We can conclude that as a cognate usually has the same or almost the same phonological representation or spelling and represents a similar concept in the two languages, it is common that a bilingual speaker uses cognates more frequently, independently of its frequency in usage by native speakers.

4.3. Cognates' influence in English as a *lingua franca*

One of the more remarkable aspects of the spread of English around the world has been the extent to which Europeans are adopting it as their internal *lingua franca*. It seems that cognates can have a positive effect in both Second Language production and reception in English as a *lingua franca*.

On the one hand, there are cognates which are limited as far as the representation of their meaning is concerned, being only partial in conceptual representation or with some added nuances. This is due to the different semantic evolutions of the same cognate word in two different languages. Semantic changes can be produced by a definite set of linguistic features. Following Bloomsfield's scheme (Bloomfield 1933), we may distinguish the following changes:

- Extension of meaning, which implies that a word with a specific meaning becomes more general, i.e.: Bird used to mean "a young fowl", nowadays it means "any feathered vertebrate animal".
- Narrowing of meaning, which implies that a word with a general meaning becomes more specific, i.e.: Journey used to mean "the distance travelled in a day". Nowadays, it just means "a continued course of travelling from the beginning to the end".
- Metaphor, which implies a change based on similarity, i.e.: Broadcast used to mean "to cast seeds out" but, with the invention of the radio, the word extended its meaning indicate "the transmission of a signal."

- Metonymy, which implies a change based on nearness in space or time, i.e.: Jaw, meaning “cheek” changed to mean “mandible”.
- Synecdoche, which implies a change based on whole-part relation, i.e.: The crown, referring to “a monarch” and not to the “head ornament”
- Hyperbole, which implies a change in meaning from weaker to stronger, i.e.: To kill used to mean “to torment” but developed into “to slaughter.”
- Meiosis, which implies a change in meaning from stronger to weaker, i.e.: To approve used to mean “to demonstrate”, but it evolved to mean “To confirm authoritatively.”
- Amelioration, the addition of a good connotation to the meaning, e.g.: Knight meaning just “a boy” became “a military servant”, and pejoration, the addition of a bad connotation to the meaning, e.g.: knave just meaning “a boy” became “a boy of low condition.”

On the other hand, related with the English as a *lingua franca* users and the frequency rate of cognates’ usage is the fact that there exist non-cognate translation equivalents which share most of the conceptual features, such as the ones taken from the corpus, i.e.: *cabin*, which can be substituted by *cottage*, or *introduce*, which can be substituted *to present* or *to put in*. Hence, the sharing of more conceptual features is not enough to explain the cognate advantage: form similarity should also be taken into account.

No less important is the fact that although users of English as a *lingua franca* have various kinds of plurilingual resources at their disposal, cognates is one of the most used techniques. Contrary to other techniques such as code switching, this might be considered an attempt to bring plurilinguality, exploiting terms that are similar in both the speakers’ languages and in English. This can be seen in a real life example collected by Hülmbauer (Hülmbauer 2011: 143), in which a German speaker uses the word *information* repeatedly as a language bridge with Spanish and French.

Therefore, we could say that English as a *lingua franca* speakers use cognates for two main reasons: because they are similar in form to the respective terms in their native languages, although the meaning may be different, and because cognates are usually shared by more than one language, making them a perfect nexus to interlingual communication.

5. Conclusion

As a conclusion, we can see that the examples from the corpus have suffered, to a greater or lesser extent, a change in their meaning. Also, we can see how most of the cognates with a correspondence in Spanish are from French origin and were introduced during the 14th-15th century, mostly due to the historical contact which led to cultural borrowings.

Knowing those semantic shifts and comparing both the English cognate and the Spanish one can give us a general idea of what kind of mistakes are to be expected by students. Therefore, we may say that cognates, seen from a Contrastive Analysis perspective, can be useful for the second language acquisition, but also problematic, as words have changed semantically through history and the original conceptual meaning of a word might have distanced itself from its cognate word.

As cognates can be integrated in the students' lexicon by establishing two different relations, a relation between their mother tongue and the target language, or between the terms in the target language and their mental, abstract representation or conceptual meaning, they are a useful resource for English as a *lingua franca* as well.

This is due to the fact that cognates, from an intercultural perspective, can possess an overlapping conceptual meaning between languages and their similarity in spelling. Thus, their use is a good communicative strategy in order to bring about language similarities and favor a smooth and comprehensible communication.

Moreover, considering that we live a period of globalization in which English is more and more extended as a *lingua franca*, new strategies to facilitate communication should be more than welcomed.

For all the reasons mentioned, cognates should be kept in mind when it comes to design a curriculum.

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